

RAVENS COTE JUNIOR SCHOOL

POSITIVE BEHAVIOUR POLICY

2025-2026



Date of Approval		Date of Review	
September 2025		September 2026	
Signed	Mrs A Wells Headteacher	Signed	Emily Gibson Chair of Governors



Ravenscote Junior School Positive Behaviour Policy

Ravenscote Mission Statement

Ravenscote Junior School seeks to create a safe, happy and healthy and positive learning environment.

We believe that every member of our community is a life-long learner. Together we can foster the hopes and dreams of our learning community.

We believe that all learners have a right to be challenged and motivated to enable them to achieve their potential academically, personally, socially and emotionally.

As an inclusive learning community, we believe that every child does matter and it is our duty to prepare our children for the challenges of the 21st Century.

Providing high quality learning experiences is the foundation of our school.

We believe in excellence for all and strive to deliver a wide range of extra-curricular experiences which enable the children to grow in confidence and strive to become successful members of our community.

We believe that teaching and learning is a process of co-operative teamwork and welcome and encourage the involvement of parents and others in the community.

This policy has been reviewed in line with the Department for Education Guidance: **Behaviour in Schools: Advice for headteachers and school staff** (February 2024). This guidance can be viewed at: <https://www.gov.uk/government/publications/behaviour-in-schools--2>

The Positive Behaviour Policy triangulates with the Safeguarding and Child Protection Policy and the Attendance Policy.

The following three school rules underpin and uphold our beliefs in our behaviour policy:

‘Ready, Respectful and Safe’

1. We are **ready** to learn
2. We are **respectful** to everyone and everything
3. We make **safe** choices

Ravenscote Junior School promotes high achievement and learning for life by working with children to:

- Set high personal standards in the way we treat each other, particularly showing tolerance, acceptance and compassion and a sense of responsibility for each other
- Develop high self-esteem, self-respect and confidence in their ability
- Be flexible, open-minded and adaptable for the challenge of the modern world and to be aware of the outside world as their future territory/domain
- Be able to work independently and collaboratively
- Achieve the highest standards to the best of their abilities in all areas of the curriculum
- Be healthy, safe and secure
- Celebrate their achievements and acknowledge all their skills: vocational, practical, communicational, academic and personal
- Acknowledge technological advances whilst retaining personal skills



We believe that each child will succeed through experiencing quality in:

- Home and school relationships
- A broad and challenging curriculum which is flexible and creative and innovative
- A safe, secure and challenging curriculum
- Innovative teaching and an investigative approach to learning, particularly through the use of technology
- A rich and varied range of learning resources
- Accelerated learning techniques
- An ethos of support, challenge and encouragement to succeed
- An enriching choice of extra-curricular activities and educational visits

The Headteacher will:

- Implement the Positive Behaviour Policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout the school
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of children who challenge the Positive Behaviour Policy
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Ensure that behaviour is monitored during staff appraisal observations

Staff will:

- Have a consistent approach to positive behaviour using the Positive Relationships Blueprint (see appendix)
- Provide a broad and balanced curriculum
- Hold all children in unconditional positive regard
- Support children when dealing with their emotions and feelings using the Zones of Regulation
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model and consistently demonstrate the school values
- Offer the children choices and the chance to correct their mistakes (using restorative justice) and make the right decisions
- Use the skills of de-escalation to support children with their choices
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour using the Class Dojo system and all other rewards
- Inform parents/carers about the welfare and behaviour of their children
- Monitor behaviour and be proactive in implementing strategies to support positive behaviour choices for the children (e.g. lunchtime plans, reward charts and directed play) and look for what behaviours are communicating
- Work in partnership with the year group AHT/ Year Leader and Inclusion AHT to ensure all individual Positive Behaviour Plans and EHCP recommendations are followed

Parents and Carers will:

- Support the actions of the school in line with the Positive Behaviour Policy and the Home/School Partnership Policy so that children receive consistent messages about how to behave at school and at home

Children will:

- Foster social relationships in the school community of mutual engagement
- Be responsible for own actions and their impact on others
- Respect other people, their views and feelings
- Empathise with the feelings of others



- Be fair
- Be reflective to change behaviours
- Learn to work cooperatively
- Follow the school rules:

'Ready, Respectful and Safe

1. We are **ready** to learn.
2. We are **respectful** to everyone and everything.
3. We make **safe** choices.

At Ravenscote we will use a restorative approach to deal with negative behaviour which will put repairing harm done to relationships and people at the centre of the focus. All children should be taken through the restorative five (questioning) to ensure they understand the harm that has been caused to all parties.

The Local Advisory Committee will:

- Support the implementation of the policy
- Provide advice to the headteacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy

Statutory guidance and key points:

- Teachers have a statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for children, such as teaching assistants and lunchtime supervisors
- Teachers can discipline children at any time the child is in school or elsewhere under the charge of the teacher, including on educational visits
- Teachers can also discipline children for misbehaviour outside of school, whilst wearing the school uniform (representing the school)
- Teachers can confiscate children's property
- Headteachers and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children

We demonstrate our commitment to the Positive Behaviour Policy by:

- Creating a welcoming and happy environment for all to work and learn
- Always striving for improvement
- Working collaboratively
- Promoting fundamental British Values
- Educating children on the various forms of bullying (See the Anti-bullying Policy)

Ravenscote Values:

We want our children to experience the following values, to enable them to thrive in our learning community:

- Respect
- Responsibility
- Teamwork
- Honesty
- Excellence
- Happiness



What are the needs of children?

In order for our mission to be effective and the above values to be meaningful to the children, an understanding of the basic needs of children are appreciated by the staff. To develop fully as people, children need:

- To feel safe
- To be loved
- Security and knowing clearly what is expected of them
- To be valued as people
- A balance of experiences
- To develop friendships and other supportive relationships
- To develop self-awareness and a knowledge of the world outside of themselves
- Creative experiences including external exploration and internal reflection
- To be fully involved in the process of education.

What we do to meet those needs:

Staff, both teaching and non-teaching, always attempt to be consistent in their behaviour and in their expectations of the children. They:

- Value all children
- Display great patience and listen carefully to children
- Focus on and emphasise the positive, in terms of work, habits and behaviour
- Face the reality of difficult and emotional challenges which may occur in their life outside school and help children to come to terms with them with compassion and support
- Only disapprove of poor behaviour, never the child
- Try not to rush, and have time for each other
- Are mutually supportive
- Are all valued as equal partners in the school
- Speak calmly and avoid shouting
- Are valued by the governors and community
- Have a good sense of humour
- Communicate openly with parents to build a common understanding and appreciation of the school's values.

Skills:

Throughout the school, the development of the following skills is encouraged which contribute to reflective thinking about our values:

- Displaying positive behaviours for learning, including sitting and engaging in lessons
- Displaying helpfulness, politeness and good manners to all at school and visitors to the school
- Speaking quietly and politely to others
- Listening carefully and thinking about what others are saying
- Reflection
- Empathy and tolerance
- Using imagination
- Stillness
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion, understanding and practice
- Articulating thoughts clearly in order to enhance communication skills
- Walking quietly about the school building
- Developing positive attitudes to work and play
- Accepting personal responsibility for actions
- Care and respect of other people's property.



Behaviour outside of school and during out of school hours:

Off-Site Visits

The expectations provided in this Positive Behaviour Policy apply whilst children, staff and volunteers are involved in any off-site educational visits. All visits are risk assessed and if during this procedure a child's behaviour is identified as a high risk, we will need to consider what the key risks are of the child attending the trip. For example, if a child's behaviour in school is unsafe, would taking them off-site present a considerable risk to their safety and the safety of others on the trip?

Travel to and from School

The expectations provided in this Positive Behaviour Policy apply whilst children are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

Out of school hours at Ravenscote

During wrap-around care, including clubs, Early Risers and Ravens Roost, children are expected to uphold the school values and three rules and comply with the Positive Behaviour Policy.

Whole school consistent approach to positive behaviour management:

Ravenscote uses Class Dojo to reward positive behaviour and values. Teachers use this in their teaching, in periods of transition and following behaviour during break time and lunchtime.

Children earn rewards by building their total to set intervals of points. These rewards are decided through discussion with the children and are different in each year group.

Parents are able to monitor their child's behaviour tracker using an online app. Parents are notified of both positive and negative points via the app alert system.

We only use Class Dojo as a positive behaviour system. We do not give negative Dojo points.

Teachers' use of the positive behaviour system is monitored to ensure all children's behaviour is acknowledged. Within a class setting, if children have not followed the instructions resulting in a minor behaviour infraction, they will be given a verbal warning. If the child continues with not following the instructions, the teacher will refer to the steps at the end of this policy.

House System

In our weekly values assemblies, children are awarded tokens for the values they have demonstrated. These are placed in collectors in the hall for their House. At the end of each term, there is a winning house for each of the school values. The House System is also used on Sports Day.

Induction for new children

Each new child who joins Ravenscote is given a 'Buddy' to support them as they become familiar with the school. Introductions take place on induction day. The support system operates in a variety of ways by:

- Introducing them to new friends
- Playing with them at break and lunch times
- Accompanying them to the Lunch Hall
- Supporting the child if there is a problem and helping them to solve it

The School Council

Each class at Ravenscote elects a class representative who attends regular School Council Meetings. The meetings are an opportunity for class representatives to share the thoughts and ideas of their class about the day to day running of the school. The School Council decides on suggested changes to aspects of school life which will enhance the enjoyment of Ravenscote for all interested parties.



Rewards

Praise is the most important aspect of the Teacher-Child relationship at Ravenscote. Teachers should look to offer praise to children at every opportunity – a ‘**catch them being good**’ philosophy is in operation.

Dojo points, stickers and achievement assemblies are all opportunities for the children to experience success and develop individual and co-operative behaviour skills. Each member of staff has a pack of ‘catch children demonstrating Ready, Respectful and Safe behaviours’ certificates, which can lead to children being rewarded with a ‘behaviour star’ badge. Children can also achieve Headteacher’s awards in weekly celebration assemblies and each term, each teacher is able to nominate one child for the Governor’s award.

Each week, every teacher is asked to select a child from their class to attend ‘Governor Hot Chocolate’ (or ice lollies in warmer months). This is to reward those children who are consistency exemplary in demonstrating the school values and rules.

We have a Book Vending Machine. Each Friday, one child per year group achieves this reward. They are given a golden token by the headteacher or deputy headteacher, which they can use in the vending machine in exchange for a book of their choice, to keep.

Roles and responsibilities children can earn for exemplary behaviour

Prefects –Year 6 children who are chosen to carry out roles around the school. These include: working at the office; sorting lost property; monitoring cloakrooms; organising the hire hut and touring guests at Open Evenings. When they do so, they must consistently demonstrate the Ravenscote values and behave appropriately for the expectations of year 6 children. When these expectations are not met, children can have this role taken away from them.

Head Prefects – Children in year 6 can apply to become the Head Prefects. They apply in writing (explaining why they are positive role models) and then have an interview. These children will often lead the prefects at events; show guests around the school and communicate their views with children and parents.

PSHE Pupil Voice – Children who volunteer, then are voted for, by the children in their classes when considering how they would demonstrate positivity on the playground and around the school. These children are kind and thoughtful individuals who uphold the values of Ravenscote and are willing to support others when they may go through tough times with their peers.

Sports leaders – Children who demonstrate the sporting spirit values will be selected to support the school in sporting events such as sports day and also any internally (and sometimes externally) organised events.

Other responsibilities in the school include: eco-school reps, school councillors, digital leaders, humanities heroes, RAW pupil voice and Science Sparks.

Before School Routine

Children are allowed into the building from 08:35. Children may go to their locker rooms and classrooms and organise themselves for the day’s learning. By 08:45, we expect every child to be sat at their desk ready for their early morning work (08:45-08:55).

This arrangement helps to ensure a prompt, calm and focused start to the day. If any child’s behaviour is considered not respectful and safe upon arrival at school, parents/carers will be asked to bring their child to the classroom, rather than leaving them at the gate.

Racial Comments

We have a zero tolerance to racism. If a child uses a racial comment they will automatically be placed on a Positive Behaviour Plan. We do not label children ‘racist’, however all children need to understand that any type of racial/racist comment is unacceptable in our community and in wider society.

If a child is accused of a racial comment, we will contact their parents immediately and discuss our findings.



Bullying

Bullying can be defined as a repeated behaviour intended to hurt someone either physically or emotionally. We use the acronym 'STOP' meaning Several Times On Purpose and Start Telling Other People. Our Anti-Bullying (including Cyberbullying, Prejudice-based and Discriminatory Bullying) can be found at <https://www.ravenscote.surrey.sch.uk/page/?title=Safeguarding&pid=328>.

Support for children who have concerns

Children are first encouraged to speak to a member of staff if an issue arises. If at lunchtime, they report to the lunchtime supervisors or if during the school day they would report the issue to their class teacher. Every child is also assigned a wellbeing adult. If a child wishes to discuss a concern with their wellbeing adult, they can fill in a request which will be given to the wellbeing adult to arrange a discussion time. When a child has been finding lunchtime or break time more difficult, the class teacher will check with the child on return to the class to monitor the progress.

Support we can offer to help children with their behaviour

There are occasions when additional support is needed to enable children to follow school rules effectively.

- The reasons for good behaviour are always made clear
- Various interventions may be appropriate – social skills/Lego therapy/team building activities or lunchtime club may be attended.
- Emotional Literacy Support may be offered if there is an underlying reason for a sudden change in behaviour
- Individual reward systems
- Timetabled lunchtime activities can be arranged for a fixed period
- A Positive Behaviour Plan may be written and shared with the child and parents
- Advice may be sought from a behaviour specialist
- Risk assessments

Physical Contact with Children

The school recognises that there are occasions when physical contact (other than reasonable force) with a child is proper and necessary, such as:

- Holding the hand of the child
- When comforting a distressed child
- When a child is being congratulated or praised
- To demonstrate how to use equipment
- To demonstrate techniques
- To give first aid

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the Headteacher has given the responsibility to be in charge or in control of children may use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation. It could be that reasonable force is used in circumstances such as breaking up a physical dispute or where a child needs to be restrained to prevent violence or injury to themselves or others.

Ravenscote staff have been trained in Crisis Prevention using CPI Safety Interventions. This Safety Intervention system has a guiding philosophy of care, welfare, safety and security.



All incidents involving the use of force will be recorded via our in-school recording system. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Further information can be found within our Touch and Physical Intervention Policy.

Interventions and consequences

Whilst always trying to create a positive learning environment, we recognise that sometimes there will need to be interventions and consequences. In all disciplinary actions, it is essential for the child to understand that it is the behaviour that is unacceptable and not the child as a person. Any sanction given for poor behaviour must be in proportion to the behaviour and must be reasonable, considering the child's age, any SEN or disability they may have, their mental wellbeing, safeguarding issues and any religious requirements affecting them.

Using our 6-step chart on the following page, adults in school will follow the steps:

- Non-verbal reminder
- Praise others
- Remind (in private)
- Praise others
- Warning (in private)
- Triage (step 3+ according to policy) the next steps using the 6-step chart.
- Relationship repair and Restorative Five

School staff use a restorative justice approach when discussing behaviours with children.

The Restorative Five (adults choose 5 of the following questions to support children):

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

For children who are younger or have a SEN, staff may wish to choose 2 for the child to focus on. If a child isn't ready to talk, we offer them a postponement.

Whenever a member of staff encounters or observes an undesired behaviour, they will address behaviours and remind of Ready, Respectful and Safe.

Step 6 behaviours - exclusions

It is our policy to refer to the Department for Education Guidance: **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement** Guidance for maintained schools, academies, and pupil referral units in England (August 2024). This guidance can be viewed at: <https://www.gov.uk/government/publications/school-exclusion>

Following any use of consequence, there is always time allocated for relationship repair and restorative conversation.



	<u>Behaviour</u>	<u>Consequence</u>	<u>People</u>
Ready	Step 1 Child day dreaming, looking around, talking (non-disruptive) Talking, distracting others, slow to complete work, arguing with peers, calling out	Non-Verbal A look, standing near the child, reminder of the three school rules, praise children nearby. Remind (in private) 'Name' you are (describe action). Please can you (desired behaviour). Praise a child demonstrating desired behaviour.	- Child - Staff member
	Step 2 Continued step 1 behaviours, throwing small equipment, continual talking, refusal to follow instructions	Warning (in private) 'Name' you are (describe action). We will discuss this at the start of breaktime, unless you choose to now demonstrate (desired behaviour). <i>At breaktime using the restorative 5 questions.</i>	- Child -Staff member
Respectful and Safe	Step 3 Disruption to learning Rudeness to staff, offensive language (including swearing), general refusal, persistent disruptive behaviour, spitting, one off step 4 inappropriate behaviour (completely out of character)	Time out in class or break 'Name' you are (describe action), you now need to think about making the right choice and (desired behaviour) in time out. Praise another child with desired behaviour. <i>Own table away from others (for time in proportion to behaviour). Or if outdoor behaviours, breaktime standing with the chosen adult or lunchtime in 3A.</i> <i>Develop an individual reward system.</i> <i>Contact parent/carer to let them know behaviours at school.</i>	- Child -Teacher -Parents/ carers
	Step 4 Swearing directly at an adult, hurting another child, stealing, sexualised language or behaviour, refusal to come in from playtime/ lunchtime/ other lesson or leaving the classroom	AHT/YL notified and parents/carers contacted 'Name' you need to go to time out at break for (describe action). Then you need to (desired behaviour). I will be contacting your (parent/carer). <i>CTs to track the number of time-outs a child has each half term.</i> <i>If sexualised language or behaviours are seen, the child will be monitored and behaviour recorded on CPOMs as part of a log..</i>	- Child -Teacher -Parents/ Carers - AHT
	Step 5 Continuation of step 2- 3 offences. Deliberate violence towards a child, deliberate spitting at a person, bullying, racial incidents, upturning or damaging furniture, climbing on school property.	AHT/YL (for time in proportion to behaviour) 'Name' you need to go to time out with (name AHT/YL) for (describe action). You need to think about the impact of (action) and who it affected. <i>If the behaviour is not a one off, class teacher and AHT/YL to create a Positive Behaviour Plan and discuss with Inclusion AHT.</i> <i>Phone call home to arrange a meeting with parents/ carers</i> <i>The child will be monitored and behaviour recorded on CPOMs as part of a log.</i>	- Child -Teacher -Parents/ Carers - AHT/ Inclusion AHT
	Step 6 Continued step 4-5 offences. Sexual violence/ abuse Physical assault against a child Physical violence towards staff Leaving the school grounds	SLT member on duty DHT, AHT/YL and CT meeting with parents/ carers <i>Behaviour recorded on CPOMs as part of a log.</i> Risk Assessment (CT with Inclusion AHT) The DHT or HT will then decide possible consequences in proportion to behaviour. This could be: Lunchtime Exclusion Internal Isolation Suspension (HT only) Permanent Exclusion (HT only)	- Child -Teacher -Parents/ Carers - AHT/ Inclusion AHT - DHT - HT



Appendix:



Ravenscote Junior School Positive Relationships Blueprint



Consistent Adult Behaviour

Calm, consistent adult

Praise in public, remind in private

Taking ownership (*Picking Up Your Own Tab*)

Create active engagement for all

Resetting and returning

Explicit expectations (*Power of 3*)

Walkaways

I've noticed...

Thank you!

Love that!

Wow, you're a Purple Person!

Great to hear you have...

I need you to...

I understand... and yet...

Remember our rule about ...

I know that...

Let's...

This is how we do it here.

Over and Above Recognition (Publicly)

Constantly positive noticing

Recognition Boards

Values tokens

Dojo points

Ready, Respectful & Safe Certificate

Positive Phone Calls Home

Book vending machine

Behaviour star

Governor Hot Chocolate/Ice lollies

SLT for praise

Governors' Award

Ready, Respectful & Safe

Model the values

Respect Responsibility Teamwork Honesty Excellence Happiness
Democracy Rule of Law Tolerance Mutual Respect Individual Liberty

Classroom Support Plan

Positive Behaviour Policy Steps

- Non-verbal
- Praise others
- Remind (*in private*)
- Praise others
- Warning (*in private*)
- Triage (*step 3+ according to policy*)
- Relationship repair and Restorative Five

Relentless Routines

Meet & Greet
(*Positive welcome*)

Wonderful Walking
(*clear walking around the school expectations*)

Ready, respectful & safe
(*Consistent language*)

End & Send
(*End of day routine/ positive send-off*)

Restorative Five (Choose 5)

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future? / What should a Purple Person do?

