

Grade Ruan C of E School Positive Behaviour Policy



Grade Ruan C of E School is a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills to live life well. This policy is underpinned by our school vision:

"Setting sail on life's journey with an anchor to keep us safe, sails to let us fly and God to calm the storms along the way."
Luke Chapter 8 v22

Provenance	Date	Review date
Implementation	March 24	March 25 - reviewed
		March 26

To be read in conjunction with:	Safeguarding and Child Protection Policy Anti- bullying Policy Teaching and Learning Principles
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Rationale:

‘Good behaviour is the core mission for every school, whatever age or stage. Get behaviour right and everything else is possible. It is the beginning of safety, equity, dignity, curriculum, opportunity and learning...’ Tom Bennett

This policy aims to promote an inclusive environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter poor behaviour. The relentless insistence for good behaviour is the shared responsibility of all staff and pupils and our consistent, whole school approach offers predictability, containment and safety. Our focus is to develop positive, trusting relationships and a sense of belonging within the school community to ensure all pupils can flourish.

This behaviour policy is underpinned by our 4 key Christian values known as our ‘Keys to Success’.

Our Four Key Christian Values:

Respect	Relationships	Wisdom	Aspiration
Are you... <ul style="list-style-type: none">• Polite and respectful at all times?• Greeting people politely and being helpful?• Taking pride in yourself and our school?• Listening to others?	Are you... <ul style="list-style-type: none">• Being kind and helpful?• Being honest?• Valuing others’ opinion?• Enabling everyone to learn?	Are you... <ul style="list-style-type: none">• Making the right choices?• Keeping yourself and others safe?• Using your time wisely?	Are you... <ul style="list-style-type: none">• Eager to learn?• Demonstrating a positive mindset?• Aiming to be the very best you can be?• Are you ready to learn and set sail?

Teachers:

- teach effectively
- meet the needs of all pupils
- make positive contacts with all parents

Parents:

- feel confident that their children are growing personally, socially and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their child’s progress in a positive atmosphere

Principles:

Grade Ruan C of E school promotes Christian values including compassion, thankfulness, respect, responsibility, peace and friendship within a caring and nurturing environment

- All members of the school community have a right to feel safe
- All members of the school community have a right to respect
- All members of the school community have a right to learn.

Acceptable behaviour:

Grade Ruan C of E Primary School expects pupils and staff to behave in a manner that reflects the principles of the policy, in ways that support everyone’s right to learn, be safe and be treated with respect in school. We believe in teaching children how to behave and supporting our pupils in making the right choices in four core Christian values: respect, relationships, wisdom and aspiration.

The school expects pupils to work as hard as they can at all times; they should be ready and eager to learn and are not to disrupt the learning of others. Children are expected to be respectful towards everybody and everything around them: always polite and demonstrating exemplary manners. Above all, children are expected to demonstrate our Christian Values and vision to enable everybody to ‘set sail on life’s journey’.

Pupils are expected to keep to the school expectations and contribute to the positive ethos of the school. At Grade Ruan, we have high expectations of every pupil as we believe this enables each child to flourish to their greatest potential, whilst contributing towards a happy, safe and nurturing environment. Through these high expectations of learning behaviour, respect, courtesy and embedded Christian Values, we are preparing children for their future outside of primary school.

Our aim is to work with our pupils and their families in order to help them to make the correct choices with regards to their behaviour inside and outside of school. We believe that the teaching and modelling of good behaviour is key in supporting our pupil’s development. If a child’s behaviour is not meeting our high expectations then we believe it is our role, with the support of parents, to teach that pupil how to behave and offer them the support that they need in order to make improvements. Any response to a child’s behaviour should be informed by the principle ‘what is the child learning from my response and how does this support them to behave well in the future?’

We follow our Grade Ruan Behaviour Curriculum to teach behaviour and to ensure every child knows how to behave. Students can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice. All staff are trained in relation to behaviour and are provided with frequent reminders of our behaviour approach. It is therefore the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self-esteem and well-being. The school expects pupils to behave in this way both on and off the school premises.

School Rules

Our keys to success:

- RESPECT
- RELATIONSHIPS
- WISDOM
- ASPIRATION

Grade Ruan staff have established four positive rules which we define as our ‘Keys to Success’. They are based on our four core Christian values, ‘the keys,’ and clearly define the high standard of behaviour and positive ethos that we expect in school.

Be respectful	Be a good friend	Be wise	Be aspirational
We respect ourselves, others and everything around us.	We demonstrate our Christian values and vision daily and nurture good relationships.	We are ready to learn and always work hard.	We aim high. We are determined to succeed.

These rules are clearly displayed around the school. They are regularly revisited and explained by staff.



Be aspirational



Be respectful



Be wise



Be a good friend



The Grade Ruan Way:

At Grade Ruan we want to prepare our pupils for the life that lies ahead of them, guiding them to being ready to 'set sail on life's journey' by becoming the very best version of themselves: we believe that explicit teaching of good behaviour is an integral part of this. Our Lizard Curriculum has been designed to build our pupils character, preparing them for a successful future, and our behaviour curriculum is integral to it. Through our behaviour curriculum, we teach good behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours. We want our pupils to understand how and why we behave and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. Our behaviour curriculum is designed to be accessible for pupils from Reception to Year Six and is adapted to suit the needs of all pupils including those with SEND and other additional needs – we want every child to succeed.

Routines and expectations for all:

'It is the duty of every adult to help create in students the habit of self-restraint or self-regulation.'
Tom Bennett.

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day. This includes:

- The learning environment – tidy, interactive, stimulating and celebratory
- Classroom organisation – so that the basic needs are met and children can find what they need
- Personal equipment – children will be respectful of other children's equipment
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Time keeping – lessons, playtimes, beginning and end of the day,

We believe that our rules and expectations should be clear and explicit for all to see and understand and refer to.

The Grade Ruan Way, in conjunction with our Teaching and Learning Principles, you will see:

In our classrooms, you will see us...	When playing outside, you will see us...
<ul style="list-style-type: none">• KS2: Sitting up straight, Listening carefully, Asking and answering questions, Nodding, Tracking the speaker (SLANTing) / KS1: Listening Bodies• Using 1, 2, 3 to line up sensibly• Responding to the STOP signal (adult holding up hand, palm facing the children)• Following instructions straight away	<ul style="list-style-type: none">• Treating others with kindness (kind hands, kind words, kind feet)• Demonstrating respect to all• Trying to resolve disagreements independently and seeking help when needed• Making sure everyone feels included and valued• Following agreed rules on games

<ul style="list-style-type: none"> Starting to learn as soon as we enter our classrooms Ensuring we are prepared and ready to learn Sitting properly on the chair Clear, clutter free learning areas Working independently Staying on task Taking pride in our presentation Treating our environment and equipment with respect Taking part in class discussions – Oracy rules <p>You won't see us...</p> <ul style="list-style-type: none"> Swinging on chairs Calling out Talking over the teacher Disrupting others Fiddling with items; doodling Wandering around Self-exiting 	<ul style="list-style-type: none"> Lining up quickly and silently when the whistle is blown Treating our environment and equipment with respect Playing safely Sharing equipment <p>You won't see us...</p> <ul style="list-style-type: none"> Playing rough games Using unkind or inappropriate words Going indoors without permission Behaving in a way that may upset others Using equipment unsafely
<p>At lunchtime, you will see us...</p> <ul style="list-style-type: none"> Sitting nicely (facing the middle of the table) Lining up quietly Using our cutlery correctly Using indoor voices to chat to those on our table Eating with our mouths closed Saying please and thank you <p>You won't see us...</p> <ul style="list-style-type: none"> Getting out of our seats unnecessarily running Talking loudly or shouting Touching other people's food 	<p>When around the school, you will see us...</p> <ul style="list-style-type: none"> Wonderful walking (facing forwards, steady pace, straight line, no talking, hands out of pockets) Holding doors open – letting others pass before you Greeting people politely (good morning) Using eye contact when someone is talking to you Using please when asking for something Using thank you to show gratitude Knocking on the door before you enter other classes or offices Going back to our classrooms as soon as possible Wearing our uniform with pride. <p>You won't see us...</p> <ul style="list-style-type: none"> Talking loudly or shouting Misbehaving in the corridors or shared areas, including the toilet Wandering around

Children will be gently reminded when they are seen to be forgetting some of the expectations.
SEND needs will always be taken into account, for example chair bands, small sensory aids etc.

What we will do:

In order to achieve the above we will:

- Explicitly teach the keys to success and why they are important (*communication*)
- Provide opportunities for children to be active participants in their own learning and development (*behaviour for learning*)
- Clearly state the boundaries of acceptable behaviour (*rules*)
- Respond promptly, developmentally appropriately and consistently to children who test these boundaries (*expectations*)
- Promote good behaviour in a positive way (*rewards*)
- Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging (*inclusion*)

- Work with parents where additional support is needed or to celebrate positive achievements and progress through our open and respectful partnerships (*partnership*)
- Keep records of rewards and sanctions to identify strengths and areas for development as the basis for effective action (*self-evaluation and school improvement*)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Explicit teaching of all expectations.</p> <p><u>1.Classroom routines:</u></p> <ul style="list-style-type: none"> • Slanting • Listening bodies • Classroom entry • 1,2,3 • STOP signal • No hands up • RWI signals • wonderful walking <p><u>2.lunchtime routines</u></p> <p><u>3.playtime routines</u></p>	<p>Revision and modelling of routines and expectations</p> <p>Teachers to recap as necessary. SLT to identify areas for development.</p>	<p>Revision of routines and expectations:</p> <p><i>Remind</i></p> <p><i>Practise</i></p> <p><i>Reinforce</i></p> <p>Teachers to recap as necessary. SLT to identify areas for development.</p>	<p><i>Behaviour reboot.</i></p> <p>Review and re-teaching of all expectations.</p> <p><u>1.Classroom routines:</u></p> <ul style="list-style-type: none"> • Slanting • Classroom entry • 1,2,3 • STOP signal • No hands up • RWI signals • wonderful walking <p><u>2.lunchtime routines</u></p> <p><u>3.playtime routines</u></p>	<p>Revision of routines and expectations</p> <p>Teachers to recap as necessary. SLT to identify areas for development.</p>	<p>Revision of routines and expectations</p> <p>Teachers to recap as necessary. SLT to identify areas for development.</p>

Trauma Informed Schools UK – a whole school approach

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, preparing for an exam, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our school environments never unwittingly re-traumatise any of our community members and act to maximise protective factors through the conscious use of our relationships.

Special celebrations, Roles and Responsibilities:

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example, lunch time encourages positive interactions and aspirations.

Worship time and all class-based lessons provide high quality opportunities for praise linked to deeper learning.

Assemblies involve an element of positive praise and celebration, with each teacher giving explicit praise, along with celebrations during Friday assemblies. Rewards are given to pupils with a specific focus, e.g. our value for demonstrating resilience.

We recognise the importance of positive comments, respectful interactions and role modelling for the children. The school expects all adults - staff, parents and children to demonstrate this.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

Rewards:

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements. The chart below gives an indication of the frequency and type of rewards. The vast majority of children show expected behaviour every day and we thank, encourage and praise children for working and learning well.

Rewards are never to be taken away once earnt.

Frequency	Behaviour	Implications
Daily (any time)	Keeping to the keys to success Any praiseworthy behaviour	General Praise verbal or written in books Success on the class Setting Sail chart Star Sailor Certificates Praise phone call home/ on the gate Headteacher awards
Weekly Rewards Assembly	Very good behaviour, effort and/or achievement	General Other awards (competitions, special events, awards from extra-curricular activities, etc) Various certificates.

At Grade Ruan we hold our school vision at the heart of everything we do and our class reward systems reflect this. Each child will start the day 'ready to learn' and by demonstrating good behaviour and adhering to the agreed routines be awarded a Star Sailor certificate. The children in our youngest class also have a system which allows the adults to reward more simple, age specific goals, such as taking turns or zipping up their coat independently so each child feels they are succeeding.

Staff Responsibilities:

All Staff

- Ensure that there are good, clear, consistent routines
- Instil a feeling of belonging
- Ensure that you are consistent, friendly and professional at all times and remain calm, following a TIS approach
- Aim to be positive at all times by seeking out and rewarding the good
- Regularly discuss the Keys to Success and why they are important
- Explain why certain behaviours are not acceptable using the TIS approach
- Be consistent about praise and rewards as well as when supporting positive behaviour
- Be aware of individual needs

Playtime and Lunchtime Staff

- Be active and engaged with the children in your supervision
- Be aware of the main problem areas (places, times, individual children, etc)
- Return the children to class in a calm and orderly manner so that they are ready to learn

Classroom Staff

- As above, plus
- Operate the Class and School Rewards System
 - Support Playtime and Lunchtime Staff

Senior Leaders

- As for 'all staff' above, plus
- Support all staff on the implementation of the policy
 - Attend key meetings when required
 - Monitor the effectiveness of the policy through consultation with key stake holders and regular monitoring
 - Take prompt action to deal with areas of development

Restorative approaches:

When an incident occurs between children we need to

1. Give the children time to calm own and regulate themselves before speaking to them
2. Listen to each child explain what happened including witnesses if possible
3. Ask anyone who was at fault what they could have done differently/ what they might do differently next time
4. Support the child to apologise but recognise this may need to be at a later time in the day.

Positive handling:

At Grade Ruan safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. The use of Team Teach will be reasonable, proportionate and necessary.

Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that all stakeholders remain safe.

If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents or carers will be informed.

From September 2025 Team teach will be replaced by Price.

Consequences:

We believe that with our behaviour curriculum in place which is understood by everyone the vast majority of children will be able to learn, play and relate well to each other and a straightforward verbal reminder or warning will be adequate. However, children need to be aware that for poorer behaviour, there are consequences. For most incidents this will be in the form of reflection time with the adult who gave out the consequence. There will also be 'natural' consequences for their action, for example using lunchtime or break to complete their work.

Support and opportunities to change inappropriate choices are always given: 'think about it' and 'time to turn it around'. However, if the pupil shows no willingness to do so, then a sensory break or reflection time in a quiet place will follow. The Head or a senior member of staff will speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed and communication is clear and consistent. All behaviour incidents of a serious nature are logged on My Concern and all violent and aggressive incidents are reported to the Trust.

Severe behaviour:

Our policy outlines these behaviours so that pupils and parents know what behaviour will not be tolerated in school. The following are incidents that may lead directly to external suspension:

- Persistent, serious or offensive verbal or physical abuse of a child
- Verbal or physical abuse of an adult
- Dangerous behaviour (likely to result in a serious harm or accident)
- Deliberate damage to property
- Open defiance
- Leaving the school site without permission
 - Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

A decision to exclude a pupil should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Inclusion:

It is our aim to be a fully inclusive school. Permanent suspension or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at Grade Ruan School we would expect to look for a suitable setting for that child rather than suspend the

Review:

This policy is to be reviewed every two years by staff, hub councillors, parents and pupils

Conclusion:

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We recognise that positive behaviour needs to be explicitly taught within the school. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.

March 2025

