

Behaviour for Learning Policy

(Includes Exclusions and statement of behaviour principles)



Ashley Junior School

Headteacher	Mrs C Bartolomeo
Date due for renewal	July 2027
Updated	July 2026

Reviewed	Reviewed by	Next review date	Summary of revisions
September 25	Full governing body	March 2026 FGB	Title edited to include exclusions and statement of behaviour principles as these form part of this policy.
July 26	FGB	July 27	'Curious Not Furious' principles added

BEHAVIOUR FOR LEARNING



Ready - on time equipped and eager to learn

Respectful - in all our actions and interactions with each other

Responsible - working together and keeping each other safe

AIMS OF THE POLICY

- To create a culture of exceptionally good behaviour: Ready For Learning and Ready For Life
- To ensure all children are treated fairly, shown respect and to promote good relationships
- To promote self-respect and respect for others
- To use "affective language" which encourages the learner to engage positively and understand the impact of their behaviour
- To help children take control over their behaviour and be responsible for the consequences of it so that they develop self-regulation
- To build a community which values kindness, care, good relationships and empathy for others
- ~~• To ensure children understand that sanctions will be given if our expectations are not met~~
- To celebrate good behaviour

WHAT DOES READY, RESPECTFUL RESPONSIBLE LOOK LIKE?

READY	RESPECTFUL	RESPONSIBLE
I am aspirational	I listen	I follow instructions
I get to school on time	I am kind and helpful	I stand up to bullying and show empathy
I wear the correct uniform	I respect difference	I walk sensibly around the school
I am eager to learn	I look after equipment	I know who to go to for help and support
I am resilient	I look after our environment	I stay safe online
I take part in lessons	I am polite	I am honest
I reflect & improve	I collaborate	I can be independent

At Ashley Junior School, both children and staff work towards the values of we are **'Ready, Respectful and Responsible'**.

These values are reinforced daily in classrooms, in all assemblies and through conversation with all children so that everyone is aware of the school's expectations.

READY

All Governors are ready to attend regular meetings and have a good working relationship with the Headteacher. Governors must be ready to monitor how well the school is doing, and how well policies and plans are being implemented. The governing body will know the school well, and have clear lines of responsibility between it, the Headteacher and the school community.

All staff are ready to teach all children, regardless of their needs and academic ability. We are ready to be an inclusive school that works for all children; using all available resources to us including our wide-open spaces and specific intervention groups. Staff are ready to work with all families to support their needs and give all children the best possible start in life.

All children are ready to learn. They show that they are actively listening and engaged. They are ready to ask and answer questions; improving their vocabulary, knowledge and understanding. Children are ready to participate and demonstrate their skills by reflecting on previous learning.

All families are ready to make sure children attend school every day on time. Children are equipped with the necessary resources they need to thrive including: books, bags, water bottles and full school uniform. Parents and carers

attend meetings/workshops and read communications between the school and home, including Newsletters.

RESPECTFUL

All Governors are committed to the highest standards of ethical leadership, as set out in '[The 7 principles of public life](#)'. All governors pay due regard to their voluntary position of public office and adhere to the following principles: Selflessness; Integrity; Objectivity; Accountability; Openness; Honesty and Leadership

All staff are respectful of children's different needs, cultures, religions and family dynamics. They respectfully consider parents' thoughts and ideas; keeping the child's well-being at the heart of all conversations. Colleagues respect one another and work as a team towards a common goal - empowering and supporting each other.

All children show respect, tolerance and empathy towards their peers, not just in their classroom, but throughout the whole school. They consider their surroundings and ensure that they do not disrupt or interfere with the learning of others. They respect all adults working in the school; following instructions, rules and routines and listening when required.

All families respect all staff, other families and all children in the school. They bring their concerns directly to the school. Parents and carers understand that all children are different and require different levels of support.

RESPONSIBLE

All Governors are responsible for overseeing the management side of a school: strategy, policy, budgeting and staffing. They enable their school to run as effectively as possible, working alongside senior leaders and supporting teachers to provide excellent education to children. They are responsible for attending governing body meetings, which consider issues such as setting the school vision, mitigating financial risk and scrutinising educational outcomes. They are also involved in the school community, acting as critical friends to the Headteacher and senior leaders.

All staff follow statutory safeguarding routines and procedures to ensure all children at school are safe. Designated safeguarding leads work with external agencies to improve safety outside of school, including at home. Staff teach children how to stay safe at school, at home and online. The school ensures all parents/carers know how to keep their children safe at home when online, through workshops and guidance. Leaders make sure the school has ample first-aiders, ELSA support to meet the needs of all learners.

All children listen and actively take part in lessons. They follow the school rules and routines, remembering to keep their hands to themselves and use kind words. Children know how to seek help and support from any adult in the school;

articulating their worries and concerns. They look out for the safety of not just themselves, but others too.

All families seek support from the school as needed. They are transparent and share information with the school when appropriate. Parents/carers make sure children are supervised at home when using online devices. They attend workshops and follow guidance offered by the school. They arrive and depart the school site safely, whilst considering our neighbours; when parking and communicating outside the school grounds.

RECOGNITION & REWARDS FOR EFFORT

~~We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Ashley we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.~~

Positive rewards include positive messages home for behaviour that is **'over and above'**. Children who demonstrate the three core values on a daily basis will be acknowledged with achieving an RRR sticker.

Other rewards and recognition of achievement may include:

- Double praise- being sent to another teacher of the child's choice
- Specific praise
- Formative feedback in children's books; a housepoint – something to celebrate
- Showing good learning to another member of staff
- Celebration of achievements (in and out of school) with class or in assembly
- House points – bronze, silver and gold award etc.
- Role Model of the Week certificates presented in Celebration Assemblies
- RRR stickers- through Marvellous Me
- Whole Class rewards-extra playtime

STEPS IN MANAGING & MODIFYING POOR BEHAVIOUR CHOICES

Learners are responsible for their behaviour choices. Staff will deal with behaviour incidents as they arise without delegating so that it can be dealt with quickly and effectively. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. Each classroom will have the steps displayed alongside the recognition steps

SANCTIONS/STEPS

1) Redirection /Reminder	
Action	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Responsible delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Warning	
Action	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. "stop, think,make the right choice" "think carefully about your next step"
3) Last Chance	
Action	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second microscript intervention: • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. Refer to the zones here. • At Ashley we... (refer to the 3 school values – ready, respectful and responsible) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • I expect you toThat is who I need to see today... • Thank you for listening... then give the child some 'take up' time. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS and move to Stage 4 Time Out. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.
4) Time out	
Action	Time out might be a short time in a different part of the classroom or playground. Time out may require time away from the classroom in another class/with an LSA or in a calm space. This is time allowed to calm down, breathe, look at the situation from a different perspective and

	compose themselves. They may want to use the prompt sheet for time out/reflection.
5) Restorative Conversation (Repair Time)	
Action	5 questions is usually enough from the following: • What has happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected by the actions? • How have they been affected? • What should we do to repair/put things right? • What would be good for you, good for me, good for everyone? <i>N.B. It may be appropriate for a child to complete a 'Repair Time sheet' then the adult can discuss the situation with the child.</i> 

CONSEQUENCES

Communication with parent/carer

If a child has two incidents in a week that require 'time out' outside the classroom or two missed playtimes, the teacher must inform parents. This must be recorded on CPOMS. Catching up on missed learning that could be completed that evening and signed by a parent/carer and returned first thing in the morning. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher.

A formal meeting with a member of SLT

If a child has three or more incidents in a week (or regular incidents) that require 'time out' outside the classroom or missed playtimes then a reflection meeting should be arranged with a member of SLT-this must also be recorded on CPOMS.

Behaviour plan

The teacher may need to create a 'behaviour log' to build up a picture of why such behaviour is occurring. The class teacher will meet with parents and share the incident log along with strategies developed at home and in school. Parents will be invited in to be involved in ongoing dialogues. A Behaviour Risk Assessment may be required alongside a Behaviour contract with the child.

Ambition

Our overarching ambition is to create an inclusive school where children are supported to become confident, prosocial members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching. We believe our responsibility lies not only with the present but

also ensuring children develop the skills to become great future citizens who contribute positively to the communities in which they live.

We recognise that, as with all learning, children will enter our school gates at very different stages. Some children will already have developed a good level of pro-social and pro-learning skills due to the support and experiences they have enjoyed. It will be easy for them to learn and play successfully. Other children will not have been so lucky and may have greater needs and difficulties than their peers. This means it will be much harder for them to follow routines, work with others and meet the daily demands of school and they will need greater support. Our inclusive school needs to be a place where every member feels safe, content and able to learn; as such, our approach ensures that, whilst we meet the needs of the most vulnerable, those of the group also holds paramount importance.

STRUCTURED APPROACH TO IMPROVING BEHAVIOUR

We utilise a systematic way of preparing young people to be at their best and a clear structure for responding when children do not meet the expectations agreed. We use straightforward strategies to respond in the moment and a consistent method of follow-up to ensure children make sustained progress.

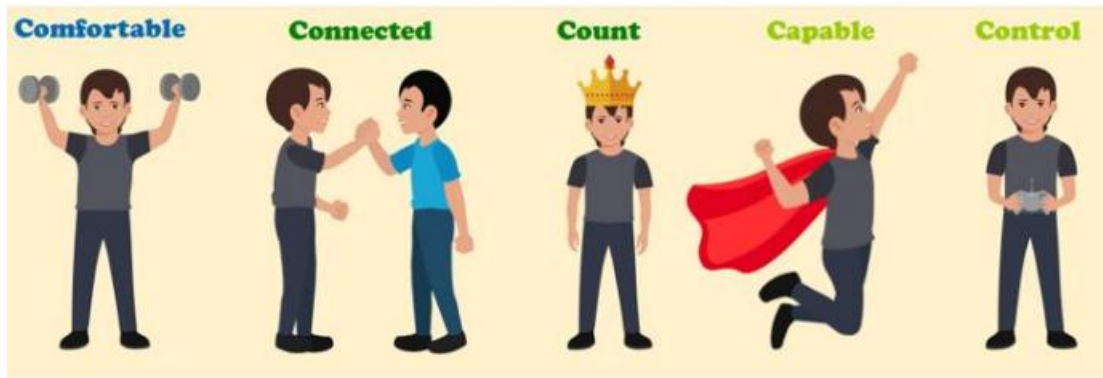
Key elements of our approach

- Agreeing high expectations
- Supporting children to prepare and plan to be at their best for learning and play
- Responding by connecting when things go wrong
- Following up every incident and solving problems together
- Coaching young people to resolve unhelpful behaviour patterns

Key principles of our approach to behaviour:

- Be Curious Not Furious: maintaining a calm, investigative and solution-focused mind-set towards behaviour that can be unhelpful for the individual and those around them
- Positive, kind, unconditionally positive relationships: prioritising strong, kind, trusting relationships between staff, children and their parents/carers.
- High expectations, high support: expecting all children to achieve their very best and make good ongoing progress
- Understand needs (5C needs): when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well

5 C needs:



- **Follow-up is essential** – ‘without follow-up, there will always be mopping up’. We believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress
- **Children’s voice at the centre** – supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy

Preparing children to achieve the best they can:

- I. **Agree expectations with children so they feel a sense of control over what happens to them and an ownership of boundaries.**

BEFORE: Prep4Best

“Good for you, good for me, good for everyone”

- What should be the expectations here today, so everyone is safe, happy and able to learn / play / be at their best?
- What might you find hard?
- What could go wrong?
- What could **you** do to make sure it goes well? What could you ask for?

Encourage **the child** to find a solution.

- II. **Help children to plan and prepare to be at their best: All adults will follow a routine in which expectations are agreed ahead of a task or event and children are given the opportunity to consider what they may need in order to work at their very best.**

- III. **Show unconditional support – work with children and put preserving good relationships first. All adults will work hard to establish secure, positive relationships with children. If the relationship is not positive, the adult will take responsibility to put this right.**





Suspension

If the behaviours continue or escalate following this meeting, a behaviour plan will be put in place, in discussion with SLT, pupil and parents/carers. At this point, the social, emotional and mental health of the child would be supported. A serious breach may lead to a fixed term suspension.

Ongoing Incidents/Vulnerable Children

Some children may have specific difficulties with behaviour in the same way as children have learning difficulties in other areas of the curriculum. These are dealt with in line with our Special Needs Policy. Once these have been identified, advice and support is sought from our SENCo or Assistant SENCo and an individual plan of action devised. We have a responsibility to modify environments and adapt both expectations and the curriculum to support these children in experiencing success. Preparation for life beyond primary school is an essential part of our role and it is important therefore that SEND is viewed as an explanation, rather than an excuse – we aim to build personal responsibility within all of our pupils. Where there are behaviour concerns there will be collaborative work with families and pupils and an assessment to determine whether there are any causal factors such as undiagnosed

learning difficulties, difficulties with communication or mental health needs. In these exceptional circumstances we will try to avoid exclusion. It is important that parents are informed and involved when behaviour plans are agreed in order to establish possible causes and form a partnership of support.

Defiance

Outright refusal by a pupil to comply with the school behaviour policy is in itself serious. It undermines the credibility of the staff involved and the established routines. If a child refuses a direct instruction by a senior member of staff, that child's parents will be called to attend school for a meeting as soon as possible. This meeting is to discuss the child's behaviour and consequences of it, not to debate or dissect the events themselves. If a parent cannot/will not attend such a meeting promptly, the child may need to work in isolation.

Child on Child Abuse

We take a zero-tolerance approach to child on child abuse. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. Stopping harm and ensuring immediate safety is Ashley Junior School's first priority. Our PSHE curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging.

Internal Exclusion

The Headteacher may consider an internal exclusion within a different part of the school. There may also be a need for 1-1 teaching outside the classroom.

Searching, screening and confiscation

If we were to have an incident where confiscation or a search was necessary, we will follow the guidelines below:

<http://www.gov.uk/government/publications/searching-screening-and-confiscation>

Fixed Term Suspension and Permanent Exclusions

As a result of more serious incidents, the Headteacher may find it necessary to give a pupil a fixed term suspension for a set period of time. Following this term, a reintegration meeting is necessary before the child is able to return to the classroom. This meeting is an opportunity to reflect on the incidents and explore how things will be different moving forward, in consultation with the parents / carers. A decision to suspend a pupil will be taken in response to a serious breach of the schools behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Once the decision is taken, the Headteacher will inform the Chair of the Governing Body. A decision to exclude a child permanently is a serious one. It can be for a serious 'one off' incident or it will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

We expect every adult to:

1. Meet and greet at the door
2. Refer to 'Ready, Respectful, Responsible'
3. Model positive behaviours and build relationships
4. Give first attention to best conduct
5. Plan lessons that engage, challenge and meet the needs of all learners
6. Use a visible recognition mechanism throughout every lesson (e.g. Recognition boards)
7. Follow up every time
8. Retain ownership and engage in reflective dialogue with learners
9. Consistent, calm adult behaviour
10. Prep 4 Best
11. Restorative follow up
12. Never ignore or walk past learners who are making the wrong choice
13. Praise the behaviour they want to see in the classroom

Setting the Scene at the Start of the Year

At the beginning of each academic year the values of Ready, Respectful, Responsible is revisited and discussed. Alongside this, children also develop their class Online Safety code.

Learning Behaviour reminders are displayed in the classroom. All children are aware of who to speak to if they have a problem in the playground or in the classroom. Zones of Regulation are used to help develop children's ability to be in the best possible place for learning by learning to self-regulate; identifying their emotional states and finding strategies to manage their emotions independently, building resilience and self-awareness. Some classrooms may have a Regulation Station set up in a quiet calm space for children to use.

ZONES OF REGULATION

Zones of Regulation are a framework designed to foster self-regulation and emotional control'... In simple terms it teaches children how to recognise different emotions and gives them strategies to help manage how they react or behave as a result of those emotions i.e. how to self-regulate.

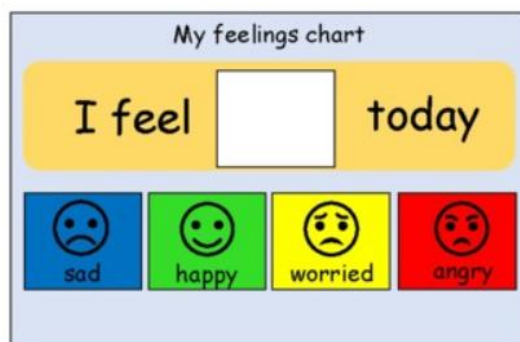
Zones of Regulation (ZOR) categorises all the different ways we feel and states of alertness into four coloured zones:

1. The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation or terror when in the Red Zone.
2. The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however a person will have more control when they are in this zone. They may be experiencing stress, frustration, anxiety, excitement, or nervousness when in the Yellow Zone.
3. The Green Zone is used to describe a 'calm' state of alertness. A person may be described as happy, focused, content or ready to learn when in the Green Zone. This zone is where 'optimal' learning occurs.
4. The Blue Zone is used to describe low states of alertness, or 'down' feelings such as feeling sad, sick, tired, bored, fed up etc. In this zone, children are going to be reluctant or negative about completing work, however it is also the zone where the body has time to rest and recover.

Zones of Regulation – What will this look like at Ashley Junior School?

ZONES OF REGULATION DISPLAY

Each class has a Zones of Regulation Display.



Through a series of structured lessons, children are taught how to identify a range of different emotions that they may experience. **ZOR** will be part of a whole school ethos of how we support and help pupils manage their emotions and behaviours in all areas of school life.

Children will be taught that there is no 'Bad Zone'. They will be taught that it is **ok** to feel any emotion in the **Red, Yellow, Green** and **Blue** Zone. The important part is for them to be taught strategies that can help them manage any behaviours that may not be appropriate for their environment if needed.

Mindful Monday

Mindfulness – is the practice of purposely focusing your attention on the present moment and accepting it without judgement. **Mindfulness has been found to be a key element in stress reduction and overall happiness.**

Each Monday morning time is allocated where staff interact with the children through mindfulness activities to allow time for children to experience a calm start to the week. Children 'check in' daily on the different coloured zones which allows staff to identify children who may need to use one of the strategies suggested.

IN THE PLAYGROUND

Supervisors will use a positive approach of praise and encouragement for good playground behaviour. There will also be occasions when there is a need to discourage children from unacceptable behaviour by anticipating problems and intervening positively e.g. inviting the child to walk around with them to calm down, gently reminding children who are beginning to play wildly, to play kindly. Some children who find playtimes too difficult to manage may attend lunch club for part of their playtimes.

Steps to be taken when playground behaviour becomes unacceptable:

- Reminder - play and/or speak kindly – refer to Ready Respectful Responsible
- Redirection or Warning - Invited to walk round with an adult, talking positively to them about good choices
- Time Out - Given time out for calming down with a stop watch
- Restorative Conversation and complete a 'Solve the problem sheet'

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES

This behaviour policy and associated sanctions will equally apply in response to all non-criminal, poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is taking part in any organised or school related activity. Where a child's behaviour has breached the AJS expectations, we will need to consider whether a child's participation in trips, cultural, sporting events and clubs is possible. If the AJS deems that child's behaviour has been sufficiently serious, it reserves the right to withdraw children from trips, on-site workshops, celebrations, participation in sporting events & clubs. In particular, representing AJS on a sporting team is considered to be a privilege and children will not be allowed to take part if their behaviour in the period leading to the event makes this inappropriate.

EQUALITY IMPACT ASSESSMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

AJS Teacher Checklist for an Inclusive Classroom

Child's name:		
Physical factors	Questions	Actions I will take
1. Room layout 2. Seating arrangements 3. Space 4. Lighting 5. Noise 6. Temperature 7. Ventilation 8. Access to materials 9. Appropriateness of equipment 10. Access to outside areas 11. Storage of belongings 12. Ease of movement in the room	Can all children see what they need to? Does the seating plan need to change? Are visual prompts available and used? Can children use resources to be independent?	
Curriculum factors		
1. Task difficulty 2. Stimulus overload or deprivation 3. Interest level 4. Teaching method 5. Relevance 6. Variety of materials 7. Availability of attention 8. Communication style 9. Consistency between staff 10. Appropriate goals	Can the children see a connection with the learning and their own experience? Do children have time to think and respond?	
Social Factors		
1. Expectations 2. Quality of relationships 3. Grouping arrangements 4. Time available for the child 5. Level of peer support	Does every child have a trusted adult they can go to?	

	Do you know which can support one another?	
Choice and structure		
1. Timetabling arrangements 2. Predictability 3. Transition times 4. Ability to exercise choice 5. Familiarity with routines 6. Preparation in advance for changes to routine 7. Opportunities for physical movement 8. References to Core Values (RRR)	Do you use questioning/prompts to support recalling? Are there opportunities to revisit learning?	

Name

Date

Repair Time

(Curious not Furious)



READY
RESPECTFUL
RESPONSIBLE

What happened?

How do I feel and how did I make other people feel?

What could I do to repair/put things right?
