



Behaviour for Learning Policy

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1. Purpose

At The Ridge Primary School, we believe that positive behaviour is fundamental to effective learning. Children learn best when they feel safe, valued and respected, and when expectations are clear, consistent and understood by everyone.

Our **Behaviours for Learning** approach provides a simple, consistent framework for developing the attitudes and behaviours that enable children to become successful, independent learners.

The approach is underpinned by three key rules:

READY • RESPECTFUL • RESPONSIBLE

These expectations apply to **all children, all adults, all lessons and all areas of school life.**

Our aim is not simply to manage behaviour, but to **teach children how to behave, recognise and celebrate positive choices, and support children to reflect and make better choices when things go wrong.**

2. Our Three Key Rules

READY

Being **Ready** means being prepared and ready to learn.

Children are expected to:

- arrive at lessons promptly and settle quickly;
- have the equipment and resources they need;
- listen carefully to instructions;
- focus on the learning;
- participate positively;
- be physically and mentally prepared to learn;
- demonstrate a positive attitude towards challenge.

Ready across the curriculum

Being ready looks different depending on the subject.

For example:

- **English:** having the correct book and equipment ready and being prepared to listen, discuss and write.
- **Mathematics:** having the required equipment ready and being prepared to explain mathematical thinking.
- **Science:** being ready to listen to safety instructions and participate appropriately in practical activities.
- **PE:** being appropriately dressed and ready to follow instructions and participate safely.
- **Art and Design:** preparing materials carefully and being ready to use equipment responsibly.
- **Music:** having instruments ready and being prepared to listen, perform and respond.
- **Outdoor Learning:** being prepared for the environment and ready to follow agreed safety expectations.

RESPECTFUL

Being **Respectful** means treating ourselves, others, our learning and our environment with care.

Children are expected to:

- listen when others are speaking;
- speak politely and appropriately;
- value the opinions, ideas and contributions of others;
- treat adults and children with kindness;
- respect differences;
- care for school property and resources;
- use appropriate language and behaviour;
- allow others to learn without disruption.

Respectful across the curriculum

Respect should be evident in every subject.

Children demonstrate respect by:

- listening to another child's answer without interrupting;
- appreciating different approaches to solving a problem;
- responding appropriately when someone makes a mistake;
- caring for books, equipment and resources;
- respecting different cultures, beliefs, viewpoints and experiences;
- giving constructive feedback;
- working cooperatively with others.

Teachers should explicitly identify and reinforce what **respectful behaviour looks and sounds like** within different curriculum contexts.

RESPONSIBLE

Being **Responsible** means taking ownership of our behaviour, learning, choices and actions.

Children are expected to:

- take responsibility for their learning;
- complete tasks to the best of their ability;
- make positive choices;
- look after themselves, others and the environment;
- follow instructions and agreed routines;
- acknowledge mistakes and learn from them;
- demonstrate increasing independence;
- take responsibility for repairing relationships when things go wrong.

Responsible across the curriculum

Responsibility is demonstrated when children:

- independently select and use appropriate resources;
- complete learning without unnecessary adult prompting;
- take care of shared equipment;
- contribute positively to group work;
- follow safety instructions;
- persevere when learning becomes challenging;
- reflect on their work and identify improvements;
- take responsibility for correcting mistakes.

Our expectations therefore remain consistent, while their application is adapted appropriately to the subject, age and context.

3. The Ridge School Values

Our three behaviours are strengthened by **The Ridge School Values**:

Respect

We treat ourselves, others and our environment with care and consideration.

Independence

We take ownership of our learning and make positive choices for ourselves.

Determination

We persevere, embrace challenge and do not give up when learning is difficult.

Gratitude

We recognise and appreciate the people, opportunities and experiences around us.

Empathy

We consider the thoughts, feelings and experiences of others.

The **Ready, Respectful, Responsible** behaviours and our school values should be explicitly taught, modelled and reinforced throughout the school day.

4. Teaching and Practising Behaviours for Learning

Behaviour is taught in the same way as any other aspect of the curriculum.

At the beginning of the academic year, and at appropriate points throughout the year, teachers will explicitly teach the three key rules:

**READY
RESPECTFUL
RESPONSIBLE**

Teachers should:

- explain what each behaviour means;
- provide examples and non-examples;
- model the expected behaviour;
- allow children to practise the behaviour;
- discuss how expectations change according to different situations;
- revisit expectations when necessary;
- recognise children who consistently demonstrate the behaviours.

Classes should be given regular opportunities to discuss, practise and celebrate the behaviours.

Staff should use consistent language when referring to expectations, for example:

"Are you Ready?"

"Show me what Respectful looks like."

"How can you be Responsible for your learning?"

This consistency helps children to understand that the same expectations apply across the whole school.

5. Behaviour Across the Curriculum

The Ridge's behaviour expectations are **not separate from the curriculum**. They are integral to successful learning.

Teachers should explicitly connect behaviour to learning by explaining why particular behaviours are important.

For example:

"We need to be respectful listeners so that everyone has the opportunity to contribute."

"Being responsible means checking your work independently before asking for help."

"Scientists need to be responsible when using equipment and following safety instructions."

"Determination helps us when the mathematics becomes challenging."

This ensures that children understand that positive behaviour is not simply about following rules; it enables them to **learn successfully and become increasingly independent**.

6. Recognition and Celebration

Positive behaviour should be noticed, acknowledged and celebrated.

Children will be awarded **House Points through ClassDojo** when they demonstrate:

- **Ready** behaviours;
- **Respectful** behaviours;
- **Responsible** behaviours;
- the school values of **Respect, Independence, Determination, Gratitude and Empathy**.

House Points should be awarded regularly and specifically, so that children understand **what they have done well and why it matters**.

For example:

"You have earned a House Point because you showed independence by correcting your work without waiting for an adult."

"You have earned a House Point because you demonstrated empathy by supporting your partner when they were finding the task difficult."

This provides children with a clear connection between their actions, the school's expectations and positive recognition.

Classes should regularly celebrate House Points and the behaviours and values that have contributed to their success.

7. Responding to Behaviour That Does Not Meet Expectations

The Ridge uses a **calm, consistent and proportionate approach** when behaviour does not meet expectations.

The primary purpose of consequences is to help children recognise their choices, understand the impact of their behaviour and make a better choice.

Where behaviour falls below the expected standard, staff will use the following stepped approach.

First Verbal Warning – Reminder and Reflection

The child will receive a **first verbal warning**.

The adult will:

- calmly identify the behaviour;
- remind the child of the relevant expectation;
- provide an opportunity for the child to reflect;
- make clear what needs to change.

The emphasis should be on correcting the behaviour rather than publicly shaming the child.

Second Verbal Warning – Clear Expectation

If the behaviour continues, the child will receive a **second verbal warning**.

The adult will:

- clearly explain that the behaviour has continued;
- remind the child of the expected behaviour;
- give the child a clear opportunity to make the correct choice;
- allow a brief period for reflection where appropriate.

The expectation is that the child will now demonstrate **Ready, Respectful or Responsible behaviour**.

Third Warning – Loss of a Dojo Point

If the behaviour continues following the second warning, the child will receive a **third warning**.

At this point, **one Dojo point will be removed**.

The adult should explain clearly:

"You have chosen not to follow our Ready, Respectful, Responsible expectations after two reminders. As a result, you have lost one Dojo point."

The consequence should be delivered calmly and consistently.

8. Earning the Point Back

The Ridge recognises that children should have opportunities to **repair and improve their choices**.

Following the loss of a Dojo point, children will be encouraged to earn the point back by demonstrating the expected behaviours:

- **Ready**
- **Respectful**
- **Responsible**

and/or demonstrating our school values:

- **Respect**
- **Independence**
- **Determination**
- **Gratitude**
- **Empathy**

Staff should actively look for opportunities to recognise improved behaviour.

This reinforces the message that **one poor choice does not define a child** and that children can always make a better choice.

9. Restorative Conversation

Where a child is unable to earn the point back through demonstrating improved behaviour, or where behaviour requires further reflection, the child will take part in a **restorative conversation** with an appropriate member of staff for **up to five minutes** of playtime.

The conversation should normally take **no more than five minutes**.

The conversation is a **consequence of behaviour**, while also providing the child with an opportunity to reflect, repair and move forward positively.

The purpose is to help the child:

1. identify what happened;
2. consider which behaviour expectation was not met;
3. consider the **impact** of their behaviour;
4. identify what they could do differently;
5. agree how they will move forward.

Possible prompts include:

- **What happened?**

- Which expectation was not followed?
- Who was affected by your behaviour?
- How do you think it made them feel?
- What could you have done differently?
- What will you do next time?
- How can you put this right?

The conversation should be calm, brief and restorative.

10. Breaktime and Transition Expectations

Breaktime is an important opportunity for children to socialise, play and develop independence. Children are encouraged to enjoy their breaktime while continuing to demonstrate our **Ready, Respectful and Responsible** behaviours.

Moving Around School

Children will be encouraged to move around the school **calmly and respectfully**.

This includes:

- walking appropriately around the school;
- keeping hands and feet to themselves;
- using quiet, appropriate voices when moving through the building;
- being considerate of other children and adults;
- following adult instructions promptly;
- taking responsibility for their own behaviour.

Adults will positively reinforce children who demonstrate these expectations.

Returning from Breaktime

When the **bell sounds**, children will:

1. stop their activity and respond to the bell;
2. line up promptly and sensibly in their designated area;
3. wait respectfully to be collected by their teacher/adult;
4. respond to the agreed **hand signal** before beginning the transition;
5. walk respectfully back to the classroom with their teacher.

The **Pause–Signal–Insist (PSI)** approach will be used consistently to secure attention before children move.

11. Pause–Signal–Insist and Magnet Eyes

Before giving an instruction, staff will use the agreed attention routine:

PAUSE → SIGNAL → INSIST

Pause

The adult pauses and waits for children's attention.

Signal

The adult uses the agreed visual (raised) hand signal to indicate that children should stop, listen and focus.

Insist

The adult gives the clear instruction and ensures that children follow it before moving on.

Magnet Eyes

Magnet Eyes is a consistent visual and verbal cue used to secure pupils' attention.

When an adult wants to be sure pupils are listening, they will **point to their eyes with two fingers**.

This indicates that:

Their eyes should be on the adult's eyes and their bodies should be still.

Staff may say:

"Magnet Eyes."

Children are expected to respond by:

- looking towards the adult;
- stopping what they are doing;
- keeping their bodies still;
- listening carefully to the instruction.

The adult will also **raise a hand in the air as a visual signal**. This provides a consistent non-verbal cue for children to stop, focus their attention and check that they are following the instruction.

Staff should ensure that **all children are responding appropriately** before beginning the next instruction or transition.

The expectation is not simply that children hear the instruction, but that they **demonstrate that they have listened by following it**.

12. Consistency and Professional Practice

All staff are responsible for maintaining high expectations and applying this policy consistently.

Adults should:

- model Ready, Respectful and Responsible behaviour themselves;
- use consistent language;
- remain calm and professional;
- address behaviour rather than the character of the child;
- avoid unnecessary public confrontation;
- recognise positive behaviour more frequently than correcting negative behaviour;
- provide children with opportunities to make better choices;
- follow through with agreed consequences;
- maintain positive relationships with children.

Consistency is particularly important. Children should experience the same core expectations whether they are in the classroom, playground, dining hall, PE lesson, assembly, trip or another learning environment.

13. Our Behaviour Culture

At The Ridge, we want children to understand that **behaviour is a choice and learning to make good choices is part of growing up.**

Our approach can be summarised as:

TEACH IT

Explicitly teach Ready, Respectful and Responsible.

MODEL IT

Adults consistently model the behaviours and values we expect.

PRACTISE IT

Give children opportunities to practise behaviours across different contexts.

RECOGNISE IT

Celebrate positive behaviour through specific praise and HousePoints on ClassDojo.

REFLECT ON IT

When behaviour falls below expectations, provide children with opportunities to reflect and make better choices.

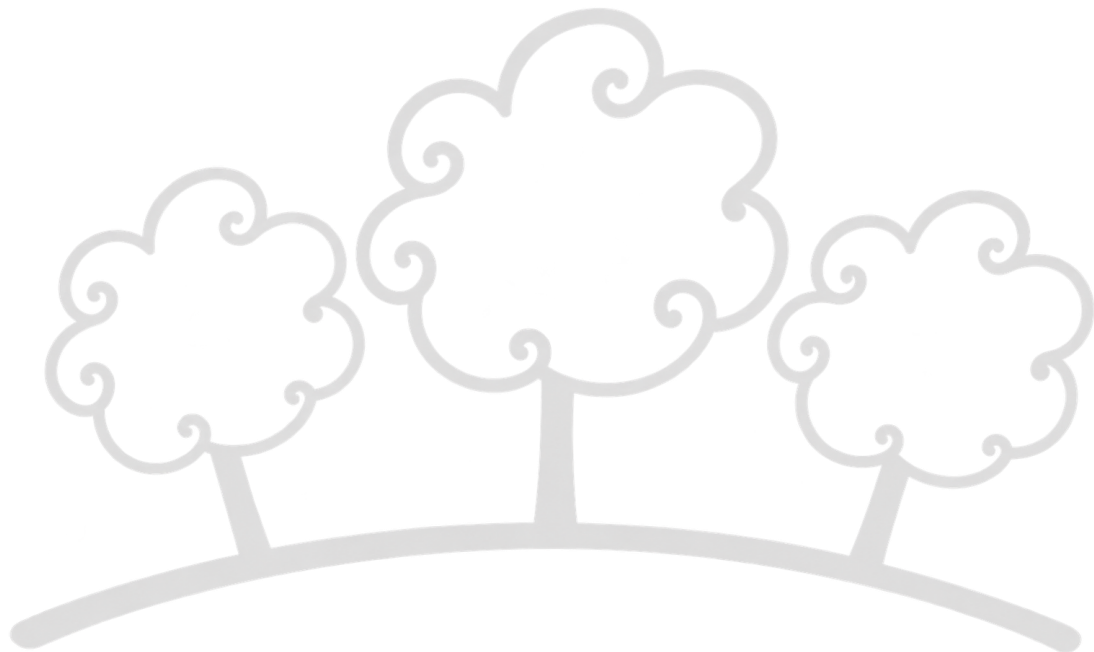
REPAIR IT

Where necessary, use restorative conversations to repair relationships and move forward.

Ultimately, we want children to leave The Ridge not simply knowing the rules, but understanding **why positive behaviour matters** and being increasingly able to regulate their own behaviour, make responsible choices and learn independently.

READY • RESPECTFUL • RESPONSIBLE

Achieving Excellence Together.



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