



Crawley Ridge Junior School

Behaviour for Learning Policy

Effective from: September 2026

Review: Autumn 2027

Headteacher: Mrs Vicky Egan

1. Introduction and Vision

At Crawley Ridge Junior School (CRJS), we believe in creating a calm, consistent, and positive environment where children feel safe, valued, and ready to learn.

Behaviour at CRJS is built upon **relationships, respect, and belonging** — not punishment.

Every child is taught how to behave through *clear routines, high expectations, and restorative practice*. Our approach ensures pupils learn from mistakes, repair relationships, and start every day with a clean slate.

We are guided by the principle from Paul Dix:

“When the adults change, everything changes.”

2. Aims of the Policy

This policy aims to:

- Promote positive relationships and mutual respect.
- Encourage pupils to make good choices and take responsibility for their actions.
- Prevent negative behaviour through proactive teaching and consistency.

- Respond to misbehaviour calmly, predictably, and restoratively.
- Support staff to apply consistent routines and language.

3. Our Core Values

At Crawley Ridge Junior School, we live our values every day:

RESPECT

- We listen to staff, friends, and peers to make the most of every opportunity.
- We use our hands, feet, and voice only for kind things.

BELONGING

- We come to school ready to listen, learn, and join in.
- We take pride in our school and make everyone feel part of our family.

POSITIVITY

- We try our best each day with a “can do” attitude.
- We believe in ourselves and ask for help when we need it.

These values underpin every conversation, rule, and decision in our school.

4. The Behaviour Blueprint

Adult Behaviour

All adults at CRJS will:

- Be **calm, consistent, and fair**.
- Give **first attention to the best conduct**.
- Have **high expectations** of all pupils.
- Recognise and celebrate “**over and above**” behaviour.
- Be **relentlessly bothered** — never giving up on a child.
- **Never use whole class punishments**.

Over and Above Behaviour

We recognise exceptional effort, kindness, or progress through:

- Praise and positive phone calls home.
- Notes or postcards home.

- Recognition Board mentions.
 - WOW work and celebration assembly.
 - House points and stickers.
 - In-class reward systems.
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5. Preventing Negative Behaviour

Staff use proactive, preventative approaches to create calm, well-structured classrooms:

- Routines which are well-practised and consistent.
 - A maximum of five simple class rules displayed and modelled.
 - High expectations so children know exactly what is expected.
 - Effective classroom organisation and clear layout.
 - Well-planned, interesting, and achievable work to maintain focus.
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6. Classroom Management Strategies

To promote engagement and prevent disruption, teachers and support staff will:

- Prepare thoroughly and manage time effectively.
 - Supervise actively — moving and circulating around the room.
 - Use proximity — standing near a pupil showing off-task behaviour.
 - Use **non-verbal communication** and calm eye contact.
 - Apply **tactical ignoring** where appropriate.
 - Use **humour (never sarcasm)** to defuse tension.
 - Use quiet, predictable reminders rather than public reprimands.
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7. De-escalation Strategies

When pupils display signs of frustration or disruption, staff use supportive de-escalation:

- Verbal advice and reassurance.
- Giving space and time to regulate.
- Limiting choices (“You can sit here or here.”).

- Gentle humour.
 - Reminding of natural consequences.
 - Planned ignoring and providing take-up time.
 - “Success reminders” — reminding pupils of when they did well.
 - Removing the audience.
 - Simple listening and acknowledgement.
 - Time out if needed, followed by a restorative re-entry.
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8. Stepped Sanctions (Applied Privately)

1. **Reminder** – Quiet, calm reminder of the rule.
2. **Caution** – “Think carefully about your next step.”
3. **Last Chance** – Microscript used; behaviour recorded on CPOMS if repeated.
4. **Time Out** – 5–10 minutes in class or partner class.
5. **Restorative Conversation** – 5-minute conversation with a key adult.

More than one restorative conversation in a day = message home.

Uncompleted work – Sent home for completion with a slip for parents to sign.

9. Serious Incidents

Serious behaviours go straight to **Step 4 or 5**, with leadership involvement.

These include:

- Physical violence or intentional aggression.
- Offensive Swearing (including use of racial or discriminatory language).
- Racism, homophobia, harassment, bullying, or intimidation.
- Vandalism or theft.
- Possession of weapons or dangerous items.
- Leaving the classroom or school site without permission.
- Persistent refusal to follow staff instructions.

Parents are informed, and a **restorative meeting** is held with SLT.
Where appropriate, consequences may include internal exclusion or external exclusion following DfE guidance.

10. Behaviour Flowchart

Step	Action	Record	Next Steps
1	Rule reminder	Not recorded	Calm verbal prompt
2	Formal warning	Not recorded	Clear choice offered
3	Final warning	CPOMS	Supportive conversation
4	Pre-removal	CPOMS	10 mins in time out or partner class, parent informed
5	Removal	CPOMS	Parent letter, loss of free time
Rebuild	Restorative conversation	-	Reconnect and repair relationships

Three Step 4s or two Step 5s in a half term → parent meeting with class teacher and Key Stage Lead.

Behaviour Contracts:

- **Green:** Report to class teacher
 - **Amber:** Report to Key Stage Lead
 - **Red:** Report to Headteacher or Assistant Headteacher
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11. Restorative Practice

We use **restorative conversations** to repair relationships and promote reflection:

Restorative Questions

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected?

4. How have they been affected?
5. What needs to happen to put things right?
6. How can we do things differently next time?

(Staff select age-appropriate questions)

12. The CRJS Microscript

A consistent, calm response used by all adults:

“I’ve noticed that... You know the school values.

Can you remember when you... [describe a time they met the expectation well] and how that made you feel?

I expect you to... Thank you for listening.”

This script promotes reflection, not confrontation, and is a key element of consistency across classrooms.

13. Consequences, Support, and Sanctions

Where behaviour persists, consequences may include:

- Loss of free time or privilege.
- Internal exclusion (working near the Headteacher or Assistant Head).
- Behaviour contract (green, amber, red).
- Temporary or permanent exclusion, if all strategies have been exhausted or for serious incidents.

Reasonable adjustments are always made for pupils with identified needs however regardless of need, to keep everyone safe and promote high expectations, we do not tolerate aggression or swearing towards staff or children, persistent defiance, absconding from class or the school site-these behaviours are unsafe and will result in a consequence.

These are zero tolerance behaviours for all children.

Every day starts with a **clean slate**.

14. Positive Reinforcement

We prioritise recognition and reward:

- Verbal praise.
 - House points.
 - WOW (work of the week) work shared with the headteacher and on displays.
 - Celebration assemblies.
 - Notes or calls home for “over and above” behaviour.
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15. Partnership with Parents

Parents are key partners in our behaviour culture. We expect all parents to:

- Support the Behaviour Policy and restorative approach.
- Encourage positive attitudes and resilience.
- Communicate respectfully with all staff.
- Work with us to address any concerns.

In conjunction with our communication and home school agreement policy please scan the QR code below to acknowledge your role in maintaining this policy-this only needs to be completed once, if you have scanned the code on the communication policy you do not need to do this again. <https://forms.office.com/e/1E0BCsAYhK>



16. Monitoring and Review

Behaviour data is reviewed regularly by the Senior Leadership Team to identify patterns, provide support, and celebrate success.

The Governing Body will review the policy every three years (Autumn 2027), or sooner if needed.

At Crawley Ridge Junior School:

We build relationships, not resentment.

We teach behaviour, not demand it.

We start every day with a fresh start.

Useful links:

[Suspension and permanent exclusion statutory guidance from the DFE](#)