



Behaviour Policy

2025 - 2026

Policy Statement

This policy aims to:

- Provide clarity and consistency within a fair behaviour system for all our children in school.
- Create a positive, safe and calm environment in which teaching and learning can take place, enabling children to do their best.
- Encourage the value of working together as a social community.
- Support all staff when supporting behaviour in school and the wider school community.
- Increase the use of praise and positive rewards which

Our parents/carers, school staff and governors work closely to create an environment which provides our children with clear expectations regarding behaviour, a positive work ethic and a love of learning – all of which aims to ensure each child is able to reach their full potential.

Roles and Responsibilities

The role of the class teacher:

- The class teachers in our school have consistently high expectations of pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.
- The class teacher is responsible for delivering quality first teaching with the view that they are the teacher of every child.
- The class teacher will use the Pupil Passports to support Social, Emotional and Mental Health (SEMH), alongside teaching and learning in the classroom.
- When necessary, the pupil is disciplined by the class teacher who, knowing the pupil best, will act in accordance with the policy below.
- If a pupil repeatedly breaches the school's expectations, the class teacher records such incidents and deals with this in line with this policy. However, if incident continue to occur, the class teacher may seek help and advice from a member of the leadership team (including SENDCo.)
- Class teachers will be required to support at break time throughout the week and will be responsible for supervising behaviour at these times.
- Class teachers may be required to support behaviour at lunchtimes, following any incident occurring during the lunchtime break, through feedback from midday supervisors.
- The class teacher will liaise with the leadership team (including SENDCo.) and external agencies, as necessary, to support and guide the progress of each child.
- The class teacher may also contact a parent/carer if there are concerns about the b behaviour or welfare of a child.

Role of the support staff

- Our support staff have consistently high expectations of our pupil's behaviour and encourage this at all opportunities.
- Support staff within the school have the responsibility to follow the behaviour policy and the SEMH procedure.
 - Support staff will liaise with the class teachers, Headteacher and parents (if appropriate), to pass on any information and/or concerns about the behaviour or welfare of a child.
 - Support staff follow guidance given by teaching staff and Headteacher.
 - Support to keep records of all reported/serious incidents (see appendix 1; Pupil Discussion/Information Sheet)

The role of the Headteacher/SENDCo

- It is the responsibility of the Headteacher, under Section 88 (i) Ed. Inspection act, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.
- The Headteacher will support the staff by implementing the policy and by setting the standards of behaviour.
- The Headteacher will keep record of all reported/serious incidents (see appendix 1 – Pupil Discussion/Information Sheet)
- The Headteacher will, where necessary and proportionate, issue fixed-term exclusions to individual children for serious acts in breach of the behaviour policy. For repeated or very serious acts, the Headteacher may also make a decision to permanently exclude a child. Any of these actions will only be taken after considerable review and after notifying the Chair of Vice-Chair of the Local Governing Body. All exclusion processes will follow the guidance contained in: *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 (September 2022 – Department for Education)*
- The Headteacher, including authorised staff by them, will have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Staff will adhere to the guidance contained in: *Searching, screening and confiscation – Advice for headteachers, school staff and governing bodies (January 2018 – Department for Education)*

The role of parents

- To work collaboratively with the school, so children receive consistent messages about expectations of behaviour at home and school.

- To support their child's learning and support the school in this endeavour.
- To attend behaviour review meetings when requested.
- To uphold the same high expectations for behaviour when speaking to members of school staff.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- To provide the Headteacher with advice about particular disciplinary issues, for them to take into account when considering consequences and further actions.

Our Golden Rules



Class Dojo

Children are awarded 'Dojos' by staff, including midday supervisors, when their behaviour is in line with our golden rules. These are given for all aspects of school life: behaviour, attitude to others, and effort in school work and other achievements.

Each classroom has a wall chart which displays the children's names and stages of reward. Each day, the children begin on 'Ready to Learn' and their names can be moved up or down the chart as the day progresses. At the end of each day, the children are given additional Dojos depending where they have finished the day.

- Outstanding: 3 Dojos issues and a message will be sent home.
- Good Day: 2 Dojos
- Great Job: 1 Dojo
- Ready to Learn

There is no limit to the number of Dojos that a child may be awarded during the week. Dojos are then recorded on an chart by each child and the children work towards their bronze, silver, gold and platinum Headteacher's awards. These awards are given out in Celebration assembly. The award levels are as follows:

- Bronze Award: 40 Dojos
- Silver Award: 80 Dojos
- Gold Award: 120 Dojos
- Platinum Award: 160 Dojos

Platinum Award winners will receive special Platinum Reward Time at the end of the year.

These Dojos will then be added to each 'House' board displayed in the classrooms. Every Friday, we will add up the Dojos for that week and add them to the running total for each House. Sports Day points will also be added to this and at the end of the year, the winning House will be awarded the House Trophy with the name engraved on it.

EYFS classrooms will alter their displays to show immediate impact on behaviour.

Celebration Assembly

Each week, the class teacher selects one child to be 'Star of the Week'. These children receive a certificate in celebration assembly and are told the reasons why they have been chosen as an example to others. This is told by the class teacher. In addition to this, children may be given rewards for other reasons, for example: their learning behaviour, attainment or going above and beyond the Golden Rules.

In addition, the Headteacher will identify one child who has displayed a behaviour in line with our Golden Rules. This certificate will be presented in this assembly.

Supporting behaviour

Here at Rampton, our focus will always remain on positive behaviour, however, there are occasions where behaviour is in breach of our golden rules. Incidents of behaviour in the classroom/learning environment will be dealt with using our 4 step approach. In the majority of cases, consequences will move through these four steps, which are as follows:

- 1 – A verbal reminder will be given and the expectation relayed to the pupil.
- 2- The pupil will be asked to move to another space within the classroom to reflect.
- 3 – The pupil will be asked to move to another member of staff to reflect. This will be 10 minutes.
- 4 – The pupil will be sent to the Headteacher's office and spoken to by a member of the leadership team. A Dojo message/phone call will be made to explain this to parents.

Whenever a pupil is reflecting, they will be asked to think about the following:

- What happened?
- How did I feel?
- What could I have done better next time?

However, in more serious or repeated incidents, staff reserve the right to escalate this step process dependent on what is most appropriate for the action carried out.

If behaviour is in breach of our golden rules during break time or at other times within the school day, the following consequences may also apply:

- If unacceptable behaviour is at breaktime, the pupil may miss some/all of their break time to reflect on their choices.
- If unacceptable behaviour is shown during an after-school club or an extra-curricular activity, the pupil may not be allowed to attend a visit/club until behaviour improves.

In certain situations, it may be deemed necessary for a pupil to enter into a more formal behaviour support strategy plan. This may be the case following a serious incident, or, for repeated concerns. In such cases, the pupil may enter into a Pastoral Support Plan (PSP) to support their behaviour in school. This is a planned intervention for pupils, where the aim is to improve a pupil's learning behaviour and social skills, with this being reviewed every 2 – 4 weeks.

Lunchtime behaviour

Our Lunchtime Golden Values are displayed on the dining hall wall. Children following those rules may be recognised verbally or given a Dojo. If unacceptable behaviour occurs, the child's name and brief description of the behaviour will be written in the playtime book. This is shared with class teachers after lunch. Where a child is written in the playtime book, they may have to spend some time to reflect

during their lunch break. This may be with a midday supervisor or on the bench in the hall.

Out-of-school behaviour

If the school are notified of pupils acting inappropriately, they may support with behaviour as outlined in *Section 89: Clause 5 of the Education and Inspection Act 2006*. The Headteacher:

‘...may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.’

This includes reports of cyber or physical/emotional bullying occurring off the premises and out of school time. In such cases, a full investigation will take place with pupils involved, evidence will be collected if possible, and the parent will be informed with a request to meet the Headteacher. The Headteacher may choose to seek advice from outside agencies in this regard. This is aimed at supporting and educating individuals should an incident like this occur, however, it is at the parent/carers discretion about further action or outside involvement, such as contacting the police.

As a school, we will always endeavour to keep parents informed if their child's behaviour causes any concern. Where these incidents occur, a weekly report may be sent to parents for them to read.

Fixed-term and permanent exclusions

In rare cases, a pupil's behaviour may warrant a fixed-term exclusion. This is applicable in some of the serious cases of behaviour and only the Headteacher has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this, for example, the outcome from an investigation.

If the Headteacher suspends or excludes a pupil, they must inform the parents without delay, giving reason for the suspension or exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform parents how they can make such an appeal within the suspension letter.

The Headteacher will inform the Local Authority and the governing body about any decision of fixed-term exclusion or permanent exclusion.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a delegated governor responsible for SEND, Safeguarding and Anti-bullying.

Parents will be advised of their rights to an independent review of any decision made by the discipline committee of the governing body to permanently exclude a pupil.

Headteacher's signature

Chair of Governor's signature

Date _____

Paper copies of this policy can be made available, on request, from the school office.

Date for review: Summer 2027

Appendix 1 – Parent Discussion/Information Sheet

Parent Discussion/Information Sheet

Child's name:	
Date:	
Present/involved:	
Actions / Next steps:	