



Ramsey Manor Lower School

Behaviour Policy

Edition 3: 29/09/2025

Document Control		
Edition	Issued	Changes from previous
1	15/12/2022	New policy
2	30/09/2024	Updated in line with Therapeutic Thinking guidance & training
3	29/9/2025	Reviewed

RAMSEY MANOR LOWER SCHOOL

BEHAVIOUR POLICY

Aspire, Achieve, Excel

Our Vision: At Ramsey Manor, we believe that all of our students have the opportunity to thrive in our inclusive, nurturing and inspiring environment where they will grow into creative and confident learners without limits.

STATUS: STATUTORY

DATE ADOPTED: 29/09/2025

Date of next review: September 2026

Rationale

At Ramsey Manor Lower School, we recognise the importance of positive behaviour and its impact upon teaching and learning and general well-being at school. Ramsey Manor is a Values school. By living our Values and promoting good behaviour, the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility. Good behaviour is essential in providing high quality learning experiences in a stimulating and supportive environment.

The learning and wider school environment is the shared responsibility of all staff at Ramsey Manor Lower School. A whole school approach to promoting positive behaviour through Values is fundamental to the ethos of the school. All staff should be consistent in their approach and demonstrate good role models for the children.

Equal opportunities and Inclusion

We acknowledge the school's legal duties under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs and other protected characteristics.

It is the right of all children to have high quality learning experiences in a stimulating and supportive environment where prejudice and stereotypes are challenged and where there are high expectations of achievement for each individual. We recognise that certain groups and individuals may be discriminated against and therefore are strongly committed to positive action to remove and challenge discrimination in all aspects of the school.

Intent

To encourage a safe, calm, purposeful and happy atmosphere within school

Implementation

- Agreed values and clear expectations are established and acted upon positively, fairly and consistently
- All members of the school community are treated with respect and consideration
- Property is respected
- Pride in the school and each other is nurtured
- Negative attitudes and behaviour are dealt with promptly in a clear, calm, consistent and way
- Parents are fully involved in the process of promoting high standards of behaviour
 - Caring and positive attitudes are fostered, towards everyone, where achievements at all levels are acknowledged and valued
- Independence and self-discipline are encouraged, so that each child learns to accept responsibility for their own behaviour and contribute to the school community
- Safety is ensured by making boundaries of acceptable/appropriate behaviour clear
 - Children who need additional support are identified quickly and strategies are put in place to support them
- Staff are relational and restorative in their interactions
- Expectations of good behaviour are made clear
- We encourage all staff and children to embody our Values
- Children are encouraged to take responsibility for their own actions and behaviour
 - Positive behaviour is recognised and rewarded both publicly and private (stickers, House Points, assemblies, verbal praise)
 - A whole school restorative approach is used when dealing with inappropriate behaviour.
- Parents are involved in support programs

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Leaders' responsibilities:

- To be a highly visible role model to staff, children and parents embodying values in all their interactions
- To engage termly with all stakeholders regarding the behaviour within school
- To engage weekly with children regarding the behaviour within school through lessons and assemblies
- To ensure that all staff receive appropriate induction regarding the behaviour policy and the importance of rigorous modelling and enforcement
- To ensure that all staff have the tools and resources to support all children effectively
- To ensure that all staff receive regular and appropriate training in the management of behaviour
- To monitor behaviour patterns at school level, group level and individual staff and pupil level and report to Governors

Staff responsibilities:

- To provide a culture that incorporates a therapeutic and trauma informed approach
- To offer strong role models by embodying values at all times
- To communicate the school expectations, routines, and values through explicit teaching
- To understand, challenge and support inappropriate behaviours
- To provide a challenging and relevant curriculum which engages children
- To create an environment that is safe, secure and engaging
- To treat all children fairly and with respect, taking into consideration their different needs
- To identify those children who needs extra support quickly and provide the support required
- To use rules and sanctions, clearly and consistently
- To foster good relationships with parents/carers

Parents' responsibilities:

- To be aware of the school rules and expectations
- To support staff in the implementation of the policy
- To foster good relationships with the school
- To make their child aware of appropriate behaviour at all times
- To show an interest in all that their child does in school

- To encourage independence and self-discipline
- To monitor and take responsibility for their child's online behaviour

Encouraging Positive Behaviour

Children's good behaviour is noticed, encouraged and rewarded. Strategies include:

- Emphasis on encouraging and motivating pupils e.g. positive feedback
- Promoting respect for individuals by: including their culture and background; modelling desired behaviour; listening to children and communicating that you have heard what they have said
- Creating safety, both physical and emotional with clear and consistent use of rules and consequences
- Raising self-esteem by ensuring pupils experience and recognise their own success
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,
- Ensuring that feelings are part of the Wellbeing curriculum and included in assembly themes Teachers may wish to refer to Appendix 1 for further advice on behaviour management strategies.
- Encouraging growth of planned-out behaviours through modelling and curriculum planning.

Incentives/Rewards

Positive behaviour is rewarded in several ways at Ramsey Manor Lower School, which include:

- House Points: Each child in school is assigned a house. They can earn points for their house anywhere across the school and this will be added to the Class Dojo system (a computer-based behaviour reward system). Points will be added up weekly with one house being awarded house of the week during Friday celebration assembly. The winning house will have their house colour ribbon placed on the cup, which will be displayed in school
- Stickers
- Certificates
- Value awards received in whole school assemblies
- Headteacher awards
- Notes and phone calls home to recognise good behaviour
- Sending work to other staff members for reward or praise

Sanctions

It is important to teach children positive behaviours. When inappropriate behaviour is seen, staff ask children to stop the behaviour and discuss the incident. There is a stepped approach to the agreed system of consequences.

1. Verbal warning
2. Second warning (can be given in a way such as verbally or name written down on a private list on the teacher's desk)
3. Move spaces within the classroom
4. Consequence: including completing a Behaviour Reflection Sheet (see Appendix 2) with an adult, whilst completing a restorative conversation with the child during this time.

A restorative de-brief to explore what has happened, allowing the pupils to explain what has happened. Explore how everyone was feeling before, during and after the incident.

Consider how to repair relationships: How can you help make this right? What would you like to happen next?

Explore and plan different responses if the same experience of feelings re-occur.

To support further with a social story, role play, comic strip conversations.

The Behaviour Reflection Sheet must then be added to CPOMS as a record of the restorative conversation.

Consequences can be: missing part of playtime, missing part of lunchtime, sent to Key Stage Leader

At this stage, after incident:

- Reporting adult (class teacher or teaching assistant) will report incident on CPOMS
- Class teacher to have a conversation with parent – phone call or after school.

5. Reflection time with SLT.

SLT to invite parent into school if necessary.

All incidents requiring action will be recorded on CPOMS

Examples of behaviour which results in a warning	
	• Consistently shouting out • Refusal to co-operate • Not listening to teachers or peers when they are speaking • Affecting other pupil's learning • Minor challenge to authority • Unsafe behaviours (such as swinging on chairs) • Disruptive behaviours (such as pencil tapping, consistent feet tapping, playing with rulers, not following class rules, etc)

Examples of serious level incidents which will result in a Level 4 consequence	
	• Child on child abuse • Throwing objects with intent to harm • Continued or more serious challenge to authority • Stealing • Threatening or aggressive behaviour towards staff or other pupils • Repeated refusal to do set task • Vandalism (damage to school property) • Serious physical, verbal threats made to staff/children Violent outbursts • Racial or homophobic incidents • Online abuse • Persistent verbal abuse to a member of staff • Physical abuse to any member of staff/adult

Restorative Practice

As a school we embrace Restorative Approaches which aim to build the school community and to repair and strengthen relationships within it. These approaches foster an awareness of how others have been affected by inappropriate behaviour.

This is done by actively engaging participants in a process allowing participants to make amends for the harm caused. Restorative Approaches acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Approaches aim to:

- improve behaviour and attitudes;
- provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- improve relationships; establish rights, accountabilities and responsibilities to the community;
- provide a safe philosophical basis for staff pupils and parents to share ideas and discuss issues

Restorative Practice Questions

Restorative Conversation Prompts



1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

Suspensions and or Expulsions

Incidents that may lead to suspension or expulsions are dealt with on an individual basis, taking into account all factors pertaining to children and incident. If an incident has led to a child or staff member being endangered then swift and decisive action to remove threat and reduce likelihood of reoccurrence will be taken. The decision to suspend or expel a student lies with the Headteacher and SLT.

Any child who has been subject to a suspension will be offered a reintegration meeting with the Headteacher and/or SLT, SENCO and their parents.

Use of reasonable force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Causing personal injury to themselves or another;
- Causing damage to property belonging to them or another, including the school;
- Any behaviour prejudicing the maintenance of good order and discipline in the school

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. A number of staff are Team Teach trained and will always support staff and pupils to deescalate before physical intervention is required.

Support systems for pupils' individual needs

If there is a persistent problem, the class teacher and the SENDCo will draw up a Behaviour Support Plan or an Individual Achievement Plan with specific targets to support the pupil, in partnership with parents. All staff working with the pupil will be informed of this. A differentiated approach considering the function of the behaviour and based on accurate analysis of the needs of individual children may need to be implemented for specific children.

Monitoring, evaluation and review

Behaviour management will be under constant review throughout the school on a class and individual basis by the Senior Leadership Team. The Behaviour Policy will be reviewed on an annual basis.

Staff development and training

The training of staff is essential to the provision of a positive environment. All staff are included in INSET where there is a relevance to the Behaviour Policy. The induction of new staff is regarded as vital, with the induction programme providing opportunities to discuss the Behaviour Policy. Staff will have training to be informed of a trauma-based approach and through the process and understanding of Therapeutic Thinking practices.

APPENDIX 1

In order to establish and maintain good classroom discipline, we recognise the guidelines from Charlie Taylor's Behaviour Management Checklist (www.gov.uk)

Behaviour checklist for teachers Classroom

Know the names and roles of any adults in class.

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Have a visual timetable on the wall.

Follow the school Behaviour Policy (including for rewards and sanctions)

Pupils

Know the names of children.

Have a plan for children who are likely to misbehave. Ensure other adults in the class know the plan.

Understand pupils' special needs (and triggers)

Teaching

Ensure that all resources are prepared in advance. Praise positive behaviour

Praise children doing the right thing (parallel praise).

Adaptations of learning

Stay calm.

Have clear routines for transitions and for stopping the class. Teach children the class routines.

Be mindful of a trauma-based approach to learning.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Ramsey Reflection sheet

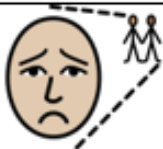
Date: _____ Name: _____

Completed with: _____

Draw or write what happened.

	The behaviour is not ok because	
		it is not safe
		it is unkind
		it hurt someone
		it damaged property
		it disrupted learning
		it doesn't show our school values

How were you feeling when this happened?

						
bored	angry	sad	scared	lonely	happy	confused

What will you do next time?
