



Rickleton Primary School



Behaviour Policy

Dates of previous revisions: September 2023
November 2024

Latest revision: November 2025

Approved by Governors: November 2025

To be reviewed: September 2026



Rickleton Primary School Assertive Discipline and Behaviour Management Policy 2025/26

School details

Governors' Committee Responsible: Team B Committee

Governor Lead: Mrs Kirsty Ross (Chair)

Designated Safeguarding Lead: Mrs J Price Head Teacher

Status & Review Cycle: Statutory Annual

Next Review Date: November 2026

Review Date	Changes made	Ratification Date by Governing Body
September 2020	Behaviour policy has been updated in red with references to COVID	
September 2021	Temporary Covid amendments removed Permanent COVID/hygiene amendments made to behaviour categories Alteration to behaviour tracking grid to include needs of pupils and incident type	
September 2022	<ul style="list-style-type: none"> Updated rationale Removed promoting values section P.g. 4 – preventing inappropriate behaviour – extra bullet points added Introduction of 'Jewel in the Jar' Dojo point Extra information around suspensions and exclusions Update to behaviour concern section 	November 2022
November 2023	<ul style="list-style-type: none"> Reference to KCSIE 2023 Pg 9 – wording 'could' changed from 'should' linking to the debrief questions 	November 2023
November 2024	<ul style="list-style-type: none"> Reference to KCSIE 2024 	November 2024
November 2025	<ul style="list-style-type: none"> Reference to KCSIE 2025 	November 2025



Rationale:

Maintaining a safe, happy and productive learning environment is vital in ensuring that all pupils achieve their best. A calm, orderly environment is essential for pupils to be able to learn. Rickleton Primary School provides a welcoming and friendly atmosphere in which the pupils feel secure and develop the skills which enable them to make the right choices. Effective links are made between home and school to support all children to develop a sense of right and wrong, inclusivity and equality.

Our vision is that every child at Rickleton Primary School feels happy and has a passion for learning. This is the result of a rich and varied curriculum driven by excellent teaching and access to a wealth of exciting, challenging and motivating opportunities. All children will come to a safe and inclusive school, where everyone is celebrated for who they are. We believe that children should be curious about their learning. Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential.

Our policy is based on a growth mind-set approach, which focuses on promoting positive behaviour and drawing attention to when children 'get it right'. This supports the children in taking responsibility for their own behaviour choices. The work of the school helps to develop the whole pupil, enabling them to take responsibility for their own behaviour. It is important that the pupils know when and how they have been successful. We recognise that improved self-esteem leads to improved behaviour.

Consistently high expectations for behaviour are held in high esteem by all members of staff. This helps to develop the pupils' positive attitudes to learning and enables them to demonstrate a positive and respectful school culture. The school environment is inclusive and any forms of bullying, discrimination, sexual harassment, abuse or violence (online and offline) are not accepted. Where incidents may occur, these are dealt with quickly, consistently and effectively. Pupils have high levels of respect for themselves, peers and all members of the RPS community.

Rickleton is a trauma aware school. Our staff have particular knowledge and skill to deal with children who are vulnerable and may need extra support to maintain our high standards of behaviour.

The pupils are taught about the British Values which helps prepare them for life in modern Britain. Pupils have an age appropriate understanding of the protected characteristics and evidence a respectful understanding of these. The school uses 'Zones of Regulation' to help pupils identify their emotional state which may present via their behaviour. Pupils are supported in developing and applying self-regulation and co-regulation strategies.

Our School Rules

The school has the following three school rules which the pupils, parents, staff and visitors are expected to follow at all times and in all circumstances:

- **Show respect and good manners to everyone and everything**
- **Be kind and honest at all times**

- Follow instructions with care

Preventing Inappropriate Behaviour.

At Rickleton Primary School we believe that preventing inappropriate behaviour is of paramount importance. Therefore, attention must be given to:

- Effective and consistent classroom organisation and management.
- Ensuring that pupils are engaged, motivated, and challenged in lessons at the appropriate level via appropriate planning of the curriculum.
- Effective working relationships between all pupils and adults.
- Pupils taking ownership of routines and learning.
- Acknowledging good behaviour.
- Development of self esteem.
- Use of the Zones of Regulation
- Statutory requirements in the KCSIE 2025
- Ensuring pupils have clear routines for all aspects of the school day.
- Encouraging excellent attendance, including arriving at school on time.
- Working with external professionals and parents.

More specifically pupils must be taught:

- To move appropriately in, out of and around the school building.
- To be polite to adults and other pupils.
- To support other pupils and acknowledge their successes.
- To empathise with each other.
- To develop resilience.
- Bullying, discrimination and sexual harassment, violence and abuse (online and offline) are not tolerated.
- An understanding of the protected characteristics and British Values
- Inclusivity and equality of everyone.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying behaviour involving, themselves, or others.
- To understand and follow the 3 school rules.
- The importance of good attendance and punctuality.

The key to successfully managing behaviour in school and the classroom is knowing your pupils and their starting points. Creating and maintaining an appropriate respectful relationship is vital. All pupils make mistakes and learn from them. Mistakes should be valued and used as a learning opportunity wherever possible.

Rewards

Pupils will be rewarded through positive recognition, either individually or as a class, for consistently following the school rules and setting a positive example to those around them.

Rewarding pupils at Rickleton Primary School is carried out via:

- Celebrating praise of an individual or whole class using positive verbal comments.
- Acknowledging with stickers and Dojo points for individual achievements which will then gain the individual pupil rewards. Dojo points are also awarded for following the school rules.

- 'Jewels in the jar' Dojo for collaborative whole class achievements. The whole class will collectively earn a reward once 50 have been reached. This must be in agreement with the Headteacher or DHT.
- Sharing good work with other staff or classes.
- Sharing good work with the Headteacher or Deputy Headteacher.
- Headteacher stickers, certificates and letters home.
- Sharing good work with parents via Dojo.

Guidelines

Teachers will spend time teaching pupils the rules and routines they need to follow, and will review **The School Rules** and consequences on a need's basis, but particularly at the beginning of the new school year and at least at the start of every half term.

Every opportunity should be taken to reinforce the positive behaviour policy through the use of PSHCE resources, planned teaching, visits and visitors.

All staff should take responsibility for the promotion of good behaviour, and dealing with misbehaviour of all pupils within the school, not just those they work with closely. At any time take the opportunity to praise pupils around school, in assembly, the dining hall, etc. Walking by, ignoring it or leaving misbehaviour to others is tantamount to condoning the behaviour – consistency and clarity from everyone is the key to the policy working.

There are many non-verbal and low-level ways to try and draw attention to what is expected. These should be tried many times **before resorting to a warning** on the behaviour steps (see below).

Some examples are:

- Praise of pupils nearby.
- Call the pupil's name out.
- A disapproving look.
- Stand close and encourage back to work.
- Check again that the work a pupil is doing they are capable and have support they need.
- Reminders of the school rules

Behaviour Steps

At Rickleton Primary School, we have exceptionally high expectations for behaviour. We follow a step system to manage incidents of unacceptable behaviour choices and recognise excellent behaviour choices.

All pupils start each day on the 'ready to learn' step and their name is moved up and down the steps throughout the day by an adult according to their behaviour.

Where necessary for individual children with specific needs, this chart can be adapted or presented differently.

SHOOTING STAR	+2 Dojo Points
GREAT WORK	+1 Dojo Point
READY TO LEARN	
I NEED TO THINK	-1 Dojo Point
I CAN DO BETTER	-2 Dojo Points
MAKE BETTER CHOICES	-3 Dojo Points

For pupils who display behaviour or attitudes to learning which are beyond the expected, an adult may move their name to the orange or yellow boxes. On the other hand, pupils who are not following the school rules, or are displaying a negative attitude to learning, may have their names moved to the blue boxes. Pupils have the opportunity to have their names moved up or down the steps if their behaviour improves or deteriorates.

Behaviour Step Criteria

Pupils should start each new day on 'ready to learn'. Staff must always endeavour to be fair and honest and be prepared to apologise if a misjudgement has been made. Staff must never give a consequence without following it up. The steps should be followed consecutively for most instances, however there may be occasions where children make such poor choices that they jump straight to a step further along the sequence. Below are some examples of the types of behaviours seen at each step:

Shooting Star:

- Going above and beyond for a peer or adult
- Producing outstanding work
- Being an exceptional role model
- Continuing to show the criteria for the 'great work' step

Great Work

- Producing excellent work
- Persevering through challenges
- Helping others
- Showing an excellent attitude to learning

Ready to Learn

- Pupils demonstrate what is expected of them by following the school rules and showing a positive attitude to learning
- Following the school rules consistently

I Need to Think

- Pupils are beginning to not follow school rules (despite warnings) and need a verbal warning before a consequence is given
- Talking in class and interrupting others
- Not listening to peers or adults
- Fiddling with equipment
- Not following basic hygiene guidance

I Can Do Better

- Repeatedly talking at inappropriate times in class
- Not being ready to learn when asked
- Getting up out of seat when inappropriate
- Speaking rudely to others
- Showing poor attitude to staff and peers
- Taking out toys in lesson time
- Disrupting others
- Ignoring adults or peers
- Several occurrences of not following basic hygiene guidance

Making Better Choices

- Refusal to work
- Refusal to comply after first warning or continuing with the same behaviour
- Violence towards another
- Negative comments about others – e.g. comments about appearance
- Use of inappropriate language (e.g. swearing)
- Any form of discrimination or bullying
- Deliberate violation in relation to health and safety

Rewards and Consequences of Behaviour

To ensure consistency across the school, the following rewards and consequences are to be used. Points are to be awarded for the steps at the **end of the day**.

Shooting Star:

- 2 Dojo Points

Great Work

- 1 Dojo Point

Ready to Learn

I Need to Listen

- -1 Dojo Point

I Can Do Better

- Move to a different seat within the classroom
- Discussion with class teacher about behaviour
- -2 Dojo Points

Making Better Choices

- CPOM log is made
- -3 Dojo Points
- Parents informed via telephone or in person
- Department Leader is informed who will decide if the pupil needs to see the Deputy Headteacher or Headteacher

The teacher must inform parents each time a pupil is on the 'making better choices' step. Staff should, wherever possible, speak directly to a parent, (not a pupil minder or friend) after school, or make a phone call on the same day. A behaviour concern must be recorded on CPOMS before staff leave at the end of the school day. The Deputy Headteacher and Headteacher will log the amount of behaviour choices that are being made through the use of CPOMS

'Severe' Behaviour Choices

Pupils who reach the 'making better choices' step may have done so by repeatedly not following the school rules [see above] or displaying what is deemed as 'severe behaviour'. Behaviour which is deemed as 'severe' may cause danger or intimidation towards others. Examples of such behaviour may include:

- Racism
- Homophobia
- Discrimination
- Sexual harassment, violence or abuse
- Bullying
- Fighting
- Swearing
- Vandalism
- Vandalism in the community whilst wearing school uniform
- Theft
- Wilfully hurting another pupil or adult
- Wilfully destroying property
- Wilfully and overtly refusing to do what he /she are told to, thereby jeopardising the health and safety of the class
- Engaging in any behaviour that stops the class from functioning and prevents learning from taking place for an unacceptable length of time.

On rare occasions, a pupil's behaviour may be deemed severe or unsafe enough which results in an internal or external suspension.

Any staff member who gives a pupil 'Make Better Choices' should discuss this with the team leader and they will decide whether they should visit the Headteacher or Deputy Headteacher at that point in time. Regardless of whether they see the Headteacher a CPOM and a phone call home still is required.

In such instances, the pupil may be issued with an internal or external suspension which will be decided by the Headteacher.

Suspensions and Exclusions

If all school-based approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions may be considered and enforced. This will be to



ensure that all pupils and teaching staff are protected from disruption and can learn in a safe, calm and supportive environment.

A suspension can be either internal or external. An internal suspension involves a pupil working in a different area of school for an agreed period of time. An external suspension is where a pupil must leave school site and carry out work at home.

In the most serious of circumstances, this may result in a permanent exclusion.

Restraint:

All members of staff are aware of the regulations regarding the use of restraint by staff. Some members of staff receive training in 'Team Teach' to ensure that should the need to move or restrain a pupil occur, this is performed safely for both the pupil and staff members involved.

Team teach restraint should only happen as a last resort if the safety of a child is at severe risk. PPE equipment is available in all areas of school if staff wish to access this.

How to debrief incidents:

The school is following the best practice as outlined in the Restorative Practice approach to behaviour management, the principles of which ensure a fair approach and allow all sides to have their say. The aim is always friendly resolution to the problem.

Consistency is the key to success. All pupils should be able to rely on the fact that every incident will be handled using the same approach and the same questions. This avoids pupils saying "I was not listened to," or "I tell the teacher and they do nothing."

When debriefing an incident ensure you are talking to the correct pupils and allow both parties to answer without interruption.

The following questions could be asked when dealing with all behavioural incidents to ensure that there is consistency for all pupils and they feel the incident has been dealt with fairly:

- What happened?
- What did you do?
- What should you have done?
- What should you do next time?
- Are you happy this has been dealt with fairly?

The pupils should be able to come up with the idea of how to move on. A successful resolution would be the pupils realising what needs to happen and a strategy developed for the rest of the break / day.

Follow up

It is important that a 'follow up' is made between both parties later in the break / day to check that harmony has been maintained. If not, then the approach is repeated.

Behaviour Concerns

A behaviour concern is tracked for any pupil who has negative behaviour choices recorded on CPOMS, including 'make better choices'. The tracker will also log the type of incident and any additional needs of the child.

Parents must be made aware of behaviour incidents which are recorded on the behaviour tracker.

When 3 behaviour concerns are logged, a further action involving the Headteacher or Deputy Headteacher and agreed with parents may be organised. This may be, for example, a review meeting, introduction of a behaviour monitoring sheet, alteration to timetable, involvement of outside agency support etc. If there are earlier concerns, this may take place before 3 events are tracked but, again, must happen with the involvement of parents.

If the identified support has limited affect, a 3 further behaviour concerns are logged, then higher level of action/support must be taken. At this point the significant nature of the behaviour will be evaluated to clarify whether it should be considered a form of Special Educational Need.

It is important that, whatever stage of behaviour support a child is receiving, that incidents continue to be recorded and shared with parents. School actions linked to the behaviour will need to be made with the needs of the child fully taken in to account.

Behaviour monitoring sheets are available to use for pupils with behavioural needs. They are used to monitor behaviour and communicate between home and school. These must not be established without a prior discussion with department leads.

Behaviour Monitoring Sheets

When necessary, pupils may be put on to a behaviour monitoring grid.

Over the week, there are 30 sessions which the pupils will receive a rating for, which includes breaktime and lunchtime.

The pupil is responsible for getting their grid signed at the end of a session by a member of staff in the lesson/breaktime, or a lunchtime supervisor at the end of lunchtime. Staff must circle which number (1-5) based on the behaviour and attitude of the pupil during the session and they can add a comment, if they wish.

The behaviour grid is shared with the Headteacher or Deputy Headteacher at the end of the week and it is then taken home to share with parents. If parents wish to see the grid daily, it is the responsibility of the pupil to return the grid to the class teacher the following morning. Initialling the session will allow the Headteacher or Deputy Headteacher to track where there may be patterns of behaviour.

At the beginning of the week, it will be agreed between the pupil and class teacher how many positive sessions (rated at 4 or 5) a pupil must achieve in order to receive a reward. At the end of the week, if a pupil has achieved their target of positive sessions, they will receive their pre-arranged reward.

Exceptions

In exceptional circumstances, when a pupil is following a Behaviour Plan, IEP targets, or is following a programme devised by the Behaviour Intervention Team, the policy may not be followed as outlined above. The decision would be taken by the team supporting the pupil.

Special Educational Needs:

We will make reasonable adjustments when applying our behaviour policy to deal with individual pupils with SEN, behavioural needs and those who are vulnerable. In such cases, proactive measures to manage behaviour will be drawn up by the teacher, Inclusion Leader and external agencies such as the Behaviour Support Unit and the parents.

Break times

Good behaviour in the playground will increase when there is a varied set of activities well led and supervised. Positive interaction and drawing pupils into positive play is the responsibility of all staff on duty. **It is not enough to stand and watch.** A proactive approach should always be used, scanning the yard for potential difficulties and immediately intervening to divert and diffuse situations is much better than waiting for the situation to become severe. All staff should be made aware of pupils who have had difficulties during the morning and are likely to require 1-1 interaction or close supervision.

Staff must inform class teachers of any behavioural incidents as soon as they return to class so that the behaviour policy may be followed consistently. Dojo points to be removed from pupils breaking the school rules. In addition, class teachers must be informed about any pupil who shows exceptional behaviour through positive dojo points.

If any severe behaviour is displayed, then the Department Leader should be informed immediately.

Lunchtime Supervisory Assistants will follow the same procedure as above. It is their responsibility to ensure that information is passed back to the teacher regarding any inappropriate behaviour.

Class Dojo

Parents will be connected to their child's account and able to see the positive points their child has received in relation to the school rules. Parents will be not informed if their child loses Dojo points.

Short-Term Behaviour Strategies

There may be occasions where class teachers feel the need to implement short-term behaviour strategies to support with poor behaviour or to recognise good behaviour. Parents will not necessarily be informed of these strategies.

NAME _____

W/B _____

Show respect and good manners to everyone and everything

Be kind and honest at all times

Follow instructions with care

	AM 1				BREAK				AM 2				LUNCH				PM 1				PM 2							
MON	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
				😊								😊								😊				😊				😊
TUE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
				😊								😊								😊				😊				😊
WED	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
				😊								😊								😊				😊				😊
THU	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
				😊								😊								😊				😊				😊
FRI	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
				😊								😊								😊				😊				😊

_____ sessions out of 30 rated at 4 or 5 will result in reward of _____