September 2026

Ramridge Primary School

BEHAVIOUR, ANTI-BULLYING, SUSPENSION AND EXCLUSION POLICY

Ramridge Primary School

Where each child shines

Review Date:
September 2027

Good behaviour is essential to successful teaching and learning.
If children make the wrong choice, they not only disrupt their own learning but can affect the education of the children around them.

At Ramridge Primary School we believe that every child has a right to an appropriate education in a calm, respectful and positive atmosphere, which is free from disruption and harassment. We believe that it is the responsibility of every member of the school community to strive towards this goal.

Our School Ethos

Ramridge Primary School is an inclusive, caring community in which every individual is valued and encouraged to grow.

Our learning community is built upon the shared belief that the development of each child must be at the heart of everything we do.

We are committed to providing a safe and happy environment in which each individual is encouraged to take responsibility for their own learning, behaviour and is inspired to surpass expectations.

The values and principles which underpin this ethos are as follows:

- Showing respect to each individual, affirming their value and encouraging self-esteem
- Creating a positive atmosphere which is warm, friendly, safe and supportive
- Creating a school culture that celebrates achievements, recognising each small step that each individual takes
- Recognising the richness and diversity of our respective cultures, using and celebrating this through the curriculum
- Understanding and sensitivity to individual needs, recognising that there are times when more support is needed by certain individuals
- Communicating openly and honestly with each other whilst recognising the need for confidentiality when an individual's personal circumstances are involved

In order for these values and principles to be achieved we believe all staff need to model and demonstrate these values through our own behaviour and attitudes to each other. Staff at Ramridge Primary School understand and accept that through reflection of our own behaviour, body language, tone of voice and attitudes we can make a difference to the behaviour of others.

We believe that behaviour management is the responsibility of all staff, led by the Class Teacher, supported by SLT along with Teaching Assistants and Midday Supervisors.
Parents are encouraged to support and model good behaviour and work with the school with supporting in our ethos.

What constitutes good behaviour?

- Behaving in a way that ensures individual safety and that of others
- Consideration and kindness to others
- Friendliness, politeness and respect for others
- Hard working
- Following directions and instructions
- Keeping the Golden Rules
- Following our school's Values

This behaviour is to be encouraged in every aspect of school life, with children supported to recognise what constitutes good behaviour at all times.

If a child is finding these aims difficult to understand or follow, we will help them by making the required behaviours more explicit. Sometimes children have to be taught how to behave. This requires the same positive approach we would use if a child had English or Maths difficulties.

We have a policy of early identification of, and intervention in behavioural, emotional and social need. Children identified showing patterns of poor behaviour are supported in variety of ways.

Firstly, the behaviour patterns are analysed by SLT to look for any potential trigger points. Class teams are offered support around behaviour management strategies and supported to implement any changes. Some children may be offered some 1:1 mentoring sessions or supported through a social skills group.
If children are identified as having a high level of incidents may be included in Target Group. This is held for thirty minutes each week and is managed by the Head of Safeguarding and Inclusion. Targets are identified with the child and a programme is set up offering strategies and coping mechanisms to help the child change the unwanted behaviours. This target is transferred to an ILP (as per our SEND Policy), discussed with the class team and parents/carers, ensuring all adults are clear about what is required to change and how we can best support that change.

On occasion, we may also seek support and advice from outside who may be able to offer in-reach and, if required, out-reach support.

Standards of behaviour at Ramridge Primary School are excellent. This is due to the care, commitment and consistency of all our staff in striving to meet every child's need. This policy is revisited and revised regularly so that all staff contribute to standards of behaviour at Ramridge Primary School.

Appendix 1

How can we encourage and reward good behaviour?

What we say and how we say it is crucial. Warm and positive communication makes the difference between a child feeling included and valued, or suspended and rejected;

"Well John! You've made a total mess of it as usual"
"What do you think you are doing Matthew?"

"You haven't quite understood this section here John. Bring your book out and I'll go through it with you."
"Matthew, it is time you put that book away and started your English work."

It is helpful to think in terms of levels for both rewards and sanctions. The following describes the three levels of reward that are used at Ramridge Primary School throughout the age range.

Level 1

This level covers all the positive gestures that recognise the smallest steps taken by children (and adults) including nods, smiles, thumbs up, verbal praise ("well done, you've tried hard"). This level is the oil that encourages children to try harder for greater achievement. It also includes positive greetings, a quiet word and the sharing of good news from home, any comment that affirms the young person.

Level 2

At this level the recognition is visual and tangible with the child earning stickers, house points, stars and stamps on their work, or an opportunity to show another adult their good work. The nature of this reward often means that the child has something to show their parent or carer at the end of the day, which reinforces their success.

It has been agreed that teachers and support staff can use a range of reward stamps and stickers but there will also be a school system of house points. This links with level 3 rewards.

Level 3

This level of award is more formal involving certificates and information going home. The House Point certificates and the termly House Point assemblies, announcing the House Winners, form the main rewards at this level. The certificates will be given to children on earning the following;

Award level	Number of points	Award
Bronze	30	Bronze certificate
Silver	60	Silver certificate
Gold	90	Gold certificate
Platinum	120	Platinum certificate
Diamond	150	Diamond certificate
Postcard	200	Postcard home
Bronze Badge	250	Bronze badge
Silver Badge	300	Silver badge
Gold Badge	400	Gold badge
Ramridge Badge	500	Ramridge badge
Crown Badge	750	Crown badge
1000 Points	1000	£20 Amazon voucher

Other level 3 rewards:

- Postcard: A postcard is sent home which informs the parents or carers of their child's hard work, achievement or improved attitude and behaviour. Good behaviour is celebrated each week in the Golden Time assembly with children receiving a special sticker for an outstanding achievement, this can also merit a postcard home.

- Good News phone call: Staff are encouraged to contact parents by phone to celebrate academic or behaviour successes.

- Children are nominated for their class 'star of the week' and a letter and certificate are posted home to celebrate their success.

- Each half term, children are nominated by their class teacher to be a Ramridge Star. This award is for those children who are consistency showing the school's values and following the rules. A special assembly is held with the child being presented an award by the headteacher.
  A 'Ramridge Stars' Board with names and photos of children whose behaviour is consistently good is on display in the entrance of the school.

- Values Role Models are chosen each month by staff to recognise those children who continually show our values through outstanding behaviour. A 'Values Role Model' Board with names and photos of children whose behaviour is consistently good is on display in the entrance of the school.

- Lunchtime behaviour is also rewarded at this level. Children are awarded lunchtime stickers for helpfulness, setting a good example and good manners.

- Golden Time
  KS2
  Each half-term a special Golden Time will be held as reward for children in Key Stage 2. During the assembly, achievement of the Golden Rules will be celebrated by staff and children. All children who have received their Golden Time will then go onto an activity of their choice provided by a member of staff for 30 minutes.
  KS1
  Children in Key Stage 1 will have Golden Time each Friday afternoon, for around thirty minutes.

Appendix 2

Discouraging inappropriate behaviour

The most effective way of discouraging poor behaviour is giving praise and reward to the positive behaviours close by. Often poor behaviour is inappropriate attention seeking so to give attention (however negative) can reinforce the poor behaviour.

"Catch them being good and praise" is far more effective.

Having an agreed code of conduct or class charter within each class is very important. This should be based on our Golden Rules and Values which form the basis of this policy so each class code will be very similar. The code can then be referred to whenever an issue or incident occurs. It is important to regularly remind the children of these general expectations.

As with the reward system it is useful to think in terms of levels of sanctions as follows:

Level 1

Level 1 sanctions communicate disapproval in the following ways:

- By gestures (frowns, shake of the head, eye contact).
- Having a quiet word or using the child's name to signal that you have noticed the undesired behaviour.
- The child can be reminded about the code more publicly.
- Moving the child to another location in the classroom.
- Green or Red token system is a very effective strategy as it enables a lot to be communicated without words (without disturbing the concentration of others).

Early and effective intervention at this level can prevent problems from escalating.

Level 2

Level 2 sanctions are about de-escalating behaviours that have not responded to Level 1 and can be used in the following ways:

- A second red token is issued, meaning the child is sent to the Head of Safeguarding and Inclusion, Headteacher, Deputy Headteacher to discuss their behaviour.
- Removal of Play/Lunchtime. This can be lost in 5-minute chunks in both Key Stage 1 and Key Stage 2. It is removed (following two warnings) when one of the Golden Rules is broken and can only be redeemed when the child has made a special effort to make amends for that rule. All staff, including lunch time staff, are able to remove play/lunchtime. Smaller amounts of time can be lost on the playground and larger amounts of time with the child being supervised either in class (by a member of staff) or if required, by the Head of Safeguarding and Inclusion or another member of SLT.
- Lunchtime Detentions are held each Friday for KS2 as a result of children's behaviour
- Lost Golden Time is used for KS1 Friday afternoon
- The removal of play/lunchtime must be recorded, using CPOMs, with the reason as to why the child has lost time.

For all level 2 sanctions, the choices a child can make about their behaviour and the consequences of their actions must be made absolutely clear.

Level 3

When a child is not responding to any of the above and is affecting the learning of everyone else, it is necessary to give everyone some breathing space.

- The child is sent out (a calming walk) for an allotted time with a member of staff. Following the allotted time, if the child is not ready to return to class a member of the SLT needs to be sought to assess the situation.
- If the child is posing a threat to themselves or others, they will need to be removed to a member of the SLT. It is then the decision of SLT to assess if the child is ready to return to class or if another option is required.
- If the child remains unable to return to class to work after time to calm down, they will work under supervision with the member of SLT.
- At appropriate times, lunchtime detentions may be held by class teachers or SLT (this is as well as the weekly assigned detentions)
- Internal Suspensions will also be considered.

The incident should be put onto CPOMs and completed by all members of staff who have witnessed the incident as soon as possible.

Level 4

There are two types of level 4 problems: Crisis and Persistent.

- The crisis situation usually involves a child in extreme anger or upset which requires their urgent removal from the situation to one where they (and everyone else) can regain calm and composure. This sort of situation always involves members of staff trained in Team Teach (Positive Handling) as it will often requires positive handling procedures (see policy). The Headteacher and Head of Safeguarding and Inclusion must be alerted if positive handling has been used and letter to parents/carers to be sent home.

- Persistent disruption or refusal to comply must be referred on to senior staff. Parents/carers should be kept fully informed about the problems their child is having.

- The children who appear regularly at this level will be on the SEND register and will be given a target they are working on through planned intervention devised by the Head of Safeguarding and Inclusion (and possibly a PHP will be put in place).

- Serious incidents must be recorded in the same way on incident report forms. Copies of letters home and incident forms are uploaded onto their profile within CPOMs.

Level 5

- This is when the school is unable to meet the child's needs or the behaviour is such that there must be a formal follow up. This will result in a Fixed Term Suspension or Permanent Exclusion.
  The length of any suspension will be determined by the school and on occasion the school may seek advice from the Local Authority.

Our approach to Anti-Bullying

At Ramridge Primary, all staff get to know our pupils well and expect to support them with any friendship problems as and when they arise. All pupils are encouraged to talk to staff members when they have a concern and through assemblies, values lessons and our Relationship Education curriculum, they learn that if a **pattern** of unkind behaviour begins to emerge, they **must** speak out.

The key steps outlined below are used as the basis for the Head of Safeguarding and Inclusion, or other members of SLT, to resolve a bullying situation, where the day-to-day intervention of the class teacher has been unsuccessful.
Depending upon the circumstances, the number of pupils involved can vary and, if they feel confident enough, the victim is encouraged to be part of the group when it continues to meet with the member of staff until such a time that all members of the group (and their parents or carers) consider the problem has been successfully resolved.

When bullying has been observed or reported:		
Step one	Meet with the victim	When the member of staff discovers that bullying has happened, they begin by talking to the victim about their feelings, views and why they think it has happened. It is important to congratulate the victim on doing the right thing by talking about what has happened
Step two	Meet with the alleged perpetrator	When someone has been identified as the perpetrator, the member of staff begins talking to them about what has happened and why they think they have behaved in the way alleged.
Step three	Convene a meeting with the people involved	The member of staff will meet with the pupils who have been involved (both victim and bully). This may include some bystanders or colluders and even friends of the victim who joined in but did not initiate the bullying
Step four	Explain the problem and take responsibility	The member of staff will state their expectation of honesty from everyone and a full and frank discussion will take place regarding the incidents ad exactly what their involvement was/is. During the meeting, the member of staff will clearly explain to the group how the victim is feeling. Each member of the group suggests a way in which they could help the victim to feel happier/ safer; the victim also suggests what they could do themselves to make it less likely that this will happen again.
Step five	Decide on a consequence	The member of staff, with the support of the group, decides on

		the appropriate consequence (referring to the level of sanctions in place) The member of staff ends the meeting by formally agreeing the strategies and consequence the group have decided to use in order to resolve the situation. Pupils involved are to be made aware that all parents/carers will be informed.
Step Six	Meet again	Within the week (then usually fortnightly), the group meet again with the member of staff to discuss how things have been going. This allows the member of staff to continue to monitor the bullying and keeps the pupils involved in the process. When all agree that things have improved, the group meets at increasingly lengthy intervals until the victim feels completely secure and confident that they are no longer a target.
Step Seven	*Further action*	*If the above steps do not work and there are further incidents refer to level 4 or level 5 sanctions.*

All incidents of bullying are taken seriously and all staff are expected to refer to a member of SLT and log any suspected onto CPOMs.

Suspension Procedure

At all times we work within the framework of national government guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024

A decision to suspend a pupil will be taken only:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy and guidelines; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Only the Headteacher (or in the absence of the Headteacher, the acting Headteacher) can suspend a pupil, and whenever a Headteacher suspends a pupil, they must, without delay, notify parents of the period of the exclusion and the reasons for it.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a long process for dealing with disciplinary offences following a wide range of other strategies and interventions, which have been tried out without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

Regulations allow the Headteacher to suspend a pupil for one or more fixed periods, not exceeding forty-five school days in any one year. The limit of forty-five school days applies to the pupil and not the institution. Therefore, because any days of fixed period exclusion served by the pupil in any school, alternative provision in the same school year will count towards the total. It is important, that when a pupil transfers to a new school during the academic year, records of the fixed period suspensions a pupil has received so far during the current academic year are also transferred promptly to the new school.

However, individual fixed period suspensions should be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the pupils to reintegrate into the school. Ofsted inspections evidence suggests that one to three days is often long enough to secure the benefits of exclusion without adverse educational consequences. Suspensions may not be given for an unspecified period, for example until a meeting can be arranged. Such practice amounts to an indefinite exclusion for which no legal arrangements exist.

Lunch time suspensions

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. A lunchtime suspension is a fixed period suspension, deemed to be equivalent to one half of a school day, and should be treated as such. The legal requirements in relation to suspensions, such as the Headteacher's duty to notify parents and carers, still apply.

Internal Suspensions

Internal suspensions are when a pupil is suspended from the rest of the school and must work away from their class for a fixed amount of time. This will be with a member of SLT.
An internal suspension is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term suspension. Parents and carers will be notified.

The role of governors and the local authority

Governing bodies must review all permanent exclusions from their school, and all fixed period suspensions that would result in a pupil being suspended for more than five school days in any one learning phase, or missing a public examination/ national curriculum test.

Procedures set out in Parts 4.3 to 6.3 of the Department for Education's guidance document ***Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*** are followed at all times. The role of the local authority is also clearly laid out in this document.