

Aims and Expectations

Our primary aim is that every member of the school community feels valued and respected and that each person is treated fairly and well. The school behaviour policy is designed to guide and support the way in which all members of the school live and work together. It lays out our school environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others in support of our key values of **kindness** and **responsibility** and **courage**.



Our school uses both [Zones of Regulation](#) and [Restorative Justice](#) to support children's ability in regulating their emotions to recognise the impact of their choices upon others.

Zones of Regulation strategies are taught in class and key language that helps children to identify triggers and linked emotions are displayed in every room. [Parent packs](#) are available to support if necessary.

Restorative Justice training is given to all staff and it is expected that all incidents are dealt with using a [Restorative Justice \(RJ\) approach](#) to unpick the behaviours and identify triggers.

Rewards

We believe in the power of [intrinsic motivation](#) and use specific praise to foster this. Classroom Dojo is a tool used across the school to award children "dojos" linked to the school's values which are shared with our parents in order that they can celebrate these behaviours and support the school's ethos.

← → ↻ 🔒 teach.classdojo.com/#/schools/4f0e08de3b7c029066dc4e30/story

 <  **Grendon Underwood Combined School**
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 2 Courage	 1 Perseverance	 1 Ready to learn	 1 Respect
 1 Responsibility	 1 Teamwork	 1 Tidying	 1 Working Hard
 1 kindness	 1 Edit skills		

Learning Certificates are given out at weekly assembly to identify and praise positive behaviours in class and around the school. In addition, these are celebrated in the newsletter. **Headteacher awards** occur termly and are given to a child whose learning has either shown sustained outcomes or a significant improvement.



Behaviour Policy 2021 - 2022

The Process

Behaviour is communication and consequences for disruptive or physical behaviours should be used alongside a restorative approach. (see Appendix 1 and 2)

CPOMS tracks behaviour which may be useful to identify times of the day/week or particular lessons in which negative behaviours are seen.

Children may be displaying behaviours due to:

- underlying anxiety about something happening at home - dentist visit,
- social issues,
- which parent they are spending time
- response to the learning - too hard, disengaging, feeling unsuccessful.

It is vital we understand why behaviours are being shown if we are to make a positive impact. At times children will need individual behaviour plans to include clear targets and support, SENDCo will be involved as necessary. Risk assessments will be made as part of this process.

Where parents need to be informed, an informal conversation face to face is preferable to a Dojo, as it allows for a more personalised discussion to be had. Serious negative behaviours, as well as repeated behaviours, will result in a phone call to parents and or a face to face meeting.

Racist, homophobic behaviours and swearing

We have a zero tolerance towards incidences of racist, homophobic or swearing and parents are always informed of these. In addition, the foci of PSHE can be tweaked to allow for extended learning opportunities. Incidents are logged on CPOMS and monitored half termly to track patterns.

Internal/external exclusions (See Appendix 1 for further information)

The Headteacher, in conjunction with the Governors can, if deemed necessary, exclude a child on disciplinary grounds. The decision to exclude a child internally is made according to the behaviours exhibited. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

Pupils who repeatedly disobey their teachers' academic instructions could, however, be subject to exclusion or pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered if a school can exclude a pupil and this must be on disciplinary grounds.

A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion and the behaviour of pupils outside school can be considered as grounds for exclusion



Behaviour Policy 2021 - 2022

- If a child threatens, hurts or bullies another pupil the class teacher records the incident and the Headteacher is informed. Please refer to the Anti Bullying Policy, also for incidents of racial and LGBTQ+ abuse.
- All efforts will be made to keep children on the premises. If a child absconds, they will not be pursued. A member of staff will call 999 and report this immediately.



Behaviour Policy 2021 - 2022

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE circular 10/98, relating to section 550A of the Education Act 1996: The use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. Several members of staff are trained every two years in Team Teach.

The Headteacher is responsible for implementing the behaviour policy consistently throughout the school, and to report to governors, as requested, on its effectiveness. It is also their responsibility to ensure the health, safety and welfare of children at school. The Headteacher supports staff by implementing the policy and supporting staff to do so, together with setting standards of behaviour. The Headteacher is responsible for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the school governors have been notified and Buckinghamshire exclusions policy will be followed.

The school works collaboratively with **parents** so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's behaviour and learning and to co-operate respectfully with school, upholding this policy and its implementation. We try to build a supportive dialogue between home and school so that if there are any issues, swift communication between the two parties can resolve the situation. If concerns still exist after parents have contacted the class teacher, they should contact the Headteacher and then complaints policy should be followed if a satisfactory resolution cannot be reached.

Governors are responsible for setting the general guidelines in this policy and for reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines, although the Headteacher has day to day authority to implement the policy.

Monitoring and Review

The Headteacher monitors the effectiveness of the policy on a regular basis and reports to the Governing Body as required. The policy will be reviewed every three years or sooner, should the government introduce new regulations.

Date of this review: February 2022

Date of next review: February 2023

Signed Headteacher:



Behaviour Policy 2021 - 2022

Signed Chair of Governors:

Appendix 1

Red Behaviour

- Physical violence including spitting, kicking, punching, slapping, pushing etc.
- Swearing
- Discriminatory behaviour e.g. racism, gender, disability, LGBTQ+ etc.
- Absolute defiance
- Bullying
- Dangerously damaging property including upending furniture

Consequence - Immediate time out and sent to a member of SLT to discuss.
Parents/carers to be informed. If parents/carers have been contacted more than 3 times then they are invited in for a meeting in school to discuss behaviour and possible behaviour plan.

Amber Behaviour

- Calling out
- Rolling eyes
- Stamping feet
- Distracting others
- Taunting others (one off)



Behaviour Policy 2021 - 2022

- Stealing
- Rudeness
- Out of bounds
- Deliberately damaging or ruining school property

Consequence -

- One verbal warning.
- Sent out to another class for five minutes then return.
- If behaviour is repeated, sent back out for ten minutes then return.
If behaviour is repeated again then they are sent to CT or a member of SLT if CT is not available.
Parents informed.

These levels are bypassed if violent/dangerous behaviours occur

Rudeness to any adult or persistent refusal to follow instructions
Repeated intentional acts of physical aggression to another child
Intentional damage to equipment or the school premises

Child sent to a member of the SLT and sanctions may include

Restricted privileges
Behaviour support plan
Parents informed via telephone or a meeting
Potential Internal exclusion

Likely fixed-term exclusions applied

Premeditated violent acts on others with the potential to cause serious harm
Significant property damage
Repeated instances of bullying or racism
Extreme dangerous behaviours

Appendix 2

- Green behaviours**
- Showing respect to others
 - Listening carefully to instructions
 - Raising hands to contribute in lessons
 - Showing our school values; kindness, courage and responsibility
 - Working hard to do my best

- Helping and supporting others
- Demonstrating good manners
- Maintaining the presentation of my work



- Green behaviour responses**
- Verbal praise.
 - Dojo points.
 - Contacting parents to praise.
 - Star of the week certificates.
 - Termly Head teacher awards.
 - Work being displayed both in class and around the school site.
 - Showing work to other classes or members of staff.
 - Head teacher stickers.

- Being used as a role model for others in class and around the school.

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- Amber behaviour responses**
- A verbal warning will be given.
 - Should the behaviour continue, the child will be removed for a five minute time out before returning to the activity.
 - Should the behaviour be repeated again, a ten minute time out from the activity will be given.
 - If the behaviour persists after both time outs, the child will be sent to the Head teacher (or a member of SLT if unavailable) and parents will

be informed. As a result of amber/red behaviours, RJ (restorative justice) meetings may be conducted by staff, where appropriate, to assist in the

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- Physical violence, including spitting, kicking, punching, slapping, pushing etc.
 - Swearing
 - Discriminatory behaviour, e.g. by race, gender, disability, LGBTQ+ etc.
 - Absolute defiance
 - Bullying
 - Dangerously damaging property including upending furniture



- Red behaviour responses**
- A red behaviour will result in immediate time out with a member of SLT. A discussion regarding the child's choices will be held. Parents/carers will be informed.
 - If parents/carers are contacted more than 3 times for red behaviours then they will be invited in for a meeting in school to discuss their child's behaviour. This

such as



Behaviour Policy 2021 - 2022

Appendix 2 - Individual Behaviour plan

<p>My learning behaviours</p> <p>I can stay on task by following instructions I will talk respectfully to everyone I will talk when it is my turn</p>	<p>My personal behaviours</p> <p>Use my safe space to avoid aggression Speak to an adult as soon as I feel unhappy Use my words not my hands</p>
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Day	Morning 1		Break	Morning 1		Lunch	Afternoon		Overall rating
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									