

Aims and Expectations

If relationships are secure, we recognise that children will behave in a way conducive to learning. By explicitly teaching emotional regulation skills, we aim to equip our children with the tools necessary to respond appropriately in a range of situations. Meaningful praise motivates our children to be the best versions of themselves.

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 and should be read in conjunction with our [Safeguarding and Child Protection policy](#).

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**.



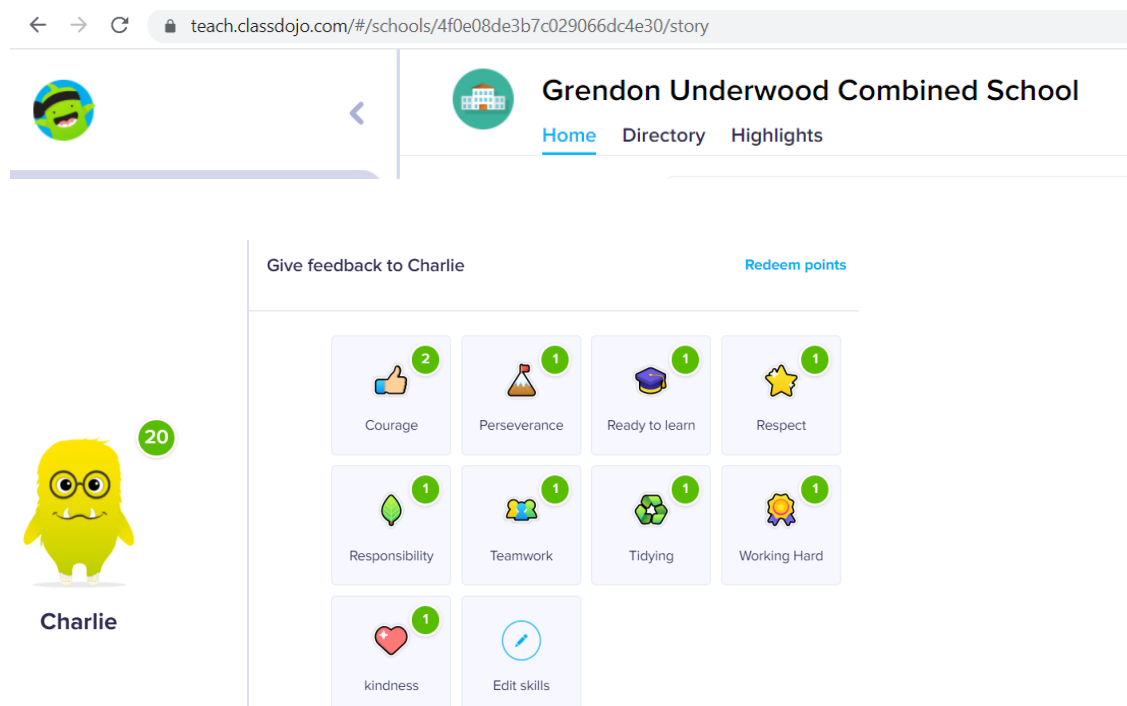
Our school uses both [Zones of Regulation](#) and [Restorative Justice](#) to support children's ability in regulating their emotions to recognise the impact of their choices upon others.

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. Children earn 100 and 200 dojo certificates, which we award in our Reward assembly.



The screenshot shows the Classroom Dojo website for Grendon Underwood Combined School. The browser address bar shows the URL: teach.classdojo.com/#/schools/4f0e08de3b7c029066dc4e30/story. The page header includes the school name and navigation links for Home, Directory, and Highlights. The main content area is titled "Give feedback to Charlie" and features a character named Charlie with 20 points. Below this, there is a grid of 11 value-based icons, each with a point value: Courage (2), Perseverance (1), Ready to learn (1), Respect (1), Responsibility (1), Teamwork (1), Tidying (1), Working Hard (1), Kindness (1), and Edit skills (1). A "Redeem points" link is visible in the top right of the feedback area.

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.

The Process

Behaviour is communication and consequences for disruptive or physical behaviours are used alongside a restorative approach appropriate that are age appropriate (see Appendix 1 and 2 and 4).

CPOMS tracks behaviour, which is used to identify times of the day/week or particular lessons in which negative behaviours are seen because we know that children may display behaviours due to:

- underlying anxiety about something happening at home e.g. dentist visit,
- social issues,
- which parent they are spending time with
- 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, and our SENDCo will be involved as necessary. Risk assessments will be made as part of this process if necessary.

Where parents need to be informed of behaviours, an informal face to face conversation is preferable to a Dojo, as this 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 racism, homophobia or swearing and parents are always informed of these. In addition, the foci of PSHE can be tweaked to allow for extended learning opportunities to address trends as they arise. Incidents are logged on CPOMS and monitored half termly to track patterns.

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

The Headteacher, in conjunction with the Governors can, if deemed necessary, suspend a child on disciplinary grounds. The decision to suspend a child internally is made according to the behaviours exhibited. A pupil may be suspended 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 suspension or pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to suspension, such as the head teacher's duty to notify parents, still apply. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered if a school can suspend a pupil and this must be on disciplinary grounds.



Relationships and Positive intervention Policy 2022

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

- 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.



Relationships and Positive intervention Policy 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 suspend 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 the 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:

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)
- 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.



Relationships and Positive intervention Policy 2022

- 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

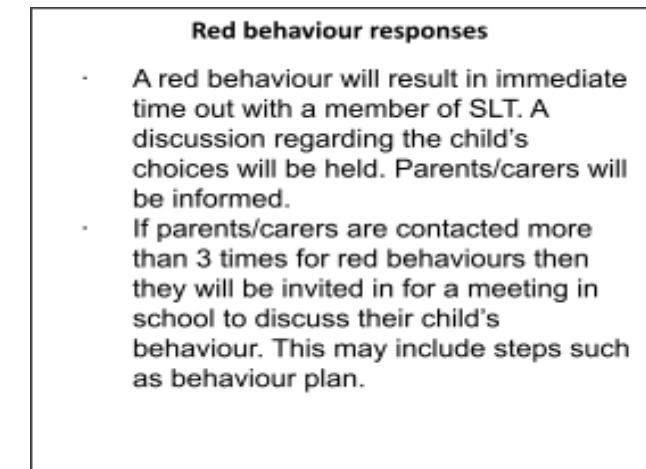
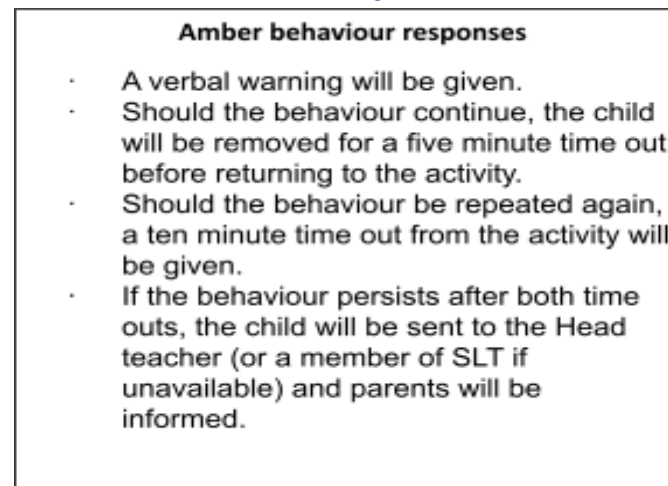
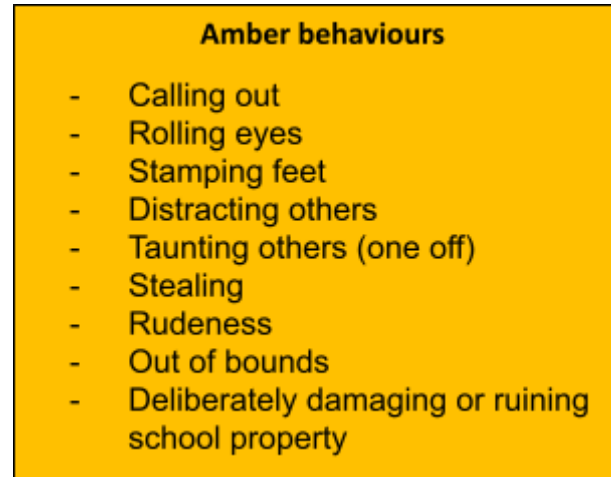
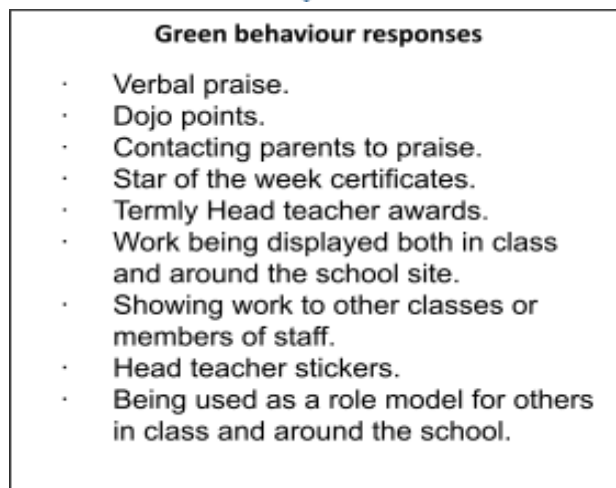
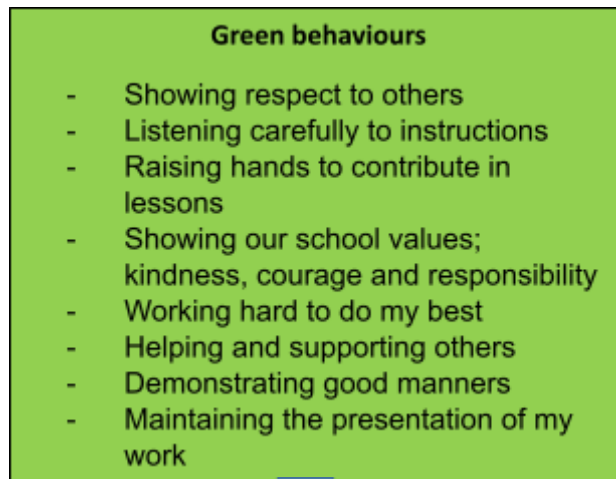
Restricted privileges
Behaviour support plan
Parents informed via telephone or a meeting
Potential Internal suspension

Likely fixed-term suspensions 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

As a result of amber/red behaviours, RJ (restorative justice) meetings may be conducted by staff, where appropriate, to assist in the rebuilding of relationships between peers or pupils and staff.

Appendix 2



Appendix 4

EYFS Response

Developing self-regulation, like many elements of development and learning, is not something children do by themselves. It is a process that grows out of attuned relationships where the caregiver and baby or child are closely attentive to each other and engage in sensitive, responsive exchanges (Birth to Five Matters 2021).

Red Behaviour

- Physical violence including spitting, kicking, punching, slapping, pushing etc.
- Swearing
- Any other behaviour deemed unacceptable by Staff
- Speak with parent

Consequence - Immediate time with and **positive** interaction with an adult. Depending on the age of the child, the adult will 'talk it through' and after an appropriate amount of time (1 min - 4 mins) can go back into provision.

Adults shadow and pre-empt any other behaviour.

Amber Behaviour

- Stamping feet
- Distracting others
- Snatching
- Unkind words (i.e. you're not my friend anymore)



Relationships and Positive intervention Policy 2022

- Out of bounds
- Deliberately damaging or ruining school property

Consequence -

- Verbal warnings
- Removing the trigger (if appropriate)
- Modelling and intervention by the adult
- Reiteration of expectations
- Speak with parent if it persists

If these strategies are ineffective, advice will be sought from SLT and SENDCO about next steps