



Loving learning, caring for each other,
achieving excellence

Dropmore Infant School
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Chair of Governors:	Mrs Charlotte Hemmings
Policy No:	002
Policy Title:	Positive Behaviour Policy
Issue No:	015
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Next Review Date:	November 2027

Approved by Chair of Governors:

C. Hemmings

Date: 1st November 2025

1. Policy Statement:

Dropmore Infant School are a caring community, whose values are built on mutual trust and respect for all. We are committed to creating an environment where exemplary behaviour is at the heart of all learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The positive behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way to help children to grow and become positive, responsible and increasingly independent members of the school community. Our positive behaviour policy helps all members of our school community "live" our school values of Kindness, Independence, Curiosity and Respect.

We believe education is a partnership between home and school; teachers, parents, carers, pupils and Governors need to work together to encourage and maintain good behaviour, a positive attitude and high standards of achievement. Good behaviour and consistent, fair consequences are essential if effective teaching and learning is to take place. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to realise their full potential, in a secure, safe and happy environment.

2. Statement of behaviour principles:

- All members of staff and volunteers will hold the highest expectations of the whole school community, modelling the behaviour we expect from the pupils and setting an excellent example at all times.
 - Every pupil understands that they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All members of the school community will be free from any form of discrimination.
- Positive and productive relationships between pupils, families and staff are central to outstanding behaviour management.
- We use Relational Practice to ensure practice is predictable, systematic, consistent and habitual.
- We work together to manage poor conduct, putting in place effective interventions that support staff and pupils.
- We place a significant emphasis on respectful behaviour and pupils taking responsibility for their actions.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with this policy.
- All pupils, staff, parents, Governors and volunteers will understand this policy.

3. Aims of the policy:

- To create a culture of exceptionally good behaviour: for learning, for our community, for life
- To ensure that all pupils are treated fairly and shown respect, so that they learn to treat others fairly and with respect.
- To promote good relationships and community cohesion.
- To praise and reward effort, achievement, good behaviour and positive attitude.
- To give minimum attention and importance to poor conduct.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To give children opportunities to take decisions about their work and play, enabling them to learn about and live our core values: Kindness, Independence, Curiosity and Respect.
- To ensure that excellent behaviour is a minimum expectation for all.

To involve parents in all aspects of school life, including the impact of their children's behaviour on teaching and learning.

4. Purpose of the policy:

To provide simple, practical procedures for staff and pupils that:

- Provide a consistent approach to behaviour management;
- Outline how pupils and adults are expected to behave;

- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Summarise the roles and responsibilities of different people in the school community;
- Outline our behaviour management system, including rewards and sanctions

5. Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on [the special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy complies with:

- [Section 175 of the Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- [Sections 88-94 of the Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

6. Rules and expectations:

In practice, this means that all pupils will follow the 3 simple rules of being:

Ready
Respectful
Safe

Pupils learn about the kind of behaviour we expect every member of our Dropmore community to show in different contexts across the school, for example: being ready for learning in the classroom; being respectful of others in the lunch hall; being safe when moving around the building. These expectations are called the 'Dropmore Way'.

The Dropmore Way

- Wonderful Walking
- Lovely Lines
- Mindful Sitting
- Positive Play
- Super Speaking and Listening
- Marvellous Manners

All pupils will understand what this looks like in practice and collaboratively discuss how they think it should look during wellbeing assemblies and as a class throughout the academic year. The 'Children's Positive Behaviour Policy' is on display in every classroom and around the school. (See Appendix 1)

It is in 3 sections:

- a) Our Expectations (Rules and The Dropmore Way)
- b) Recognition and Rewards
- c) If children are not Ready, Respectful, Safe, our Behaviour for Learning Stepped Boundaries are displayed in classrooms and throughout the school to reinforce the systems in place.

We value the importance of consistency in practice:

- Consistent, clear and simple language and rules/ expectations;
- Consistently reinforced routines for behaviour around the school site;
- Consistent positive reinforcement (encouraging/ celebrating appropriate behaviour);
- Consistent consequences;
- Consistent respect from all adults;
- Consistent role models of controlling our emotions;
- Consistent environment and visual messages.

We expect all children to follow the rules of **Ready, Respectful** and **Safe**. In practice children will:

- Be polite to all staff, children and visitors and to respect the authority of the adult in charge.
- Listen to adults and each other and consider each other's feelings.
- Walk around school quietly and calmly.
- Try their best in everything they do.
- Complete their work (including homework)
- Be patient and wait their turn to talk to staff and each other.
- Value each other's work.
- Work and play co-operatively with each other.
- Reflect upon their behaviour, tell the truth and take responsibility for their behaviour, with support from an adult as necessary.
- Be able to say sorry when they have misbehaved or hurt someone and reflect upon the ways in which they can make amends with support if necessary.
- Care for the school environment and equipment and report any damage they see.
- Feel responsible for creating a good impression of themselves and the school, both within and outside the school.

All staff will:

- Meet and greet pupils upon entry to the classroom.
- Refer to 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Use positive reinforcement ('positive noticing') throughout every lesson.
- Remain calm and controlled in all situations.
- Aim to manage and de-escalate poor behaviour, before using consequences.
- Follow up incidents of poor behaviour and engage in reflective dialogue with pupils.
- Take responsibility for managing behaviour.
- Seek support where needed for managing challenging behaviour.

Senior Leaders will also:

Stand alongside all staff to support, guide, model and show unity and consistency to the pupils.

- Meet and greet pupils at the beginning of the day.
- Be a daily, visible presence around the school.
- Celebrate pupils whose effort goes above and beyond expectations.
- Regularly give opportunities for the sharing of good practice.
- Support staff in managing pupils with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess behaviour policy and practice.
- Regularly review provision for pupils who fall outside the range of written policies.

7. Recognition and Rewards:

We recognise and reward pupils who go 'over and above' our standard expectations. Although there are more formal awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. We call this '**positive noticing**'. We believe the use of praise in developing

a positive atmosphere in our school cannot be underestimated and believe it is the key to developing positive relationships.

We secure excellent behaviour through a range of positive reinforcements such as:

- Non-verbal rewards such as a smile and positive body language
- Genuine, specific and timely verbal praise- 'positive noticing'
- House points
- Stickers
- Gold Bands
- Headteachers stickers
- Weekly celebration certificates such as Headteacher awards, Writer of the week, Kindness awards which are awarded in Friday sharing assemblies.
- Newsletter announcements
- Termly values certificates and trophies shared in end of term celebration assemblies.
- Notes home
- Lunchtime Superstar table – with lunch staff nominating children who have illustrated school rules and values to sit on the table each week and have lunch with the Headteacher.
- Extra playtimes
- The Streete Cup – awarded at the end of each year to the child who has consistently demonstrated our school values of Kindness, Independence, Curiosity and Respect.

8. House System:

All Dropmore pupils belong to a house which they remain in throughout their time at school. The houses are: Badgers, Foxes, Hedgehogs and Squirrels. Siblings are always placed in the same house. House points can be awarded by any member of school staff. At the end of every term, the House Points are added up and the winning houses are presented with a variety of trophies in our Celebration Assembly.

9. Steps to addressing negative behaviour:

Engagement with learning is always the primary aim within the classroom. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, we believe that every minute a pupil is out of a lesson is one where they are missing learning. Steps to addressing poor behaviour will always be taken with care and consideration, taking individual needs into account where necessary. Staff praise the behaviour we want to see ('positive noticing'). When negative behaviour occurs and the 'Ready, Respectful, Safe' school rules are broken, consequences are faced by individual pupils.

Appendix 2 shows the 'Consequence Chart' for staff. Appendix 7 shows a 'Menu of Consequences' to support staff. These are for the use of staff and are not displayed in the classroom. Appendix 4 shows scripts to support staff with a common language/ consistency.

At times, we recognise that some pupils may find it difficult to respond to praise and positive behaviour strategies. The following steps will be used, which give pupils the opportunity to return to being 'Ready, Respectful, Safe' at any point:

1. The expectation - All pupils begin the morning and afternoon with a fresh start to give them the opportunity to behave positively. Positive behaviour is praised- '**positive noticing**'.

2. The redirection - If a child is not following the expected behaviour and a very brief period of ignoring has not led to the child self-regulating, they are given a gentle non-verbal reminder to 'nudge' them in the right direction (e.g. 'the look'/ shake of the head).

3. The reminder - A reminder of expectations is given (Ready, Respectful, Safe) quietly and privately. A repeat reminder is given if necessary.

4. The warning - Further unacceptable behaviour means a quiet verbal warning is given, privately where

possible, to make the pupil aware of their behaviour and clearly outlining the consequence if they continue. (C1 – Appendix 2).

5. The reflection – The adult must allow time for the pupil to 'put it right' within a reasonable time. The child may be offered an opportunity to move to a safe, designated place away from their usual seat to 'cool down' and reflect for 5 minutes (C1). They may access the class 'Calm Corner'/'Partner Class' as an agreed space to self or co-regulate as needed. Staff may gently guide them to the 'Starmojis' (Appendix 3) which incorporate the 'Zones of Regulation' to acknowledge their feelings and identify what they need to do to return to the 'green zone' of being ready to learn.

6. The repair - Pupils may return to their usual learning position if they are ready and carry out their agreed act of repair at an appropriate time.

If Steps 1-5 do not stop the behaviour from continuing, a 'restorative conversation' (C2) may be needed if it is felt necessary, by the class teacher:

6. The reparation - A 'restorative conversation' should be held by the class teacher with the pupil ideally at a suitable, quiet time, free from distractions. This may be conducted alongside an age-appropriate distraction e.g. walk and talk, playing with a toy, tidying the classroom. 'Reflection and reset' (Appendix 4) may be used as prompts to understand the process and impact of their actions. Appendix 5 is a staff 'Aide Memoir' for these conversations. If the incident is repeated, or judged to be more significant a child may be sent to their 'Partner Class'. (C3)

7. The communication - The incident will be logged on CPOMS by the class teacher. Parents will be informed (by telephone, Dojo or in person) by the class teacher if necessary.

If Steps 1 – 7 do not stop the behaviour from continuing, or if a child carries out an act of **serious unacceptable behaviour** the staff member will complete a Red "Reflection Spot Referral Form" they will be sent to:

8. Headteacher Reflection – A discussion will take place about the behaviour and age-appropriate resources such as Starmojis and Reflection sheets will be used as prompts to explore the behaviour and agree upon acts of repair.

9. The communication and parental involvement – The incident will be logged on CPOMS and parents informed. If necessary, parents will be asked to attend a meeting with the class teacher and/or Co-headteacher(s) to develop a plan to support the child in managing their behaviour appropriately.

Negative behaviour at Lunchtime, wraparound sessions and after school clubs:

Lunchtime Staff will use steps 1-4. Step 5 may involve a child walking with the member of staff on duty or sitting on the 'Reflection Bench' to reflect and be calm. If Steps 1-5 do not stop the behaviour from continuing, Step 6 is followed using Appendix 3 & 4 to support. Adults on duty will inform the class teacher at the end of lunchtime. The class teacher will decide on further action in line with this policy.

Wraparound staff will follow the procedures outlined in steps 1 – 5 with children accessing the calm corner of "The Den" if necessary. If steps 1-5 do not stop the behaviour from continuing the wraparound lead will inform the member of SLT onsite who will follow step 6 to support the child.

Steps 6-7 will be led by a Senior Leader if there is 'serious unacceptable behaviour' demonstrated (C4+). The Co-headteachers will lead any decision regarding suspension or exclusion.

After school club leaders will receive a copy of the Positive Behaviour Policy and will follow steps 1 – 4. Club leaders will inform teachers or Co-headteachers of behaviours beyond step 4 (The Warning). If steps 5+ are necessary teachers or Co-headteachers will take over the next stage of the process. Club leaders are within their rights to cancel a child's place in the club if negative behaviours are repetitive and/or serious unacceptable behaviour.

Behaviour Interventions

If restorative conversations during C2-C4 do not cause the pupil to cease the negative behaviour, an intervention may be put into place. This could be:

- Restorative meeting at playtime
- Restorative meeting for part of lunchtime
- An initial meeting or telephone call with the parents
- Regular telephone calls/ emails with parents for monitoring and support
- A behaviour plan (See Appendix 6 for a simple version that can be adapted.) A range of formats may be used, depending on the needs of the child.
- SENDCo support
- Support from external agencies
- Agreed part-time timetable
- Internal or external suspensions/exclusions

These interventions will be put into place following agreement within 'Team Meetings' between the Co-Headteachers, SENDCo, class teacher and other relevant agencies such as Family Support Worker. Outcomes of these discussions will be logged on CPOMS.

Low level unacceptable behaviour (C1 to C3)

For the purpose of this policy, the school defines 'low level unacceptable behaviour' as:

any behaviour which may disrupt the education of the child and/or other pupils, including, but not limited to, the following:

- Low level disruption which impacts on learning
- Refusal to complete classwork
- Impolite and disrespectful behaviour
- Movement around school in an unsafe manner

These behaviours will generally (but not exclusively) result in a C1 to C3 unless there is significant repetition of the behaviours over an extended period of time in which case the behaviour may result in C4 and above.

Serious unacceptable behaviour (C4 and above)

For the purpose of this policy, the school defines 'serious unacceptable behaviour' as:

any behaviour that may cause harm to oneself or others, intentional damage to property or the reputation of the school within the wider community, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Sexual harassment/ violence
- Vexatious behaviour – deliberately and or repeatedly acting in a manner so as to cause annoyance, irritation or distraction of others from learning
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean an individual
- Cyberbullying/ Online bullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, homophobic, racist remarks or threatening language
- Fighting or aggression
- Assault or threatening behaviour against another child or member of staff
- Damage or the threat of damage to school or personal property
- Unauthorised leaving of the school premises.

This list is not exhaustive.

In cases where serious unacceptable behaviour has occurred (C4 and above), staff will complete a Red "Reflection Spot Referral form" and a Senior Leader will be involved and parents will be contacted. The incident will be logged on CPOMS. The consequences of a serious incident could result in an internal exclusion (C5), fixed-term suspension (C6) or permanent exclusion (C7). C6 and C7 will be led by the Co-Headteachers.

Where any unacceptable behaviour occurs, teachers are encouraged to use a reasonable amount of curriculum time to address the issues. This will be agreed with the PSHE Lead/ Senior Leadership Team where necessary.

Unacceptable behaviour should be addressed in a timely and responsive manner.

10. Bullying:

The school does not tolerate bullying of any kind. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings
Racial	Racial taunts, gestures, name calling
Sexual	Sexual gestures or remarks, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online through social network apps, messaging apps or gaming apps

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

11. Restorative Practice

At Dropmore Infant School, we want to create a culture that is based upon positive relationships and a sense of belonging. Restorative Practice is at the centre of our approach to positive behaviour management.

For the purpose of this policy, the school defines Restorative Practice as:

The principles, behaviours and approaches which help us to build and maintain healthy relationships and a sense of community, and support us in resolving difficulties and repairing harm where there has been conflict. It is a way of children and adults alike, working together with empathy and support.

Staff are supported in their approach to Restorative Practice by training and the provision of a Restorative Conversation Aide Memoire (see Appendix 5).

12. Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by staff in line with the school 'Use of reasonable force Policy'. The potential consequences of not intervening should be sufficiently

serious to justify the use of force, where the chances of achieving the desired result by other means are low. Staff only intervene physically to:

- To prevent a pupil from attacking another pupil or a member of staff
- To prevent a pupil causing injury or damage by accident, rough play or by misuse of dangerous material to themselves or others
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil leaving school where this would entail serious risks to the pupil (or other pupils') safety.

It is only used in the very last instance, preferably by specially trained staff who have up to date 'Team Teach' training or, where no Team Teach member of staff is available, by any member of staff where they deem it necessary to intervene (see School 'Use of reasonable force Policy', DfE 'Safer Working Practice' and 'Use of reasonable force' DfE guidance). The actions that we take are in line with government guidelines on the restraint of pupils and in line with Team Teach training. Any physical restraint is reported and recorded on CPOMS and parents are informed.

13. SEND and Equal Opportunities:

In cases of unacceptable behaviour or regular challenging behaviours in school, Dropmore Infant school will also consider whether poor behaviour is an indicator that the child's educational, or other, needs are not being met. The involvement of the SENCo, Children and Family Support Worker (CAFSW) or external agencies may be sought. As an inclusive school, we recognise that a 'one-size fits all' approach may not be appropriate for all pupils and will work together to meet every pupil's needs.

We aim for all staff to be trained in the basics of a trauma-informed approach to supporting children's behaviour. Some staff are trained to a higher level in this approach. We acknowledge that this approach can be used to support all children.

14. Suspensions and Permanent Exclusions:

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. We follow Buckinghamshire Council Exclusions and Reintegration Procedure with regards to suspension and exclusion, using their standard letter to inform parents of the legislative information. If the decision is made by the Headteacher to suspend a child from school, the school will inform the parents/carers immediately. Statutory Buckinghamshire Council paperwork will be completed and a letter will be sent to the parents/carers stating the incident/behaviour that led to the suspension, the length of the suspension and the date that the child will return to school.

The parents/carers will be invited to attend a 'Welcome Back Meeting' where the child, the Co-headteacher(s) and the parents/carers will have the opportunity to discuss the suspension and strategies to help move forward for a fresh start. The Co-headteachers will also inform Governors that a suspension has taken place.

15. Behaviour off school premises:

Pupils at the school must agree to represent the school in a positive manner. Expectations for excellent behaviour applies both inside school and out in the wider community, particularly if the child is dressed in school uniform. Complaints from members of the public about poor behaviour by pupils at the school are taken very seriously. The School may also consider whether poor behaviour outside of school may indicate a safeguarding concern.

Teachers may discuss with the pupil's behaviour off the school premises when the child is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a child at the school.

Teachers may also sanction pupils for misbehaviour off the school premises, irrespective of the above, that:

- Could negatively affect the reputation of the school
- Could pose a threat to another child, a member of staff at the school, or a member of the public
- Could disrupt the orderly running of the school.

Any bullying (including online bullying) witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy. In all cases of alleged misbehaviour outside of the school premises, teachers will investigate the allegations once the child has returned to the school premises alongside discussion with parents. We will liaise with the Police should any behaviour be seen as unlawful and a threat to the child's safety.

16. Safeguarding:

Safeguarding is everyone's responsibility and all adults must act upon any concerns they may have about a child's behaviour or welfare. Adults must report any behaviour displayed by a child, which gives reason for concern. In these instances, the procedures outlined in the school's Safeguarding and Child Protection Policy will be followed.

17. Pupil Support:

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

18. Links to other policies- to be read in conjunction with:

Safeguarding and Child Protection Policy
Consequences chart (document for staff)
Anti-bullying Policy
Use of reasonable force Policy
SEND Policy
Staff Code of Conduct
DfE Safer Working Practice guidance
DfE use of Reasonable Force guidance

19. The Role of the Co-headteachers:

The Co-headteachers are responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (see page 2). The Co-headteachers will also approve this policy.

It is the responsibility of the Co-headteachers to implement the school Positive Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. The Co-headteachers will keep records of all reported serious incidents of misbehaviour on CPOMS.

The Co-headteachers will bring the policy to the attention of all pupils, parents and staff at least once per year.

The Co-headteachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Co-headteachers will monitor how staff implement this policy to ensure all elements are applied consistently.

20. The Role of Governors:

The Governing Body will review this behaviour policy and the statement of behaviour principles (page 2) in conjunction with the Co-headteachers and monitor the policy's effectiveness, holding the Co-headteachers to account for its implementation.

21. The Role of Staff:

Staff are responsible for:

- Implementing the positive behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting behaviour incidents

22. The Role of Parents:

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

23. Equality Impact Assessment:

We promote equal opportunities and good relations between and amongst all and promote the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

24. Monitoring and Review:

The Co-headteachers monitor the effectiveness of this policy on a regular basis and report to the Governing Body on the effectiveness of the policy. If necessary, The Co-headteachers will make recommendations for further improvements.

The Co-headteachers and Governing Body review this policy annually. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

APPENDIX 1a: Children's behaviour Policy – Expectations and rules



Loving learning, caring for each other, achieving excellence

Our School Rules

We are

Ready



Respectful



Safe



You will notice that

- we are kind and helpful
- we listen carefully
- we walk around the school quietly
- we look after property
- we work hard
- we are polite
- we are honest
- we show adults that we are ready to learn

APPENDIX 1b: Children's behaviour Policy – Recognition and rewards



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Positive noticing

Smile



Praise



Stickers



House points



Going above and beyond

Gold Bands, HT Stickers, Shout outs,



HT Awards,



Notes home



APPENDIX 1c: Children's behaviour Policy – Behaviour for learning, stepped boundaries



Behaviour for learning stepped boundaries



Reminder



Warning



Last chance



Reflection



Repair



Repeated anti learning behaviour will result in
Headteacher Reflection Spot

APPENDIX 2: Consequences chart for staff



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Consequence chart for staff

Ready, Respectful, Safe

Positive noticing: A smile! Praise House Points Stickers Shout outs Gold Bands Headteachers Stickers Celebration Certificates – Headteachers Award, Writer of the week, Mathematician of the week, Kindness Awards Newsletter announcements Values Certificates and Trophies Notes home Lunchtime Superstars Extra Playtimes Jam sandwich playtime Streete Cup		
C1	Reminder	<ul style="list-style-type: none"> • Low level disruption which impacts on learning • Refusal to complete classwork • Impolite or disrespectful behaviour • Movement around the school in an unsafe manner
C2	Warning given	
C3	Class Reflection - Restorative Conversation	
C4	Restorative Conversation and parents informed	
C5	Co-Headteacher involvement	Serious unacceptable behaviour For the purpose of this policy the school defines 'serious unacceptable behaviour' as any behaviour which may cause emotional or physical harm to oneself or others, intentional damage to property, consistent and intentional disruption of learning, offensive swearing or inappropriate language, or damage to the reputation of the school.
C6	Co-Headteacher involvement Internal (informal) suspension Parents informed by phone or email	
C7	Co-Headteacher involvement Fixed term (formal) suspension (Co-HT only). Parents immediately informed. Governors informed Buckinghamshire Council Exclusion and Reintegration's Team informed.	
C8	Co-Headteacher involvement Permanent exclusion (Co-HT only). Parents immediately informed. Governors informed Buckinghamshire Council Exclusion and Reintegration's Team informed.	

APPENDIX 3: Starmojis – “right now I am feeling”



Right now I am feeling...



 sad	 sick	 tired	 bored	<p>To move to the next zone I can:</p> <ul style="list-style-type: none"> Talk to someone Stretch Take a brain break Dance or jiggle Walk Close my eyes Do some tapping
 calm	 focused	 proud	 happy	<p>It feels good to be in this zone</p>
 worried	 embarrassed	 confused	 silly	<p>To move to the next zone I can:</p> <ul style="list-style-type: none"> Talk to someone Count to 20 Do balloon breath Squeeze something Draw or Tapping Use the calm box
 frustrated	 excited	 scared	 angry	<p>To move to the next zone I can:</p> <ul style="list-style-type: none"> Stop what I am doing Make a sensible choice Balloon breath Find a safe spot Ask for help Ask for a break

APPENDIX 4: Reflect and reset

Child's Name

Adult

Date

Reflect and reset

What happened?

How were you feeling?



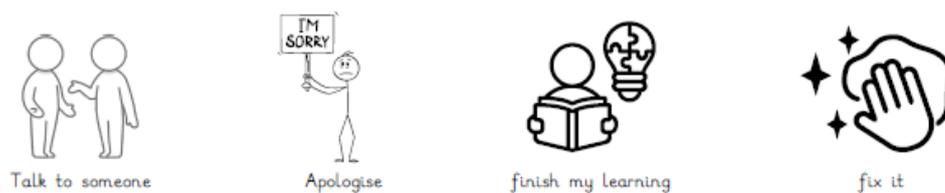
What happened because of your choice?



Let's get back to



What can we do to make this better?



You can make good choices

APPENDIX 5: Restorative conversation aide memoir for staff



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Restorative Conversations

What happened?

How were you feeling when it happened?

Who has been affected by what happened?

How were they affected?

How are they feeling now?

How are you feeling now?

What could you do to make things better?

APPENDIX 6: Example behaviour plan

APPENDIX 7: Menu of consequences for staff

Menu of consequences

Property damage including graffiti	<ul style="list-style-type: none"> • Help clean or repair • Write a letter to the cleaning team to apologise • Create poster to remind others of our school values and/or rules
Name calling, unkind comments	<ul style="list-style-type: none"> • Letter of apology • Social story on experiencing unkindness • Circle time with small group • Restorative conversation • Discuss the word used and why its use may make someone unhappy
Classroom disruption	<ul style="list-style-type: none"> • Change seats – sit in another seat/alone/next to a teacher • Loose opportunities to make choices in the classroom e.g., Exploring in Reception • Walk with staff at breaktimes, watching for good/poor choices made by others • Verbally apologise to the adults in class and/or the children with a request for ideas on the ways in which they can contribute more positively in future • Spend time helping adult with jobs/chores to make up for time lost during disruption • Spend free play time with adult completing work task missed • Observe another class to identify those children who are engaged in positive learning behaviours that they would like to emulate • Help to set up or tidy away resources for session they have disturbed
Creating a mess, being disrespectful to lunchtime staff, negative behaviours in the lunch hall	<ul style="list-style-type: none"> • Help to clear the lunch hall • Have lunch with a member of staff • Create a sorry card in own time • Create poster to remind of manners • Be sure to offer repair opportunities if linked to a person
Pushing, running, silliness in the line	<ul style="list-style-type: none"> • Walk in line with an adult, holding hand if appropriate • Practise walking in a line at a separate time • Move child to back of line • Child as spotter to identify good behaviour • Temporary loss of privileges, eg cannot be the line leader etc until they are being respectful
Racial slurs, putting down an individual or group	<ul style="list-style-type: none"> • Research about the person's community or culture • Write a letter of apology • Social stories • Appropriate picture books
Misusing resources	<ul style="list-style-type: none"> • Lose the right to access resources during the session and complete the work during free time • Teach another member of the class how to use the resources appropriately identifying what could happen if used incorrectly • Clean/tidy/sort resources in own time
Rough play or fighting	<ul style="list-style-type: none"> • Loss of playtime privileges, reflection bench to calm down • Children involved work together to develop a shared apology to other children and explain why what they did was wrong • Talk to younger children about the importance of good behaviour/kind play • Read to younger children at break or lunchtime
Inappropriate showing of body parts	<ul style="list-style-type: none"> • Create a PANTS (NSPCC) poster and share with the children involved