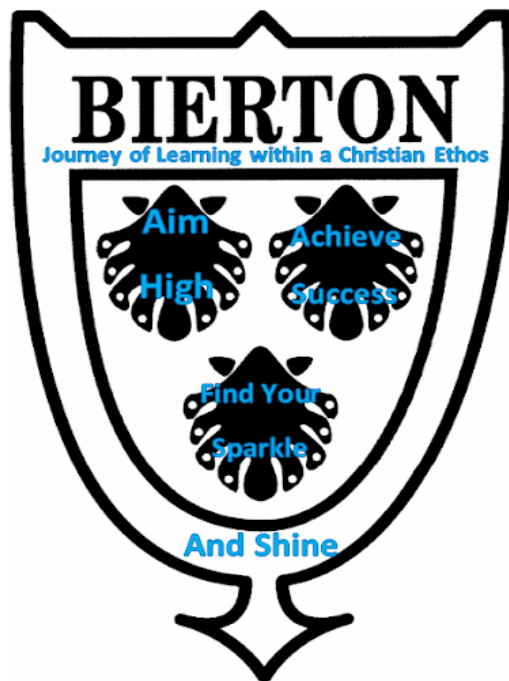


Bierton CE Combined School and Nursery

Relationships and Behaviour Policy



Date: September 2025

Date of Review: July 2026

Vision

In our Church school, our vision is to “let your light shine before others, that they may see your good deeds and glorify your father in heaven.”

Introduction

The purpose of this document is to outline the shared understanding amongst teaching, non-teaching staff, children, parents and governors of those principles and practices, as outlined below, which we believe effectively promote healthy relationships and positive behaviour at Bierton C.E Combined School and Nursery. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment. This policy provides an environment which allows all pupils and adults to find their light and let it shine before others.

Bierton C.E Combined School and Nursery seeks to create a happy, safe and secure environment where everyone can experience success, respect for their individuality and realise their unique potential. We believe that positive behaviour is about children learning well, forming positive relationships and it is essential there is a calm environment with clear routines and high expectations of behaviour both in and out of the classroom.

All adults working with the children share a responsibility for promoting positive behaviour, maintaining good behaviour and dealing with inappropriate behaviour.

We use the Buckinghamshire Steps approach to behaviour management. This whole-school approach is based on positive relationships with children, understanding children’s difficulties and helping them manage their behaviour through clear expectations, rewards and consequences. When children reach a behavioural crisis, staff are able to de-escalate using a wide range of ‘positive handling’ strategies.

We have high expectations and believe that these begin when children enter our school and last until the children are home at the end of the day, where we hope there might also be a transfer of our approaches. Staff play an active role in ensuring behaviour across the school and at all times of the day are monitored, and interventions are used where necessary.

It is important to be consistent and fair in this: ensuring that all staff expect good manners and movement through the school to be safe and calm, e.g. doors held open for one another and greetings reciprocated, amongst other ‘basic’ expectations.

Aims

At Bierton C.E Combined School and Nursery, we aim:

- To create an ethos that makes everyone in the school community feel valued and respected.
- To create a secure, well-ordered, caring, purposeful learning environment.
- To promote a personal, and collective responsibility which reflects mutual respect and tolerance within the school community.
- To promote the Christian values of our Church School.
- Create a consistent ethos which reflects the school's values by using positive behaviour management strategies, recognising and rewarding success and de-escalating difficult or challenging behaviours using a whole-team approach.
- Create a welcoming environment that helps to develop self-respect, self-discipline, individuality and strong moral and spiritual values in our children.
- Enable each child to develop an appreciation of basic moral values, a sense of self-discipline, self-control and an acceptance of responsibility for their own actions.
- Enhance self-esteem, self-discipline and positive relationships at all levels.
- Treat everyone as equal and positively discourage inequality, prejudice, intolerance and injustice.
- Ensure that all staff integrate a system within daily teaching in order to promote positive behaviour and effectively manage behaviour, placing greater emphasis on rewards and positive behaviour being valued.
- Nurture talents and abilities of the individual.
- Promote and encourage the continual development of all staff in the understanding and working with children with a range of individual needs and review our practice regularly.
- Create a school community where exemplary behaviour is at the heart of productive learning.
- Promote success in learning by encouraging a sense of curiosity and love for learning.
- Address behaviours that challenge using a consistent approach.
- Protect children from endangering themselves, others or property.
- Work in partnership with parents, other schools, agencies and the outside community to promote an inclusive education and sense of citizenship.
- Focus and plan to manage the stable behaviour and to recognise, plan and respond to escalating behaviours in order to prevent harmful behaviour - "catch them getting it right" (Norfolk STEPs).

Legislation

This policy takes into account information from:

- Equality Act, 2010
- Education Act, 2011
- Restrictive Interventions, including use of reasonable force, in schools, April 2026
- Behaviour in Schools, 2024
- Preventing and tackling bullying 2017
- Searching, Screening and Confiscation, Advice for Schools, 2022
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, 2024
- Keeping Children Safe in Education 2025

Procedure – Encouraging Positive Behaviour

Code of Conduct

There is one basic rule for everyone in school to remember:

Be at our Best

This can be translated into a simple code devised for everyone in our school:

1. Support each other with **Love** and **Co-operation**
2. Always try your best and be **Responsible** for your own learning
3. Be **Responsible** for your own actions
4. **Respect** others and **Respect** yourself
5. Remember no one can do everything but everyone can do something if we are **Honest** with ourselves

This code of conduct is to be displayed throughout the school and should be displayed in each classroom. It is linked to our school values.

The climate of the school is affected by all activities. It is the aim of all teachers to provide a well-planned curriculum where there is a high quality of teaching and learning. Apart from being academically challenged, children should have opportunities for taking initiatives and for accepting some responsibility for their own progress.

Parents and teachers have a joint responsibility for fostering in our pupils a positive attitude towards school. Through good models of adult behaviour and attitudes, there is constant encouragement for children to develop self-esteem, self-discipline and high standards.

Bierton's Behaviour Curriculum

At Bierton C.E Combined School and Nursery we follow a behaviour curriculum to teach our children how to behave appropriately, in order to be a respectful and responsible citizen. Each year group, including our nursery, have a weekly slot dedicated to our behaviour curriculum. We have called this 'Learning for Life'. During these sessions, we cover things such as how to manage our own emotions, our Christian Values, The British Values, Growth

Mindset and mental health and wellbeing. This is taught in addition to our PSHCE curriculum.

Positive Behaviour Management

At Bierton C.E Combined School and Nursery we aim to create a positive learning environment by treating children positively, by praising them and offering encouragement for the things they do well, using the Buckinghamshire Steps approach. Every opportunity is taken to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills.

We recognise that children achieve more and are better motivated when staff commend and reward success. The positive benefits of praise and reward are recognised by all staff.

Whole school, class and individual routines are clear and consistent to promote and improve positive attitudes to learning. Class and individual visual timetables are used to support our children throughout the school day. Positive behaviour is never taken for granted but is actively taught and reinforced. A range of rewards are consistently applied throughout the school and staff, children and parents are clear on what behaviour is acceptable. Behaviour that challenges/causes harm is not ignored, but the positive aspects of children's behaviour should be highlighted whenever possible. Reminders will be given to individual children about expected behaviour if needed.

All classes will display a class charter which will be established at the start of every academic year and this will be frequently referred to.

Children need to feel that their work or their positive response to staff and peers are both noticed and valued, to motivate them and raise their self-esteem. Appropriate recognition and reward of these are central to our practice. To encourage positive behaviour, there should be a range of rewards and privileges, with emphasis on well-merited praise. Where behaviour is not as it should be, a consequence will occur.

Normally, during class activities the individual teacher will be responsible for the supervision of children and within this role the member of staff identifies when praise or consequence is appropriate.

Rewards

Rewards, or positive consequences, are likely to encourage pupils to repeat the associated behaviour. Systems that emphasize praise for positive behaviour or regular attendance are more effective in motivating pupils to make appropriate choices. These appropriate choices contribute to a positive ethos in the school thereby creating an environment for effective teaching and learning. Rewards contribute to the overall policy on behaviour and attendance because they:

- Help to build and maintain positive relationships between staff and pupils and between all pupils
- Make the school experience more enjoyable for pupils and all staff
- Encourage pupils to repeat the desirable behaviours that earned the rewards
- Contribute to pupils' self-esteem and confidence in the system

**See appendix A for the rewards we use at Bierton CE Combined School and Nursery*

Role models

As part of promoting positive behaviour and providing positive role models, children are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- House Captains
- Subject Ambassadors
- Membership of the School Council/Sports Council
- Playground leaders/Peer mentors
- Eco-warriors

Supporting and understanding children's behaviour

Wherever possible, we observe the principle of 'public praise, private sanction'. We aim to de-escalate behaviour that challenges, and avoid confrontation. Our primary aim is to engage children with their learning activities in school.

For the vast majority of our learners, a gentle reminder of our expectations is all that is needed. On occasions, this may mean naming the children to gain their attention before repeating the reminder of the expectation. Staff will always work with children, parents and, where appropriate, other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support children.

It is important that staff recognise that there is often an underlying reason for a child who displays behaviour that challenges/harms. In some situations, certain consequences may be appropriate in order to support children to behave appropriately and learn acceptable behaviour. This enables them to access the learning environment in a positive way. The school keeps a record on CPOMS of any behavioural incidents.

We use a three-stage framework to manage behaviours that challenge or harm. Staff are trained regularly to be equipped with the skills needed at each stage:

Stage	Skills needed
Stage 1: Before a crisis	De-escalation
Stage 2: During a crisis	Management of risk or harm

De-escalation

All staff need to know how to promote prosocial behaviour and manage behaviours that challenge or harm, and have an understanding of the behaviour a child might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

In line with a de-escalation approach, staff follow a number of principles:

- Speak to children respectfully and calmly - reducing conflict leading by example
- Help children to try to reduce conflict and to avoid escalating any situation
- Use a calm stance and de-escalation script in a conflict situation
- Give 'recovery time' for the child to calm down after an incident, after which time there should be opportunity for a restorative conversation
- Be proactive in managing children's behaviour e.g. try to avoid situations which may cause conflict
- Record incidents
- Do not ask questions which are open to negative reply, e.g. Do I have to come over there and tell you? ("Yes"?)

De-escalation script: This should be used repeatedly until the child is persuaded to leave the situation and calm down.

- *Child's name*
- *I can see something has happened*
- *I'm here to help*
- *Talk and I'll listen*
- *Come with me and.....*

As a school, we use 'zones of regulation' to allow children to identify when they are becoming agitated or need support to help them maintain a positive attitude. This is very much oriented towards a de-escalation approach.

Managing behaviour

Although our school aims to focus on positives at all times, there are unfortunately occasions when some children may display behaviours that challenge or harm.

Unsocial behaviour

Unsocial behaviour is defined as where children are unwilling or unable to behave socially in the company of others, but not to the detriment of others. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support.

Examples of unsocial behaviour	Adult response to behaviour
Quiet refusal to come into school e.g. upset and difficulty in separating from adults	<ul style="list-style-type: none"> • ‘Soft starts’ (planned with parents) e.g. greeted by a familiar adult; job responsibility; distraction etc • Specific details dependent on needs of individual child
Quiet refusal to engage in learning task; Quietly spoiling own work	<p>Adults to check in and ensure instructions are understood; offer additional support and scaffolds; set small & achievable goals within the context of the wider task</p> <ul style="list-style-type: none"> • Continued refusal- check in again and give clear expectations with limited choice. Allow time to engage • Continued refusal- check in and explain educational consequences e.g. learning to be completed at another time
Quiet refusal to follow instructions	<p>Ensure the child has understood the instructions</p> <ul style="list-style-type: none"> • Repeat instruction or re-word instructions to ensure clarity – use written / visual prompts and other adjustments rather than relying on auditory instructions • Continued refusal - give clear expectations with limited choice. Allow time to engage • If refusal to follow instructions means the child is not safe, call SLT for support
Physical removal of self from engagement in learning e.g. sitting at a table away from the main learning area	<p>Engage with the child to find out why and problem solve</p> <ul style="list-style-type: none"> • Offer support suitable to the situation – this may be to allow them to be separate but so they can still access learning
Removal of self from classroom	<p>Follow child from a safe distance / ensure you know where child is</p> <ul style="list-style-type: none"> • Use of de-escalation script • Call SLT for support if needed

Behaviour that challenges

Behaviour that challenges is when children’s rights to be safe and learn are not being respected and that the school values are not being followed. This varies from low level, disruptive behaviour to physical and/or harmful behaviour that may affect the safety, wellbeing or learning of other people at school.

We have adopted a range of responses for dealing with challenging behaviour which we have categorised according to the nature of the intervention. Each 'step' is designed to give children the opportunity to rethink their behaviour and make positive choices, in line with our Christian Values. These steps of intervention are applied flexibly to take into account the needs and behaviours of each child. Throughout our approach to respond to challenging behaviour choices, our aim is to 'de-escalate'; always giving children time and space to make good choices in a calm and considered manner. For this reason, we will avoid 'confrontation' wherever possible.

When children need focussed support for modifying their behaviour, the SENDCo is informed and support is identified. All staff, working with the child will be notified of the specific arrangements for these children. This will be outlined in a Positive Intervention Plan (PIP) The behaviour is still dealt with, but in a way that is appropriate to the individual. On occasions, we may access external support from the Pupil Referral Unit (PRU) to support with a child's behaviour.

Practical steps in managing behaviour

Example of low-level behaviour	Adult response to behaviour
<ul style="list-style-type: none"> • Talking at an inappropriate time • Calling out or making inappropriate noises • Disturbing the learning of others • Unkind remarks and facial expressions • Rudeness to others e.g. mimicking, sarcasm, name calling, lack of manners & respect for others • Answering back / mumbling under breath • Playing where they do not have permission to play (e.g. toilets) • 'Play fighting' or being involved in 'rough play' • Lying • Misuse of school property 	<ul style="list-style-type: none"> • Begin with a non-verbal cue for the child if possible • Praise positive behaviour of someone close to the child • Verbal reminder: If the above does not work, the adult will draw the child's attention of the inappropriate low-level behaviour and remind them of the rules / expectations • Verbal reminder with consequence: If the low-level behaviour continues, the adult will give the child a verbal reminder and outline any educational/protective consequences • Child receives consequence (misses 5 minutes for an educational/or protective consequence) • Restorative conversation to ensure that the harm caused is understood (see script below)
Examples of behaviour that challenges	Adult response to behaviour
<ul style="list-style-type: none"> • Repetition of any of the above low- level behaviours on a continuous basis • Spoiling the work of others • Repeated refusal to follow instructions • Swearing 	<ul style="list-style-type: none"> • Reinforce expectations and explain why the behaviour displayed is anti-social (warning) - Child receives consequence (misses at least 5 minutes for an educational/or

<ul style="list-style-type: none"> • Spitting • Making deliberate false allegations • Intimidation and threats towards others • Throwing objects • Hurting other children physically • Running out of the school building onto the school grounds • Racist, sexist or homophobic comments 	<p>protective consequence) with phase leader (SLT if phase leader unavailable)</p> <ul style="list-style-type: none"> • Incidents and consequences must be logged onto CPOMS • Parents/Carers will be contacted if this behaviour is repeated within a half term • Internal suspension may be used depending on the severity of the incident and/or frequency of repeated incidents
<p>Examples of behaviour that is harmful</p> <ul style="list-style-type: none"> • Attempting to leave the school site • Physical aggression which cannot be stopped or de-escalated through the use of the school's behaviour systems • Throwing objects with intent to hurt or damage • Spitting at another person • Fighting with intent to harm by punching, kicking, strangling • Biting which breaks the skin • Continued bullying after intervention • Attempted damage to school property • Verbal abuse/threatening behaviour against a child • Verbal abuse/threatening behaviour against a member of staff • Bringing an offensive weapon onto the school premises or using school equipment in a threatening manner e.g.: scissors 	<p>Adult response to behaviour</p> <ul style="list-style-type: none"> • Call for support (different members of staff may get involved depending on circumstances to help de-escalate), alert members of SLT, contact parents • Use of positive touch/physical intervention in line with policy if needed to keep the child / children safe • Incident to be logged on CPOMS • Parents/Carers to be contacted to make them aware of the behaviour • Internal or fixed term suspension or permanent exclusion to be decided based on the severity of the incident and/or frequency of repeated incidents

This is not an exhaustive list but is intended as a best fit guide to help provide consistency and clarity for consequences of students displaying certain behaviours.

The Headteacher reserves the right to apply sanctions outside of the suggested parameters after review.

Consequences

At Bierton C.E Combined School and Nursery we believe that behaviour contrary to school expectations should be dealt with using consequences, which have opportunities for the child to learn from their actions. Our system of rewards is balanced by consequences which are accepted as fair and reasonable for the whole community and which are consistently and sensitively put into practice.

We endeavour not to use punishments which could lead to further negative behaviours. It is important for children to learn that there sometimes needs to be consequences for their behaviour. Staff will always ensure that appropriate consequences follow an incident. Where possible we will use a Restorative Justice approach to incidents.

This may involve asking the following questions;

What happened before things went wrong?

What happened?

Who was involved and what do you think they were feeling at the time?

Why was this the wrong choice to make? What were your thoughts at the time?

What would you do differently next time?

How can you resolve this? How has this affected you and others?

What will the consequence be today and if it happens again?

Staff will implement protective and educational consequences following unsocial and/or antisocial behaviour:

Protective consequences – Removal of freedom to manage harm e.g. staying in at lunchtime to keep others safe

Strategies may include:

- an increased staff ratio
- limited access to outside space
- specific staff support given at break and lunchtimes
- adjusted teaching space or learning
- work requiring completion to be sent home and supported by parents / carers
- adaptation of access to school trip, residential or extra-curricular activity
- calm room / space
- exclusion from an area or school

It is important that any protective consequence matches the context and behaviour shown.

Educational consequences – The learning, rehearsing or teaching so the freedom can be returned e.g. staying in at lunchtime with an adult and small group to learn how to take turns.

Strategies may include:

- third person role-play to understand peer / adult feelings
- Home/school communication
- Social stories/Comic Strip conversations
- behaviour related research to understand how and why actions have impacted on others
- restorative meetings with child (if appropriate)
- completing or redoing tasks to the expected standard
- modelling pro-social behaviours to younger peers

Please note that all consequences are discretionary and during any required investigation pupils may be removed from circulation.

Specific Support

Some children require extra support/differentiated opportunities in order for their specific needs to be met.

Managing transition	Some of our children find transition times difficult (eg arriving at/leaving school, lunchtimes) - support can be put in place through the use of visual timetables and adult support. These strategies help children to cope with these transitional times more successfully during the school day.
Visual support	Individual or class visual timetables are used to support children in class. Positive behaviour reminders can be used.
Social stories	Where necessary, some children have specific visual reminders made for them that model the expected behaviour.
Positive intervention plan (PIP)	Some children require an individualised reward system. This plan is shared with all parties who support the child, including parents. This will be reviewed every 3 weeks.
Targeted support	Staffing provision allows for 1:1 support in lessons, transition and play times where necessary.

Educational visits

Children who require additional behaviour support within school will require additional support on trips. Children who have a positive intervention plan (PIP) will require an individual risk assessment for school trips. The risk assessment will identify any risks and any measures which can be put in place to safeguard the child on a school trip.

When on school trips and visits, our children are expected to follow school expectations and consequences are applicable.

Positive physical contact

At Bierton CE Combined School and Nursery we recognise the importance of positive physical contact for some of our children to provide comfort, ease distress and signal care. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children and ensure that they are never in a situation where they are alone with a child. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground
- Calming, reassuring, comforting contact with a child that is upset or injured
- Guiding a child away from a situation or location
- Supporting a child in PE/drama activities
- Using hand on hand/arm support in a lesson

At all times, staff should consider the Buckinghamshire Steps strategies and procedures when dealing with pupils.

Physical intervention/use of reasonable force

See Addendum 1

Physical restraint is the intentional use of reasonable force to restrict the movement of a child, usually against his/her will. It is a procedure for establishing control over an unsafe crisis situation and used as a last resort when other preventative methods have failed. It can be viewed as positive, because it is committed to keeping children and adults safe in a variety of settings.

We recognise that some children will experience difficulty in managing their emotions which may result in more extreme behaviour. During these times, we are committed to working with the child, parents/carers and external agencies to help them manage and improve their behaviour through the SEN Code of Practice.

When extreme cases of behaviour occur that put the child or other children at risk of injury, the child should be removed from the situation. If this is not possible all other children should be removed from the situation in a quiet and calm manner. As all staff are committed to the safety and emotional well-being of children, physical intervention is only used as the last resort.

Following the need for any physical intervention, staff will record the incident on CPOMS.

Action for addressing severe behaviour incidents will be dealt with outside of the agreed consequences for behaviour and consequences will be agreed by the leadership team. Any consequences will be shared with parents/carers. Behaviour that compromises the safety of other people or the child itself may result in either an internal suspension, a temporary or permanent suspension.

Procedures for suspension

The school has the right to suspend children, but this is rarely done and only if the child has committed an extreme act or all other avenues of intervention have been exhausted. If a child is suspended from the school, for a serious breach of the school's code or for persistent disruptive behaviour, this will be undertaken in line with the relevant suspensions guidance from the Department of Education

(<https://www.gov.uk/government/publications/school-exclusion>) and Buckinghamshire Council's guidance for suspensions ([Support for children at risk of being suspended or excluded from school | Buckinghamshire Council](#))

Only the headteacher has the power to suspend a child from school. The headteacher may suspend a child for one or more fixed periods for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may also suspend a child permanently.

If the headteacher suspends a child, the parents are informed immediately, giving reasons for the suspension. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board.

Suspensions can be internal or external:

- Internal means that this occurs inside school.
- External means at a place outside the school which the parent/carer deems safe for the child to be.

The headteacher informs the Local Authority and the governing board about any permanent suspension, and about any fixed-term suspensions beyond five days in any one term.

Parents have a legal responsibility, under Section 103 of the Education and Inspections Act 2006, to ensure that their child is not present in a public place without reasonable justification during the first five days of each and every fixed term or permanent suspension. This requirement applies whether or not the child is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The child may also be removed from the public place by the police and taken to designated premises.

Bullying

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 is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on behaviour for induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through support plans or behaviour plans;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and consequences fairly and consistently;

- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and consequences fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem

Role of Pupils

Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- make suggestions about school behaviour via the School Council;
- obey all health and safety regulations in all areas of the school;
- make unacceptable remarks against fellow pupils or school personnel;
- co-sign and abide by the Home School Agreement

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and consequences

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters uploaded on the website with the link sent home via Parentmail.
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Last review date:

Signed _____ Date _____
Headteacher

Signed _____ Date _____
Chair of Governors

APPENDIX 1:

Rewards

Below is a list of rewards used at Bierton CE Combined School and Nursery

- Praise from the class teacher
- Praise from a member of the Senior Management Team
- Receiving a WOW sticker from the Headteacher or Deputy Headteacher
- Christian Value certificate
- Awarding of Class Dojo Points
- Awarding of a blue wristband- this is given by SLT for exceptional behaviour
- Postcards sent home by all staff each half term

Dojo rewards:

When children have collected a certain number of Dojo points, there are different rewards on offer, that each class has come up with themselves.

Individual Dojo rewards:

Children are given an individual reward every time they earn 100 Dojo points.

Whole class Dojo rewards:

The class are given a reward every time they earn 1500 Dojo points.

House Dojo rewards:

The winning house each term will be rewarded with a whole school house mufti day.

Each term, the Dojos will be reset and the children will have the opportunity to work towards new rewards.

APPENDIX 2

Positive phrasing	Negative phrasing
Stand next to me Put the book on the table Walk in the corridor Switch off the computer Stay seated in your chair please/ thank you	Stop being silly! Be good! Don't throw the pen! Stop running! Don't talk to me like that! Calm down!
Limited choice(s)- Max 2	No choice- making demands
Where shall we talk - here or in the library? Put the pen on the table or in the box I am making a drink - orange or lemon? Are you going to sit on your own or with the group? Are you starting your work with the words or a picture?	Get in here now! Get out! Do as you are told! Give it to me now! Open choice: What do you want to do?/Would you like to go inside?
Disempowering the behaviour	Empowering the behaviour
You can listen from there Come and find me when you come back Come out from the table in your own time	Come back here, NOW! You are not allowed in there Get down from there! Don't you dare swear at me! I will let you use the computer if....
Positive scripts	Negative scripts
Take turns Walking feet Listening ears Kind words Kind hands	Do you think you're clever? What did you say? Here we go again! How many times.....
Empathising	Labelling
I am sorry that happened to you I can see that you get angry when that happens It's ok to feel angry about that I'd feel angry too if that had happened	You seem angry to me I can tell you are angry because.....