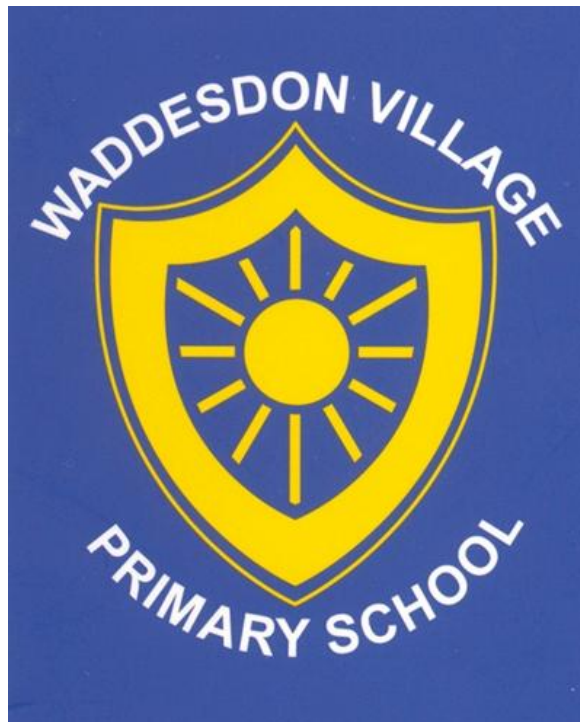


Behaviour and Relationship Policy

Waddesdon Village Primary School – *a Pathway to Excellence*



Written by:	Sarah Leslie	Date: September 2025
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Approved by:	Laura Forchione
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Last reviewed on:	September 2026
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Next review due by:	September 2027
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Introduction

At Waddesdon Village Primary School, we aim to create a safe and positive learning environment for all pupil, staff and visitors. Our policy is rooted in our school ethos of **'Pathway to Excellence'** and our core behaviour expectations of **respect; kindness and empathy; and perseverance**. We believe that every pupil has the right to learn, and every teacher has the right to teach. We expect all members of our school community to demonstrate and model these core expectations in their behaviour and relationships with each other in order to ensure **excellence in learning**.

Our emphasis is on recognising and celebrating both effort and success through following positive behaviour management strategies so that all pupils feel valued. We encourage pupils to take responsibility for their own actions and to understand the consequences and impact of their actions on others through adopting a restorative approach.

Aims and Objectives

In order to achieve this, we endeavor to:

- encourage a positive, calm and purposeful atmosphere where pupils can develop their potential.
- recognise, share and celebrate their own achievements and those of others.
- ensure positive relationships are established between all members of the school community, including adults and children which is routed in mutual respect.
- ensure pupils are confident to talk to an adult about any concerns.
- make a clear distinction between the child and their behaviour choices.
- ensure the safety and well-being of every member of the school community.
- encourage pupils to be able to identify how they are feeling, as modeled by staff.
- encourage pupils to use strategies to regulate their emotions in order for them to be able to resume learning and/or reflect on their actions.
- encourage pupils to take responsibility and understand the impact of their behaviours through reflection and restoration (repairing).
- encourage pupils to repair their difficulties in peaceful ways.
- encourage parents and carers to work in partnership with the school.

Restorative Approach Principles	
Relationship	Adults and children establish relationships that are based on mutual respect, tolerance and understanding of each other.
Regulation	Pupils are taught and modelled strategies to identify and regulate their emotions. This may include using 'Zones of Regulation' language and/or 'Rest and Reset Zones' across the school to support regulation.
Reflection	Once regulated, pupils are provided with adult support to reflect on the impact that their behaviour choices have had on their relationships. This may include a conversation or activity and may be straight away or in their own time, depending on the age of the child and behaviour choices exhibited.
Repairing (restoring)	With adult support, pupils will then put actions in place to repair their behavioural choices and relationships.
Rest and Reset Zones are areas within each class, in the shared areas and in the playgrounds where pupils can go to regulate their emotions. Within these zones will be a range of regulation tools that pupils will be taught to use appropriately to be able to regulate themselves and return to their learning as soon as possible.	

Responsibilities:

- Our Behaviour and Relationship policy encourages positive behaviour choices and provides our pupils with the tools needed to be able to identify and regulate their emotions; reflect on their choices and where necessary repair any impact that choices in behaviour may have caused.
- It is the responsibility of all adults working in the school to read and apply these principles set out in the schools Behaviour and Relationship Policy at all times of the day.
- All adults will model positive behaviour; use the consistent language set out in the policy; use appropriate strategies to support behaviour choices and repair issues in a respectful way. When managing behaviour choices, all staff should avoid shouting or shaming pupils for their behaviours.
- Adults and children will acknowledge their behaviour, the impact of this on others and take steps to repair relationships.
- All staff will record any on-going behavioural choices on CPOMs and report these to their line manager and parents as appropriate.
- It is the responsibility of the SLT Team to manage escalations in behaviour choices and dangerous or unsafe behavioural choices. These incidents should be recorded on CPOMS, along with actions taken and where necessary involve parents and outside agencies.
- It is the responsibility of the Headteacher, assisted by the Deputy Headteacher and wider leadership team to review and monitor the policy.
- The Governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Headteacher in implementing and monitoring this policy.
- Pupils are expected to have clear understanding of the schools core expectations of **respect; kindness and empathy; and perseverance**. With guidance and modelling from staff they are expected to develop strategies to regulate their emotions, reflect on their choices and repair their relationships that have been impacted by their choices.
- It is the responsibility of parents to model positive behaviour, engage in discussions and support the school in managing the behaviour of their child. It is their responsibility to inform the school if anything has happened outside of school which may impact their child's emotional regulation and behaviour so strategies can be put in place to support the child.

Process- How do we manage behaviour on a daily basis?

Our emphasis is on recognising and celebrating both effort and success through following positive behaviour management strategies and through using positive language to ensure that all pupils feel valued and can achieve at their full potential. As part of this pupils are awarded dojo points (which are linked to their house points) for demonstrating our core behaviour expectations. Teachers have the flexibility to pick up to 2 more behavioural expectations that are bespoke for what their class needs most and award dojo points (house points) accordingly.

Core Behaviour Expectations

We show everyone **respect**

We are **kind** and **empathetic**

We **persevere**

Example of a Dojo Rainbow displayed in classrooms. Please note that rewards for showing positive choices may vary class to class, as the class teacher is best suited to know what motivates their cohort of pupils.

Dojo (House) Point Award System and rainbow Autumn and Summer Terms	
0-24 points	All names start on light blue
25- 49 points	Move name to dark blue- Sticker in recognition of positive choices
50- 74 points	Move name to green- small prize awarded in recognition of positive choices
75- 99 points	Move name to yellow – small prize and note home in recognition of positive choices
100- 124 points	Move name to orange – prize from the prize box
125-149 points	Move name to red- behaviour certificate sent home + gold token awarded by SLT
150 + points	Move to the rainbow- juice and biscuits awarded in recognition of positive choices.
	

Dojo (House) Point Award System and rainbow Spring Term	
0- 19 points	All names start on light blue
19 - 38 points	Move name to dark blue- Sticker in recognition of positive choices
39 - 58 points	Move name to green- small prize awarded in recognition of positive choices
59 - 78 points	Move name to yellow – small prize and note home in recognition of positive choices
79 - 98 points	Move name to orange – prize from the prize box
99 - 119 points	Move name to red- behaviour certificate sent home + gold token awarded by SLT
120 + points	Move to the rainbow- juice and biscuits awarded in recognition of positive choices.
	

At Waddesdon, we know that the majority of our pupils show these expectations most of the time. To ensure that this is reflected in the award system all pupils who are showing these expectations will receive their dojo (house) points for the day. We also recognise that some pupils may struggle to access or engage with our Behaviour and Relationship Policy due to SEND (special educational need) or SEMH (social, emotional, mental health need). These pupils may have a bespoke positive intervention plan to support their behavioural needs and provide equity.

Other Rewards and Celebrations may take the form of:

- stickers, stars and smiley stamps- Teacher/TA discretion
- award of Star of the Week – presented in whole school assemblies
- weekly maths and writing or reading awards- presented in whole school assemblies
- pen license certificate and badge - presented in whole school assemblies
- Reading Rocket award

- being added to the 'Achievement Tree' for exceptional effort or achievement
- Headteacher Golden Tokens for showing school values; core behavioural expectations or showing exceptional effort or achievement
- lunchtime Gem Awards- leading to Lunch Time 'Golden Table' at the end of each half term
- special whole school responsibilities e.g. House Captain, Pupil Parliament, Librarians, Play Leaders
- small tokens of appreciation for whole classes at certain points of the year e.g. Christmas, end of the academic school year

At times pupils may struggle to demonstrate our core behavioural expectations. Our restorative approach to behaviour ensures that children are regulated enough to understand where things have gone wrong (reflect); develop strategies to change and find ways to make things better moving forward (repair).

Restorative Measures (regulate, reflect, repair)	What we are seeing?	What we are saying?	Actions to support repairing relationships: the consequence
R1	Finding it hard to follow core behaviour expectations Examples: Not following instructions; inappropriate talking and/or disturbing others who are trying to learn; connection seeking behaviours such as swinging on chairs, calling out, impolite words and/or actions; repetitive noise making; preventing others from concentrating.	I can see you are feeling _____ or in the _____ zone because you are _____. I know you are now going to reflect on this and show me _____. (name good choice).	Class Teacher/ TA/ playground staff to have a discreet conversation with the child to ensure they are aware of the expectations. First reminder of making good choices in behaviour.
R1 Break/ Lunch times	If these behaviour choices take place at break/lunch time the same script applies. The staff member in charge of behaviour that break/lunch time are to remind pupils of the core behavioural expectations (First reminder)		
R2	Behaviour choices that is impacting others learning or teachers teaching. Examples: Repetition of above behaviour choices.	For the majority of children: Repeat the above sentence stem Some children at this point may need time to regulate so the below can be used: I can see you are still feeling _____ or in the _____ zone. I can help you regulate or reflect - your choice is to: 1) _____ 2) _____	Class Teacher/ TA/ playground staff to have a discreet conversation with the child to either remind them again of expectations or to provide children with an opportunity to regulate before reflecting and repairing their behaviour (child dependant) Second reminder Example of possible choices: move to the rest and reset zone, select an

		Thank you.	item from the rest and reset zone to use at table discreetly, a movement break, move to quiet learning space in the classroom, doing a job, something child specific (you know your children!)
R2 Break/ Lunch times	If these behaviour choices take place at break/lunch time the same script applies. The staff member in charge of behaviour that break/lunch time are to remind pupils of the core behavioural expectations and give them a choice to use the 'Rest and Reset Zone' or regulate and reflect in another way (second reminder)		
R3	Behaviour choices that are continuing despite previous reminders or particularly disruptive behaviour choices that goes against behavioural expectations. Examples: Repetition of poor behavioural choices despite reminders Or straight to R3 if: Purposefully disrupting teaching and learning Rudeness Taunting/teasing/winding others up Rough play Leaving classroom without permission Wandering off when out of the classroom Throwing small objects	I can see you are still choosing to _____. This is not showing _____ (name core behavioural expectation). I will help you reflect on your choices and repair your behaviour during your next break. Or I can see you are choosing to _____. This is not showing _____ (name core behavioural expectation). I will help you reflect on your choices and repair your behaviour during your next break. Pupils in EYFS and Year 1 will have this reflection time ideally immediately, where possible due to their age.	Pupils miss 5 minutes of their break (EYFS/ Year 1 have 5 minutes timeout immediately where possible) and 1 Dojo point. During this time staff support pupils to identify their choices of behaviour; reflect on what impact these choices had on others and think of ideas to repair the impact of their behaviour choices moving forward. This could take the form of a conversation or a written activity depending on the child, but does need to be led by a member of staff (please see appendix 2 for examples). Please be aware pupils may need time to regulate before being able to take part in a restorative conversation activity. Staff member to add incident to CPOMS under the category 'Behaviour Related Log' where necessary.
R3 Break/ Lunch times	If these behaviour choices take place at breaktime the same script applies but pupils are to have restorative conversation with the adult in charge of behaviour on the playground (5minutes). Pupils may need time to regulate their emotions and can go to the 'Rest and Reset Zone' on the playground before restorative conversation.		
R4	Continued repetition of any of the above behaviours or a serious breach of the core behavioural expectations. Examples:	During lesson time: You are choosing to _____. This is not showing _____ (name core behavioural expectation). You will be working out of class with _____ (HT/DHT/SLT).	Sent to HT, DHT or SLT to work outside of the classroom to restore expectations before being able to return to class to continue learning. This may also be in pupils break/lunchtime. During this

	Repetition of poor behavioural choices despite reminders and 5 minutes to reflect and repair. Or straight to R4 if: Serious lying Intentional minor damaging/breaking of property Fighting/kicking/hurting someone deliberately Bullying – physical abuse, gangs Intentional spitting Loss of self-control Aggressive behaviour that could cause injury Refusal to follow instructions in situations that could be dangerous Racial abuse Leaving school premises Swearing Threats to staff and other children Dangerous behaviour that could lead to injury of self or others Intentional serious damaging/breaking of property Throwing dangerous objects Stealing Complete non-compliance after all above measures employed	If at break/lunch time: You are continuing to / or are choosing to _____. This is not showing _____ (name core behavioural expectation). You will be supported by _____ (HT/DHT/SLT).	time, SLT will support pupils to regulate their emotions; identify their choices of behaviour; reflect on what impact these choices had on others and think of ideas to repair the impact of their behaviour choices moving forward. When pupils are ready to resume learning they will be returned to the classroom. Staff member to add incident to CPOMS under the category 'Behaviour Related Log' The following may be appropriate depending on the behavioural choice: • Parents to meet with teacher and if necessary SLT member • Privileges may be removed • 'Roots and Fruits' completed and Positive Intervention Plan drawn-up • Exclusion at break/lunchtime • Internal exclusion • Possible suspension arrangement • Involvement of outside agencies to support behaviour/needs
R4 Break/ Lunch times	If these behaviour choices take place at break/lunch time the staff member in charge of behaviour that break/lunch time should use the same script as above and sends someone to get HT/DHT/SLT. Please note the child may need to regulate themselves. They may choose to go into the 'Rest and Reset Zones' or take themselves off to regulate using a taught strategy.		
R5	Continued repetition of any of the above despite measures being taken. Or straight to R5 if: Extremely violent behaviour, high risk to safety of others and to self Serious physical abuse to staff/children Leaving school premises	You are not keeping yourself or others safe you are being taken to _____ or we are getting _____ (HT/DHT/SLT).	HT/DHT/SLT notified immediately The consequence of R5 include suspension arrangements or possible permanent exclusion. Meeting with parents Police may also be informed if pupils are a

	Dangerous behaviour that could lead to injury		danger to themselves (e.g leaving school site) or have caused significant injury to another and are of age of criminal responsibility. Involvement of outside agencies to support behaviour/needs Staff member to add incident to CPOMS under the category 'Behaviour Related Log'
R5 Break/ Lunch times	If these behaviour choices take place at break/ lunch time the staff member in charge of behaviour to send someone to get HT/DHT/SLT immediately. Members of staff to ensure all pupils are safe.		

All adults will refer to the restorative behaviour script and consequences within this policy when supporting pupils in reflecting and repairing their behaviour choices. A child friendly version of rewards and restorative measures will be displayed in class for staff to use with pupils to help them reflect (appendix 1)

Parental Access to Class Dojos

At Waddesdon Village Primary School, we feel it is important to work in partnership with our parental community to celebrate and support pupil's behaviour in school to ensure that all pupils reach their full potential- '*excellence in leaning*'. In order to do this, parents will be able to view their child's Dojo (house) points to see how they are doing. Dojo (house) points are used to encourage pupils to make good choices and demonstrate the school's core behavioural expectations of: kindness and empathy; respect and perseverance. At times pupils may have Dojo (house) points deducted for making poor behavioural choices. This will only be done in-line with this policy and will involve a restorative conversation or activity to ensure pupils are supported in making good choices. Teachers will not contact or discuss with parents the rewarding or loss of Dojo (house) points as this is part of daily classroom behaviour management which allows all children to learn. If a child is consistently losing Dojo (house) points for the same behaviours without learning from the support provided in school then parents may be contacted to work in collaboration with the school and pupil.

Pupil support for challenging behaviour

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.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying SEND need or SEMH need that are not currently being met. Where necessary, support and advice may also be sought from specialist teachers, in-school ELSA support, an educational psychologist, the Pupil Referral Unit, Family Support Service, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will put a support plan in place. Our process will be as follows:

1. Parents and Class Teacher (supported by SENCo or SLT if necessary) to complete a 'Roots and Fruits' (appendix 3) to determine the child's behaviours, feelings and experiences.
2. Use the 'Roots and Fruits' to devise a Positive Intervention Plan (appendix 4). This is then shared with parents and all school staff.
3. A de-escalation script will form part of the Positive Intervention Plan. This script will be shared with all staff.

The Positive Intervention Plan will be reviewed on a regular basis.

Regulation and SEMH Needs (social, emotional and mental health)

As part of our approach to behaviour and relationships, we have implemented Zones of Regulation throughout the whole school (appendix 5). We teach all of our children to identify how they are feeling and implement good coping and regulation strategies so they can help themselves when they experience frustration, anxiety or stress. All staff will model 'Zones of Regulation' language to their class, in order for children to understand that it is normal to have these feelings. Research shows us that if a child is not regulated (in the green zone) then they are going to find it difficult to access their learning. Equipping pupils with strategies to return to the green zone means that they are able to continue their learning and reach their full potential.

We aim to help children to:

- recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- increase their emotional vocabulary so they can explain how they are feeling.
- recognise when other people are in different Zones, thus developing better empathy.
- develop an insight into what might make them move into the different Zones.
- understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- develop problem-solving skills and resilience.
- identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

With the national rise in SEMH needs, our school's Senior Mental Health Leader is a trained Emotional Literacy Support Assistant (ELSA) and 'Drawing and Talking' practitioner (more information can be found on the school's website). Teachers are responsible for identifying if pupils need further support in this area and will put in a referral. The school's Mental Health Leader will gather further information and decide on the best intervention. This may consist of 1:1 intervention such as ELSA or Drawing and Talking; a small friendship group; work on school refusal anxiety; weekly drop-ins or support given to the class teacher. If parents have a specific SEMH concern we encourage them to contact the class teacher or the school's Mental Health Leader.

At Waddesdon Village Primary School, we understand that it is important for all children to be given opportunities to regulate their emotions as quickly as possible in order for them to be successful in their learning. To support this, each classroom and throughout the school (shared areas/ playgrounds), there are 'Rest and Reset Zones' for pupils to use. These are calming environments which have regulation tools in them to support pupils to regulate themselves. It is the responsibility of staff to teach and model how these areas are to be used and if necessary direct pupils towards them.

Suspensions and permanent exclusions

Only the Headteacher or Deputy Headteacher (acting in the HT absence) has the power to suspend and exclude a child from school. This is the final sanction the school has available to deal with the most severe behaviour and this may be used as a result of all other interventions having been applied and the pupil persisting in inappropriate behaviour. 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 exclude a child permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

A decision to permanently exclude a pupil would only be taken:

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

If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. 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 Body.

If a pupil is suspended, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents will meet with the Headteacher (or Deputy Headteacher in the HT absence) to discuss the pupil's reintegration to school. If appropriate, a Positive Intervention Plan will be drawn up for the pupil. For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process

of permanent exclusion from the school. 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.

We have adopted the 'Buckinghamshire Council Exclusion Guidance', August 2024. We follow the 'Suspension and Permanent Exclusion for maintained schools, academies, and pupil referral units in England', September 2024.

The use of reasonable force and other physical contact

Following on from updated statutory guidance from the Department for Education regarding restrictive interventions, including the use of reasonable force, the school have a new policy which can be found on our school website titled '**Use of restrictive interventions policy (including reasonable force and seclusion)**'.

The revised guidance places greater emphasis on preventing the need for restrictive interventions, on safe and lawful practice where interventions are necessary, and on clear and timely recording and reporting. Our updated policy is intended to keep pupils, staff and families safer by making explicit when and how staff may intervene, how incidents will be recorded, and how we will learn from any incidents to reduce the chance of recurrence.

Key points:

- Prevention and de-escalation: Our first priority remains getting everyday classroom practice right so that interventions are rarely needed. The policy highlights whole-school approaches (environment, routines, communication and staff training) and tailored support for pupils with additional needs.
- When intervention is necessary: Where a pupil's behaviour poses an immediate risk to themselves, others or property, staff retain the legal power to use reasonable force. Any use of force will be proportionate, the minimum necessary and consistent with our safeguarding duties.
- Recording and reporting: The updated policy reflects the statutory requirement to record and report significant incidents involving the use of force and the new reporting duties relating to seclusion. We will inform parents or carers as soon as practicable and where possible on the same day that an incident occurs, and provide a written record containing key details (time, place, reason, type/degree of force and any injuries).
- Support after an incident: Where an incident occurs we will follow up with appropriate support for the pupil and staff involved, review any behaviour support plans, and offer parents a discussion to review what happened and what will change.
- Data review and equality: The governing body and school leaders will routinely analyse records of restrictive interventions to identify patterns, review effectiveness and check for any disproportionate use affecting pupils with protected characteristics or special educational needs. Actions will be taken where trends are identified.
- For most pupils there will be no change in day-to-day school life. The changes make our procedures clearer and increase transparency for families. If your child has an individual behaviour support plan or an Education, Health and Care Plan, we will work with you to ensure the plan reflects any reasonable adjustments that reduce the need for restrictive interventions.

The school team are trained in Step On and a small number have additional Step Up training.

Searching, screening and confiscation

Any prohibited items in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on [searching, screening and confiscation](#).

Headteachers and authorised staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items:

- knives and weapons;
- alcohol;
- illegal drugs;

- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. If the pupil does not agree we will follow the searching, screening and confiscation guidance to determine if staff need to use physical restraint to prevent harm or contact the police for support.

Off-site behaviour

Sanctions may be applied in-line with the 'Behaviour and Relationship Policy' where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus or travelling on the way to and from school. Non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school may result in the child's parents being informed.

Conduct outside the school premises and online conduct that teachers might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Pupil Transition

To ensure a smooth transition to the next year, pupils have Transition Day and, in EYFS and KS1, additional transition sessions with their new teacher(s) during the summer term. In addition, staff members hold transition meetings to discuss pupils needs. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

Staff ensure that during Transition Day, and at the start of a new school year, pupils will be reminded of core behaviour expectations.

Training

We follow the Steps programme. All staff who work with pupils are given Step On training to support de-escalation.

As part of the induction process, new staff meet with the Headteacher to ensure they understand the Behaviour and Relationship Policy and expectations.

Recording

All professionals working at Waddesdon Village Primary School are obligated to use CPOMS to safeguard all children at the school. CPOMS is the market leading software application for monitoring child protection, safeguarding, behaviour and a whole range of pastoral and welfare concerns. This system enables all staff to record incidents that occur, enabling strategic oversight and to influence and review practice.

Monitoring and Review

The monitoring of the above areas will be undertaken at two levels.

The first level will involve everyone in the school taking ownership of the policy and recognising when people's rights are not being considered.

The second level is the monitoring undertaken by the Senior Leadership Team.

This will ensure that there is a consistency of approach to behaviour throughout the school.

Part of the monitoring will be on going and relate to normal observations of children's behaviour during lessons, assemblies, lunchtimes and playtimes.

Formal monitoring exercises take place throughout the year.

The policy will be formally reviewed annually and any necessary alterations to the policy will then be made.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016 updated February 2024](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- Searching, screening and confiscation: advice for schools updated July 2023
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Buckinghamshire Council Exclusion Guidance- August 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – last updated August 2024](#)
- [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 is based on:

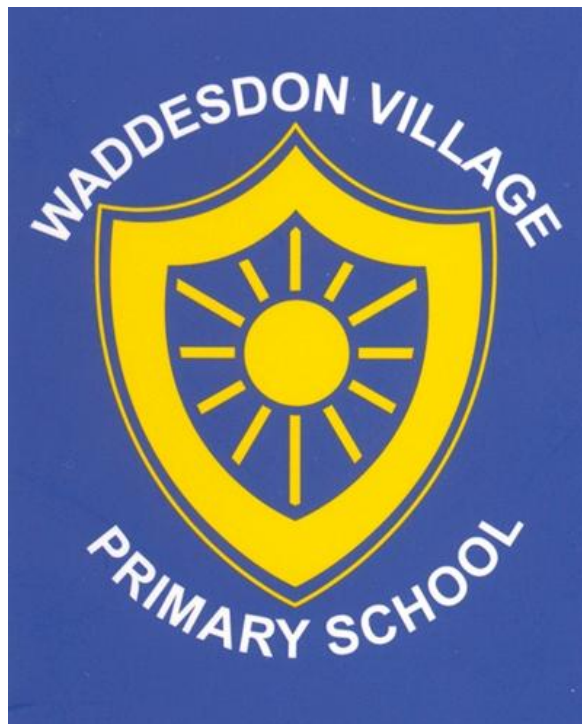
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement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

Reviewed: September 2026

To be reviewed annually.

Appendices

Waddesdon Village Primary School – *a Pathway to Excellence*



1. Rewards and Restoration table (displayed in each class)
2. *Restorative activities*
3. *Roots and Fruits*
4. *Positive Intervention Plans*
5. *Zones of Regulation*

Appendix 1- Rewards and Restoration Table (Class Display)

Reward/ Restorative measure	Behaviour Choice	Action: Consequence
Dojo points linked to moving up the rainbow	Positive behaviour choices - demonstrating the school's values or core behavioural expectations of: We show everyone respect We are kind and empathetic We persevere 	- Positive praise - Awarded Dojo (house) points - Move up the colours of the rainbow from light blue to the RAINBOW OF EXCELLENCE depending on number of Dojo (house) points. Rewards given for each step up the rainbow.
R1	Not showing the core behavioural expectations Examples: Not following instructions Inappropriate talking and/or disturbing others Silly noises Calling out Impolite words and/or actions Disrupting learning Poor Manners Pushing in the line Answering back White lies	Discreet reminder given by staff to encourage pupils to regulate themselves and reflect on their behaviour choices using restorative script. Reminder 1
R 2	Continuing not to show core behavioural expectations Examples: Repetition of above behaviour choices.	Staff to have discreet conversation with the pupil to either remind them again of expectations and/or to provide children with an opportunity to regulate before reflecting and repairing their behaviour (child dependant) using restorative script. Reminder 2
R3	Behaviour choices are continuing despite previous reminders or particularly disruptive behaviour choices that goes against behavioural expectations. Examples: Repetition of poor behavioural choices above despite 2 reminders Or straight to R3 if: Purposefully disrupting teaching and learning Rudeness Taunting/teasing/winding others up Rough play Leaving classroom without permission Wandering off when out of the classroom Throwing small objects	Pupils miss 5 minutes of their break to take part in a restorative conversation or activity (EYFS/ Year 1 have 5 minutes timeout immediately where possible) and lose 1 Dojo point.

R4	Repetition of poor behavioural choices despite reminders and 5 minutes to reflect and repair. Or straight to R4 if: Serious lying Intentional minor damaging/breaking of property Fighting/kicking/hurting someone deliberately Bullying – physical abuse Intentional spitting Loss of self-control leading to aggressive behaviour that could cause injury Refusal to follow instructions in situations that could be dangerous Racial abuse Leaving school premises Swearing Threats to staff and other children Dangerous behaviour that could lead to injury of self or others Intentional serious damaging/breaking of property Throwing dangerous objects Stealing Complete non-compliance after all above measures employed	Notify HT, DHT or SLT Pupils to work outside of the classroom with support from HT, DHT or SLT to restore expectations before being able to return to class to continue learning. This may also be in pupils' break/lunchtime. Staff to use restorative scripts/activities. Staff member to add incident to CPOMS under the category 'Behaviour Related Log' The following may be appropriate depending on the behavioural choice: Parents to meet with teacher and if necessary SLT member Privileges may be removed 'Roots and Fruits' completed and Positive Intervention Plan drawn-up Exclusion at break/lunchtime Internal exclusion Possible suspension arrangement Involvement of outside agencies to support behaviour/needs
R5	Continued repetition of any of the above despite measures being taken. Or straight to R5 if: Extremely violent behaviour High risk to safety of others and to self Serious physical abuse to staff/children Leaving school premises Dangerous behaviour that could lead to significant injury	HT/DHT/SLT notified immediately The consequence of R5 include suspension arrangements or possible permanent exclusion. Meeting with parents Other Agencies may be informed, including: - Police may also be informed if pupils are a danger to themselves (e.g leaving school site) or have caused significant injury to another and are of age of criminal responsibility. - Involvement of outside agencies to support behaviour/needs Staff member to add incident to CPOMS under the category 'Behaviour Related Log'

N.B: Staff should use this with pupils to support them reflect on their behaviour choices.

Appendix 2- Restorative Conversations and Activities

Some pupils may continue to struggle to make good behavioural choices, despite reminders to reflect and make good choices. If this is the case pupils may need to miss 5 minutes of their break (EYFS/Year 1 to have 5 minutes timeout immediately where possible)- See R3. During this time staff must lead a restorative conversation or activity which encourages pupils to reflect on their behaviour choices, consider the impact of their behaviour choices and think of ways forward to repair their relationships and future choices. Please note, before this can take place some pupils may need to regulate their emotions first.

Ideas for a restorative conversation:

You have continued to _____ *(name the behaviour choice)*. **This is not showing** _____ *(name the core behaviour expectation)*.

What impact do you think this has had on _____? *(e.g. your learning, other people's learning, other people's feelings, my teaching)*

Give children time to reflect and respond- you may need to prompt or give further guidance.

What do you think we can do to repair this situation/relationship/behaviour choice?

Again, give children time to reflect and respond- you may need to prompt or give further guidance.

Then support pupils to repair the situation e.g it may be an apology, it may be a discussion about how they can avoid the behaviour choice again.

Ideas for a restorative activity:

Storyboard

You could simply draw three boxes as demonstrated below or print as proforma -Children could either draw or record what their behaviour choice was; the impact it had/how it made people feel? And how it can be repaired. A member of staff should talk this through with the child.

What happened?	How was I feeling? How did it affect myself/others?	What needs to happen now?

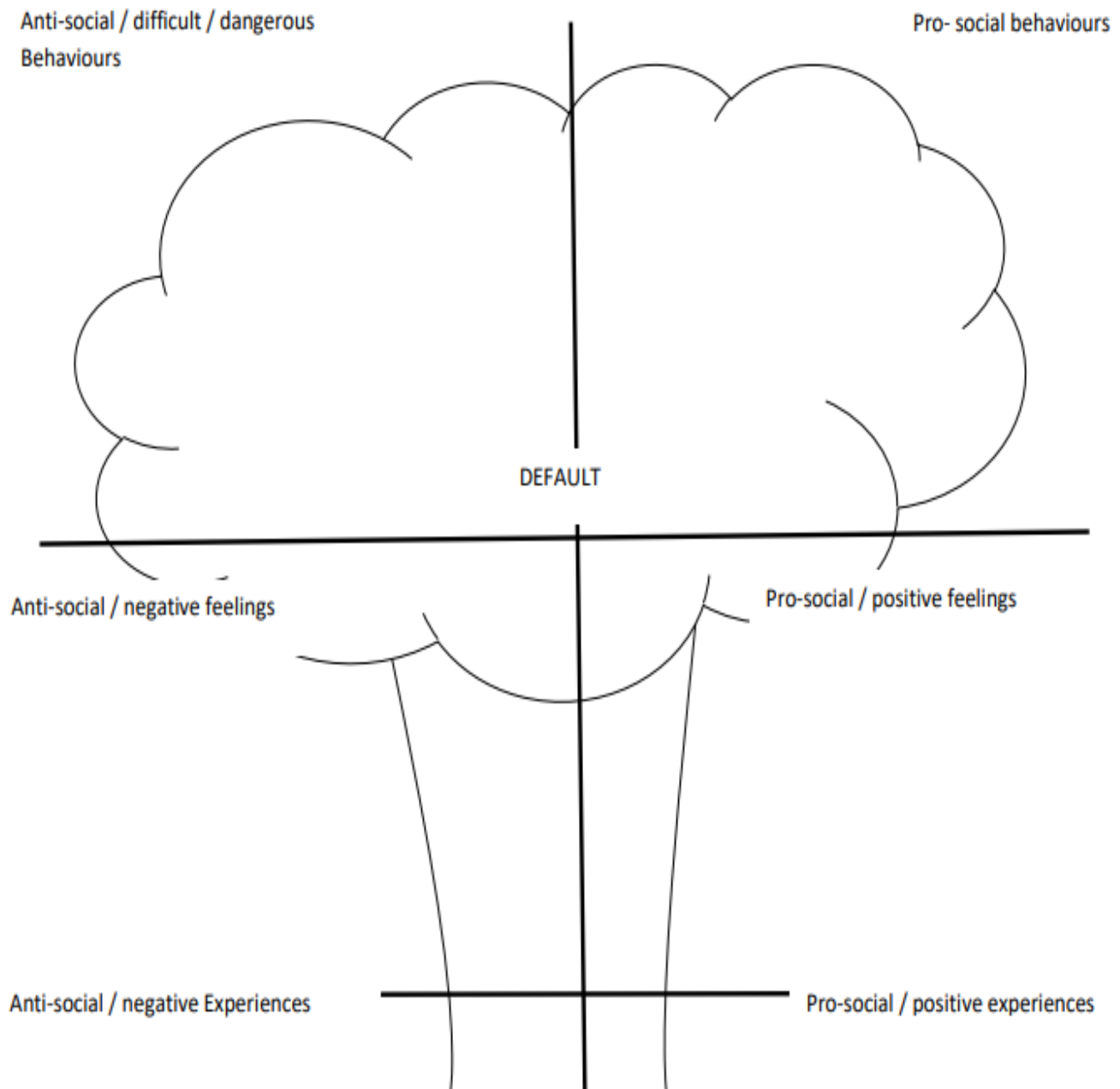
Or older children could use below:

What happened?	What was I feeling?	What was I thinking?
Has anyone else been affected?	What needs to happen now to repair?	

Appendix 3- Roots and Fruits

Roots and Fruits - Understanding Behaviours

Name of pupil	
Staff working directly with pupil	
Review date	



Staff: _____

Parents: _____

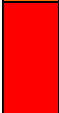
Pupil: _____

Appendix 4- Positive Intervention Plan

Positive Intervention Plan

Name:	DOB:	Date:	Version of plan:
			Review Date:

Brief description of presenting difficult/dangerous behaviours:	Positive behaviour(s) we wish to see /have:
Differentiated measures to promote /support positive behaviours:	

	POSITIVE behaviours you will see:	What you will say:	What you will do:
			
	DIFFICULT behaviours you will see:	What you will say:	What you will do:
			
	DANGEROUS behaviours you will see:	What you will say:	What you will do:
			

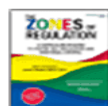
	Next Steps:		

Signature of plan co-ordinator..... Date

Signature of parent /carer..... Date

Signature of young person (if appropriate)..... Date.....

Appendix 5- Zones of Regulation



To be used with *The Zones of Regulation™* curriculum
Reproducible E

The **ZONES** of Regulation™

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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