# The John Hampden School Wendover

# Behaviour and Self Regulation Policy

Updated: September 2026
Date policy to be reviewed: September 2027

Contents


1. Vision and School Values
2. Context and Legal Framework
3. Aims
4. Key Aspects
5. Outcomes
6. Behaviour Expectations
7. Behaviour Strategies
8. Positive Behaviour Strategies
9. Whole School Rewards
10. Over and Above Certificates
11. Headteacher's Gold Awards
12. Phase-Specific Rewards
    - Nursery (F1)
    - Reception (F2)
    - Year 1
    - Year 2
13. Consequences
14. Reflection Time
15. Roots and Fruits Analysis
16. Positive Intervention Plans (PIP)
17. Working with Parents
18. Reasonable Force
19. CPOMS (Child Protection Online Management System)
20. Beyond the School Gate
21. Roles and Responsibilities
22. Links with Other Policies

**Appendices:**

- Appendix A: Restorative Practice Sheet
- Appendix B: The Choices Tree
- Appendix C: Roots & Fruits Analysis Template
- Appendix D: Positive Intervention Plan (PIP) Template
- Appendix E: Behaviour Log
- Appendix F: De-escalation Scripts
- Appendix G: Criteria for Suspension and Permanent Exclusion

**Loving To Learn – The John Hampden School Wendover Vision**

The Governors and all staff at The John Hampden School Wendover are committed to maintaining our high standards of good behaviour. Our fundamental belief is that, if our community is to function effectively, we must all work together, following the same principles. Using our School Vision, our school community (children, staff, parents and governors) have devised a set of key principles for behaviour. Our Behaviour and Self-Regulation Policy is based upon these principles. All members of the school community should understand and accept the principles on which the Behaviour and Self Regulation policy is grounded.

**The John Hampden School Wendover Behaviour Principles**

The John Hampden School Wendover believes in taking a whole school approach to addressing the behavioural, emotional and social difficulties experienced by children. The Governing Body outlines below its general principles to promote good behaviour and discipline amongst pupils. These principles are to:

• safeguard and promote the welfare of all its pupils;

• maintain an up to date knowledge of legislation and take into account any changes that may affect the behaviour principles;

• regularly monitor the efficiency of the behaviour policy and review their impact on relationships;

• promote partnership between staff, pupils and parents through consultation and clear communication processes;

• respond to children's broader needs and make reasonable adjustments for disabled children and children with special educational needs;

• support children to develop strategies to deal with conflict and bullying in an assertive nonviolent manner;

• guide children to understand and distinguish between appropriate and inappropriate behaviour and to encourage children to manage their behaviour through self-discipline;

• outline the school's expectation for behaviour to parents to support The John Hampden School Wendover in the management of unacceptable behaviour at school if it occurs.

• consider exclusion as the last resort but when implementing this disciplinary procedure to follow the most current procedures set out in law;

• comply with the duties and commitments outlined in the Equality Act 2010 to eliminate discrimination, harassment, victimisation and advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and those who do not share

**Equal Opportunities**

Our Behaviour Principles and School Values seek to be inclusive of all children and adults regardless of their 'Protected Characteristics' such as age, disability, gender reassignment, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, gender or sexual orientation. All children will be treated in the same way irrespective of disability, gender, religion, ethnicity or home background in accordance with the School's Equal Opportunities Policy**.** We are committed to ensuring that school is a happy, safe and caring environment where all children can thrive and make progress both academically and socially. Our behaviour approach is designed to maintain and protect this positive learning environment for everyone.

## 1. Vision and School Values

Our Ethos: 'Loving To Learn'

At The John Hampden School Wendover, we are committed to Loving To Learn.

A child who embodies Loving To Learn:

- Lives out our seven core values through their everyday behaviour
- Takes ownership of their decisions and actions
- Shows consideration for themselves, others, and the world around them
- Develops independence in their learning
- Builds skills that prepare them for life
- Asks questions and explores possibilities
- Strives to be the best they can be in a secure and supportive environment

**Our Seven Core Values:**

**Belonging** - To join in and be a happy and important part of JHSW
**Perseverance** - To keep on putting in effort to achieve something, even if it is challenging
**Collaboration** - To work with someone else, or a group, to achieve or do something
**Good Manners** - To treat others with courtesy and politeness and behave well towards them
**Respect** - To take notice of the feelings, wishes or rights of others
**Independence** - To be able to achieve or do something without the help and support of others
**Reflection** - To think deeply or carefully about something

**Growth Mindset** - To embrace challenges as opportunities to learn and grow, understanding that effort and perseverance lead to improvement. We believe that mistakes are valuable learning experiences, and that everyone's abilities can be developed through effort and practice. We encourage children to view setbacks as stepping stones to success and to celebrate the progress they make along their learning journey.

## 2. Context and Legal Framework

At The John Hampden School Wendover, we create an ethos that promotes excellent behaviour, self-discipline and respect. The Headteacher, working with the Senior Leadership Team and staff, decides the standard of behaviour expected of pupils and determines the school rules and any disciplinary consequences for breaking school expectations.

This policy adheres to the following legislation and statutory guidance:

- Behaviour in schools: advice for headteachers and school staff (DfE, September 2024)
- Keeping Children Safe in Education (DfE, September 2026)
- Equality Act 2010
- Education and Inspections Act 2006 (Sections 88-94)
- Education Act 2002 (Section 175) - safeguarding duties
- Searching, screening and confiscation: advice for schools (DfE, July 2022)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, September 2023)
- Use of reasonable force in schools (DfE, July 2013)
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (DfE and Department of Health, January 2015)
- Working Together to Safeguard Children (DfE, July 2024)
- Data Protection Act 2018, UK GDPR, and Data (Use and Access) Act 2025

The Governing Board has approved a written statement of behaviour principles which underpins this policy and reflects our school values and ethos.

## 3. Aims

**This policy aims to:**

- Provide a caring environment where individuality is celebrated and everyone is respected
- Promote good behaviour, self-discipline, self-regulation and respect through our seven core values
- Use positive reinforcement strategies which help children feel good about themselves, their abilities and achievements
- Create a consistent, whole-school approach that provides certainty and predictability for staff, pupils and families
- Establish clear, understood boundaries around behaviour
- Support children to develop self-regulation skills, helping them understand and manage their emotions and behaviour
- Respond to children's broader needs and make reasonable adjustments for children with SEND
- Outline what we consider to be unacceptable behaviour, including bullying and discrimination
- Create a happy, friendly atmosphere where confidence, respect and trust are paramount
- Ensure all staff, pupils, parents and governors work together in a spirit of cooperation

## 4. Key Aspects

The following aspects of school practice are key contributors to providing excellent behaviour:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Clear rewards and consequences
5. Positive behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities

**5. Outcomes**
The successful implementation of this policy will:

- Help children to recognise their own powers of self-discipline and self-regulation
- Help children to understand and distinguish between appropriate and inappropriate behaviour
- Help children to develop strategies to deal with conflict in an appropriate manner
- Make clear our behaviour expectations for parents so they can support the school
- Ensure all adults in the school community accept their collective responsibility for the emotional and social development of children
- Create a calm, safe and supportive learning environment for all

**6. Behaviour Expectations**
At The John Hampden School Wendover, these are our behaviour expectations:

- **Do be gentle**
- **Do be kind and helpful**
- **Do work hard**
- **Do look after property**
- **Do listen to others**
- **Do be honest**
- **Do be polite**

These expectations are:

- Displayed in every classroom and around the school
- Referred to consistently by all staff
- Linked to our seven core values
- Taught explicitly through PSHE, assemblies and M.O.V.E Time (Friday afternoons)
- Focused on weekly in a rotating pattern (see curriculum planning document)

What is Misbehaviour?
Misbehaviour is defined as not following the behaviour expectations after being reminded to do so.

What is Serious Misbehaviour?
Serious misbehaviour includes:

- Repeated breaches of the school behaviour expectations
- Any form of bullying (Bullying is defined as repeated behaviour intended to hurt someone either physically or emotionally. For full details, see our Anti-Bullying Policy.)
- Intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature
- Significant damage to school property
- Theft
- Fighting or violence towards others
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

**7. Behaviour Strategies**
The John Hampden School encourages good behaviour through a mixture of high expectations, consistency, clear policy and an ethos which fosters mutual respect.

**We believe that positive praise is the most effective behaviour management strategy.**

How Adults Respond to Behaviour:
**DO:**

- Stay calm
- Follow the policy or individual behaviour plan
- Use de-escalation scripts (see Appendix F)
- Use positive phrasing

- Offer limited choices (e.g., "You can sit here or there"; "You can start with writing or drawing")
- Be consistent
- Make use of Zones of Regulation
- Disempower the behaviour (e.g., "You can listen from there"; "Come back when you're ready")
- Provide both a protective consequence **AND** an educational consequence
- Make it about the behaviour, not the child

**DON'T:**
- Shout
- Argue with children
- Be inconsistent
- Bribe children
- Punish without a learning opportunity
- Damage relationships or self-esteem
- Humiliate children

**De-escalation Principles:**
When de-escalating a potential incident, we will:
- Use the individual's name
- Acknowledge their right to their feelings
- Tell them why we are here
- Offer help
- Offer a 'get out' with positive phrasing

**De-escalation Body Language:**
- Keep a good distance from the individual
- Take a sideways stance rather than face-to-face
- Leave an exit pathway
- Show a relaxed stance with relaxed hands
- Avoid overbearing height or gestures

**8. Positive Behaviour Strategies**
We teach positive behaviour through:
- **Developing positive, caring, trustworthy relationships** with our pupils
- **Regular reinforcement** of behaviour expectations leading to pupils internalising 'what to do and why'
- **Explicit teaching** through PSHE, assemblies, and M.O.V.E Time
- **Positive role modelling** including 'Wonderful Walking', 'Super Sitting', 'Legendary Lining Up'
- **Consistent practice** to ensure certainty and predictability
- **Use of positive phrasing** and consistent de-escalation scripts
- **Establishing routines**
- **Ensuring inclusion**
- **Positive responses** to behaviour challenges
- **Individual behaviour management plans** when required

**Specific Strategies:**
- Role modelling positive behaviour
- Personalised class approaches
- Celebrating good behaviour
- Reinforcing positive behaviour through assemblies, PSHE, Circle Time
- Liaising with parents and outside agencies
- Organising visitors and workshops that provide positive role models

**9. Whole School Rewards**
All staff across the school will use these rewards to recognise and celebrate positive behaviour and learning:
✓ **Explicit verbal praise** - often in front of peers
✓ **Stickers** - given by all staff including lunchtime staff
✓ **Positive notes home** in Home School Diaries
✓ **Celebration in assemblies**: Over and Above Certificate;

**This recognises children who demonstrate:**
- Belonging
- Perseverance
- Collaboration
- Good Manners
- Respect
- Independence
- Reflection

✓ **Mastering Our Values and Expectations**
✓ **Recognition Board**
✓ **'Loving to Learn' Board**
✓ **'Class of the Week' cup** - awarded by the Headteacher

**10. Over and Above Certificates**
At The John Hampden School, all members of our school community strive to master our values and expectations. We recognise that some children go 'over and above' what is expected, demonstrating exceptional commitment to our seven core values or showing outstanding effort in their learning and behaviour.

Every Friday, we celebrate these achievements in our special Over and Above Assembly, where the whole school community comes together to feel proud of one another's accomplishments.

How it works:
**Throughout the week:**
- Teachers observe children who have gone over and above in demonstrating our values or meeting expectations
- Staff complete Over and Above certificates, clearly stating which value(s) the child has demonstrated and providing a specific example of what they did

**During Friday's assembly:**
1. The Headteacher reads out each certificate, sharing the specific achievement with the whole school
2. Children come to the front and stands on a star to receive their certificate and be celebrated by their peers and staff and sit on a special chair
3. The whole school applauds to show appreciation and pride in their classmates' achievements
4. Children take their certificates home to share their success with their families

**This recognises children who demonstrate:**
- Belonging
- Perseverance
- Collaboration
- Good Manners
- Respect
- Independence
- Reflection
- Growth Mindset

**What 'Over and Above' looks like:**

Children might receive an Over and Above certificate for:

- Demonstrating exceptional perseverance when facing a difficult challenge
- Showing outstanding collaboration by supporting others in their learning
- Going beyond expectations in showing respect, good manners, or kindness
- Taking particular responsibility for their choices and learning
- Demonstrating growth mindset by embracing challenges and learning from mistakes
- Making significant progress in their personal development

The impact:
These weekly celebrations help to:

- Reinforce our school values and expectations across the whole school community
- Motivate all children to strive to be the best they can be
- Create a positive, aspirational culture where effort and character are valued
- Build children's confidence and self-esteem
- Strengthen our sense of belonging as a school community

**11. Headteacher's Proud Clouds**
Children are invited to visit the Headteacher when they have excelled at some aspect within the school, whether work or behaviour/attitude-related. These are the ultimate rewards for children who strive to be the best they can be.

"The 'proud cloud' floats high in the sky where everyone can see it, just like how we want to lift up and celebrate the wonderful things you do! When you accomplish something, show kindness or put effort in, it deserves to be recognised like a bright, beautiful cloud that stands out against the blue sky. Clouds are also soft and positive, making them a perfect symbol for all of the warm, happy feelings we have when we notice the great things about you. Every time you look at your 'proud cloud' remember your achievements and good choices are something to be celebrated and held up high for everyone to see."

**Golden Awards: Over and Above**
At the end of each term, the headteacher presents a Golden Certificate to one child from each class who has consistently demonstrated the school's values and expectations throughout the school community. Recipients also receive a golden sticker.

**The Barnes Shield**
At the end of the academic year, two Year 2 children who have consistently exemplified the school's values and expectations throughout their time at The John Hampden School are selected to receive this special award. They are presented with a certificate and their names are engraved on the shield.

**12. Phase-Specific Rewards**
**Nursery**
In Nursery, staff spend time supporting children to self-regulate their behaviour. We want children to make good choices because they believe it is right, not because they are just being compliant.
**We teach children to:**

- Be calm and think about their actions
- Identify and reflect on their feelings with support
- Communicate their needs
- Negotiate, compromise and deal with conflict
- Understand boundaries which are consistent and fair

**We provide:**

- Choices
- Smooth routines and transitions
- Good relationships built on respect and communication

**Individual rewards include:**

- Lots of verbal recognition and feedback
- Stickers
- Positive reinforcement and praise

- **Recognition Board** - Adults add children's names to the Recognition Board when they notice them demonstrating our values and behaviour expectations. At the end of the session/day, the whole class celebrates those recognised with a round of applause.
- **Loving To Learn Board** - Examples of learning are exhibited, annotated by an adult
- Individual reward charts for children as per their positive behaviour plans or individual needs

**Foundation Stage**

In Foundation Stage, we continue to support children to self-regulate their behaviour, building on Nursery foundations.

**We teach children to:**

- Be calm and think about their actions
- Identify and reflect on their feelings with support
- Communicate their needs
- Negotiate, compromise and deal with conflict
- Understand boundaries which are consistent and fair

**Individual rewards include:**

- Lots of verbal recognition
- Stickers
- Praise
- **Loving To Learn Board** Examples of learning are exhibited, annotated by an adult
- **Recognition Board** - Adults add children's names to the Recognition Board when they notice them demonstrating our values and behaviour expectations. At the end of the session/day, the whole class celebrates those recognised with a round of applause.
- Individual reward charts for children as per their positive behaviour plans or individual needs

**Year 1**

In Year 1, we continue to build on strategies established in Early Years Foundation Stage to support children in making safe and positive choices.

**Individual rewards include:**

- Lots of verbal recognition
- Stickers
- Praise
- Class-based collective rewards
- **Loving To Learn Board** Examples of great work are exhibited, annotated by an adult
- **Recognition Board** - Adults add children's names to the Recognition Board when they notice them demonstrating our values and behaviour expectations. At the end of the session/day, the whole class celebrates those recognised with a round of applause.
- **Lunchtime Awards** – Class teachers select the best class at the end of lunchtime playtime. A ball goes in the and the class with the most gets extra playtime at the end of the week
- **Stickers** used in the dining hall and playground for positive behaviour

**Year 2**

In Year 2, we continue the established approaches with age-appropriate expectations.

**Individual rewards include:**

- Lots of verbal recognition
- Stickers
- Praise
- Class-based collective rewards
- **Loving To Learn Board** Examples of great work are exhibited, annotated by an adult
- **Recognition Board** - Adults add children's names to the Recognition Board when they notice them demonstrating our values and behaviour expectations. At the end of the session/day, the whole class celebrates those recognised with a round of applause.
- **Playground Awards/ Lunchtime Awards** - Same system as Year 1
- **Stickers** used in the dining hall and playground

**13. Consequences**
When a pupil's behaviour falls below the expected standard, staff will respond (not react) to restore a calm and safe learning environment and prevent recurrence.

**A consequence will always be:**
- Proportionate
- Reasonable in all circumstances
- Take account of the pupil's age, SEND, disability, and any religious requirements
- Made by a member of school staff or someone authorised by the Headteacher
- Made on school premises or while the pupil is under the charge of staff

**Types of Consequences:**
**Protective Consequences** (removing a freedom to manage harm):
- Limiting access to outside/inside space
- Escorting in social situations
- Provision of a differentiated teaching space
- Spending time in a different classroom (class TA to go to different classroom with child)
- Increased staff supervision

**Educational Consequences** (learning so freedom can be returned):
- Completing a **Restorative Practice Sheet** (Appendix A)
- Missing part/all of playtime or lunchtime
- Writing a letter of apology
- Reflecting on behaviour and how to avoid the situation
- Completing work at break time or at home if not completed due to task avoidance
- Rehearsing expected behaviour
- Restorative meetings
- Assisting with repairs
- Conflict resolution/peaceful problem solving

**Process for Consequences:**
1. **First instance:** Verbal reminder of behaviour expectations
2. **Continued misbehaviour:** Warning given using de-escalation script
3. **Further misbehaviour:** Consequence applied (protective AND educational)
4. **Serious/persistent misbehaviour:** Involvement of Senior Leadership Team
5. **All incidents after first instance recorded on CPOMS**
6. **Parents informed** on the same day for significant incidents – serious/ persistent behaviour

**14. When Children Need Reflection Time:**
**Process:**
1. Child receives **one verbal warning** before minutes are deducted
2. If good choices continue not to be made, child misses minutes from freeflow/ playtime
3. **Script to use:** "You owe some time back for your choices" or "You will be spending time with me at freeflow/playtime/lunchtime to think about..."
4. This discussion is **1:1** with the child to avoid humiliation
5. Teacher's discretion on the amount of reflection time needed
6. Any work not completed is sent home – communicated to parents
7. All incidents and communication recorded on CPOMS

**15. Roots and Fruits Analysis**
When a child presents persistent and recurring behavioural difficulties, the school will use a **Roots and Fruits Analysis** to understand the child's needs and inform support strategies.

What is Roots and Fruits?
**'Roots'** = The child's previous/current experiences that may be influencing behaviour
**'Fruits'** = The positive behaviours, feelings and experiences that are key for the child to be successful in school

Process:

1. The team around the child meets (class teacher, teaching assistants, SENCO, parents if appropriate)
2. Discuss and identify the 'roots' - experiences influencing behaviour
3. Discuss and identify the 'fruits' - positive behaviours we want to see
4. Information is used to create a **Positive Intervention Plan (PIP)**
5. Completed Roots and Fruits added to CPOMS

**See Appendix C for Roots and Fruits template**

**16. Positive Intervention Plans (PIP)**

PIPs are created using information from Roots and Fruits analysis. They set achievable targets for acceptable behaviour and outline reasonable adjustments to support the child.

What a PIP includes:

- Child's strengths and motivators
- Areas of need
- Presenting challenging behaviours
- Possible triggers and functions
- Differentiated measures to promote positive behaviours
- **Specific scripts** for staff to use at different stages:
    - When showing positive behaviours
    - First signs of escalation
    - Behaviours that challenge
    - Behaviours that harm
- De-escalation and reflect/repair/restore strategies

**Process:**

1. PIP created by class teacher and SENCO
2. **Read, reviewed and signed** by parents and class teacher
3. **All staff** involved with the child must read the PIP and follow the exact scripts
4. Staff receive updated versions at every review
5. Reviews happen at regular intervals or as necessary
6. Staff and parents sign at every review
7. All PIPs added to CPOMS
8. Site, admin and kitchen teams have access to a summary to support behaviour management during the school day

**Support:**

Class teachers are supported by the SENCO who offers advice and support. The SENCO may engage with outside agencies following discussions with class teachers and parents (e.g., Educational Psychology Service, Specialist Teaching Service, Pupil Referral Unit).

**See Appendix D for PIP template**

**17. Working with Parents**

The school believes in working in partnership with parents to create a positive working environment. We will:

- Notify parents at an early stage when behaviour contravenes this policy
- Welcome parents into school
- Make staff readily available for appointments to discuss concerns
- Share behaviour expectations through:
    - Home-School Agreement
    - School website
    - Newsletters
    - Parent workshops and meetings
- Communicate via phone or email about behaviour incidents
- Involve parents in Roots and Fruits analysis and PIP reviews

**We ask parents to:**

- Be aware of and help their children abide by the Behaviour and Self Regulation Policy

- Support the school when consequences are applied
- Communicate with the class teacher via phone or email
- Act as a role model for their child with their own behaviour choices
- Inform the school of any changes at home that may affect their child's behaviour
- Attend meetings about their child's behaviour when requested
- Work in partnership with the school to tackle behavioural issues

**18. Restrictive Interventions, Including Reasonable Force**

All members of staff can use restrictive interventions – including reasonable force to prevent or stop a pupil from:

• Causing injury to themselves or others
• Committing a criminal offence
• Damaging property
• Causing disorder among pupils at the school, whether during a teaching session or otherwise

When restrictive interventions must be used

Before using a restrictive intervention with a pupil, staff must consider:

• **If it's necessary**: there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further
• **If it's proportionate**: staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions
• **The pupil's welfare**: staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity

Incidents of restrictive interventions must:

• Always be used as a last resort
• Be applied using the minimum amount of force and for the minimum amount of time possible
• Be used in a way that maintains the safety and dignity of all concerned
• Never be used as a form of punishment
• Be recorded and reported to parents/carers (see below)

**Staff training**

Some members of staff have been trained in STEP UP to support children with escalating behaviour.

The DfE recommends that staff who are likely to need to use restrictive interventions (including reasonable force) should be adequately trained to do so safely and lawfully, and trained in strategies to prevent the need to use reasonable force.

All staff read the DfE guidance 'Restrictive interventions, including use of reasonable force, in schools' annually.

**Recording and reporting requirements**

The school has a legal duty to record all significant incidents in which a member of staff uses force on a pupil or incidents where a member of staff uses seclusion or restraint on a pupil. We record the incident as soon as possible after the event, ideally on the same day.

We must give a report of the incident to each of the pupil's parents/carers as soon as possible, even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan. The report is given in writing on the same day.

**Post-incident support**

Following an incident, we:

• Medically assess the pupil(s) and staff member(s) if appropriate, and treat any injury
• Have a follow-up conversation with the staff member(s) and pupil(s) involved to understand what happened and why, repair and rebuild relationships, and foster a culture of continuous improvement

• Evaluate the incident to understand why the restrictive intervention was used, the impact on pupils and staff, any patterns or trends, and how we could avoid using restrictive interventions in future
• Continue to monitor the wellbeing of the pupil(s) and staff member(s) and provide additional support where needed

**19. CPOMS (Child Protection Online Management System)**

CPOMS is an electronic system the school uses to record information on:

- Child Protection
- Behaviour
- SEND
- Parental notifications
- Other concerns

For Behaviour:

- All staff have access to CPOMS for behaviour recording
- CPOMS should be completed for children whose behaviour choices have needed to be managed
- All incidents build into an overview of a child's behaviour
- This identifies possible patterns or triggers
- Provides evidence for additional support if necessary
- Emails automatically sent to SLT and SENCO to alert them for appropriate follow-up

**20. Beyond the School Gate**

On School Trips and Activities:

When pupils are taking part in any school-organised or school-related activity away from the premises, the Behaviour and Self Regulation Policy will be applied consistently.

Parents helping with supervision are expected to ensure children in their care behave appropriately. Any parent experiencing problems should contact the teacher in charge.

**Off-Site Behaviour:**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Where there are incidents of abusive comments or aggression towards staff outside of school, these matters will be investigated and reported to the appropriate agencies.

**21. Roles and Responsibilities**

The Governing Board:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher:

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently
- Ensuring that all staff understand the behavioural expectations
- Providing new staff with clear induction into the school's behavioural culture
- Offering appropriate training in behaviour management and SEND
- Ensuring this policy works alongside the Child Protection Policy
- Ensuring that data from CPOMS is reviewed regularly

All Staff:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to specific behavioural needs
- Considering the impact of their own behaviour on the school culture
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

Pupils:
Pupils will be made aware of:

- The expectations for behaviour they should display at school
- Their duty to follow the behaviour policy
- The school's key expectations and routines
- The rewards they can earn and consequences they will face
- The pastoral support available to help them meet behaviour standards

Pupils will be supported to develop understanding of the policy and wider culture, and will be asked to give feedback on their experience.

Parents and Carers:
Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home
- Support their child in adhering to the policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour
- Raise any concerns about behaviour management with the school directly
- Take part in the life of the school and its culture

**22. Links with Other Policies**
This Behaviour for Learning Policy is linked to the following policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Exclusions Policy
- SEND Policy
- Equality Policy
- PSHE Policy
- Relationships Education Policy
- Online Safety Policy
- Restrictive Intervention Policy

**Appendix A: Restorative Practice Sheet**
**The John Hampden School Wendover Restorative Practice**
**Name:**

**Date:**

**Draw what happened before the incident, during the incident, and after...**

**What were you thinking/feeling at the time?**

**Who has been affected and how?**

**What should you do now/next time?**

**How can we make things better?**

**Appendix B:**
**Class-based collective rewards**
Build community and teamwork:
**How it works:**

- The whole class works towards a collective goal (e.g., marbles in a jar, puzzle pieces)
- Earned when the class demonstrates positive behaviours together
- When target reached, whole class gets a reward (extra playtime, special activity)
- Individual children can still earn contributions through positive choices

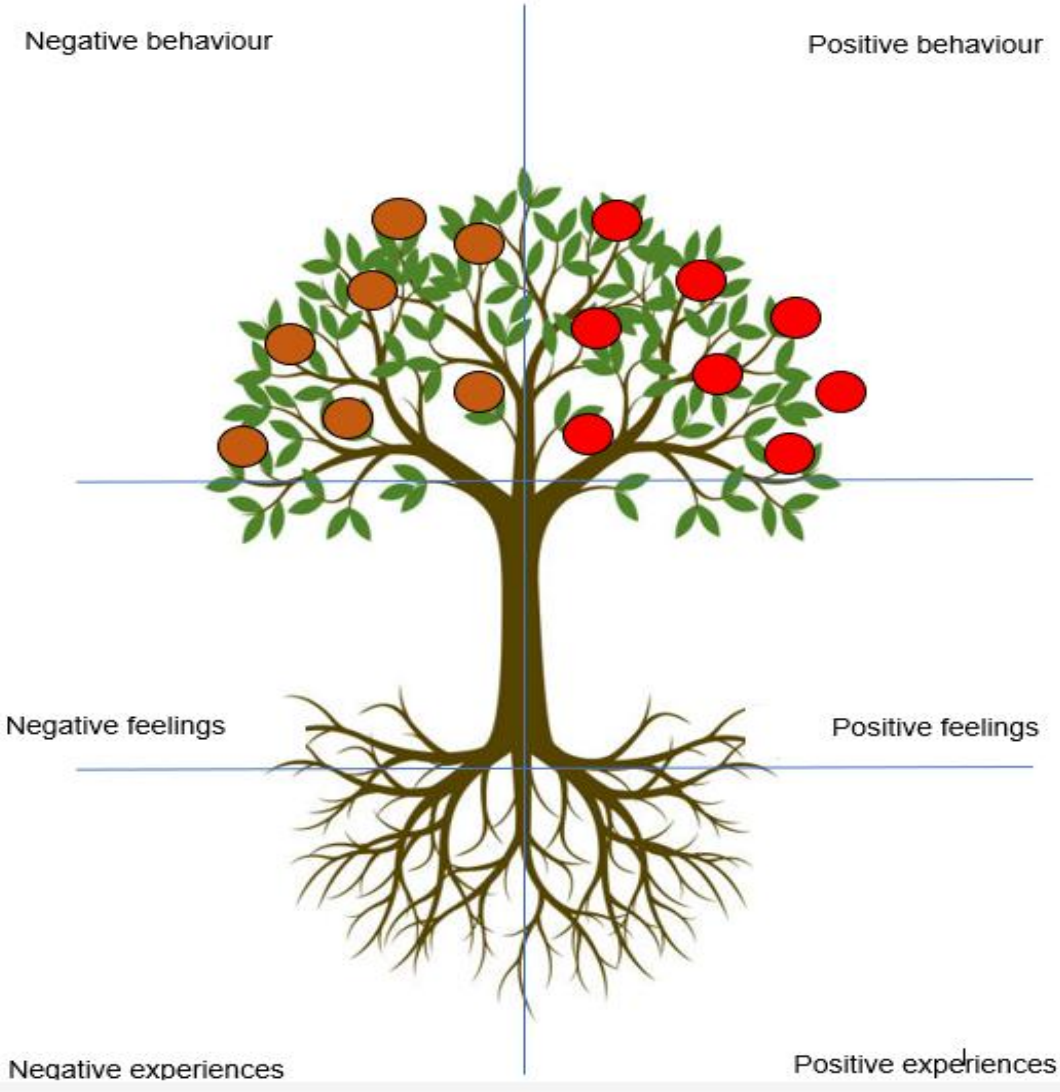
**Benefits:**

- Builds community and peer support
- Reduces individual pressure and comparison
- Encourages children to support each other
- Inclusive

**Appendix C: Roots & Fruits Analysis Template**
**Pupil's name: _____ Who contributed to this analysis? _____ Date of review: _____**
**Negative behaviour** (centre of tree) **Negative feelings** (left side) **Positive feelings** (right side) **Negative experiences** (roots - bottom) **Positive experiences** (fruits - top)

## Roots & Fruits Analysis

| | |
|---|---|
| Pupil's name: | |
| Who contributed to this analysis? | |
| Date of review: | |



**Appendix D: Positive Intervention Plan (PIP) Template**

# Positive Intervention Plan

| | | | |
|---|---|---|---|
| **Pupil initials:** | **DOB:** | **Date:** | **Version of plan: 1**<br>**Review dates:** |

| | |
|---|---|
| **Strengths:** | **SEN Stage: EHCP**<br>**Areas of Need:** |
| **Presenting challenging/harmful behaviours:** | **Positive behaviour(s) we wish to see / have:** |
| **Possible triggers:**<br><br>**Possible functions sensory/escape/attention/tangible:** | **Pupil voice:** |
| **<u>Differentiated measures to promote / support positive behaviours:</u>** | |

| | | | |
|---|---|---|---|
| | **POSITIVE behaviours you will see:** | **What you will say:** | **What you will do:** |
| | **First signs of escalation:** | **What you will say:** | **What you will do:** |
| | **CHALLENGING behaviours you will see** | **What you will say:** | **What you will do:** |
| | **HARMFUL 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 E: Behaviour Log

## Class: _____ Child's Name: _____

| Date | Behaviour Expectation Not Met | Protective Consequence | Educational Consequence | Communicated to Parents? | Further Information |
|---|---|---|---|---|---|
| | ☐ Do be kind and helpful<br>☐ Do work hard<br>☐ Do listen<br>☐ Do be honest<br>☐ Do be polite<br>☐ Do be gentle<br>☐ Do look after property | ☐ Limited access to space<br>☐ Escorted in social situations<br>☐ Different teaching space<br>☐ Different classroom<br>☐ Increased supervision<br>☐ SLT support<br>☐ Communication with home<br>☐ Other: | ☐ Completing tasks later<br>☐ Rehearsing expected behaviour<br>☐ Restorative meeting<br>☐ Assisting with repairs<br>☐ Educational opportunities<br>☐ Conflict resolution<br>☐ Social story<br>☐ Other: | ☐ Yes<br>☐ No | |

**Appendix F: De-escalation Scripts**
**Reminder Script:**
"I noticed that you are [behaviour]" "It was [behaviour expectation] that you didn't show" "You have chosen to [action]" "Do you remember last week when you [positive example]?" "Thank you for listening"

**Real-Life Examples of the Reminder Script**
***Example 1: Calling out during carpet time***
**Teacher:** "I noticed that you are calling out answers."
"It was our 'Respect' value that you didn't show – we respect others by waiting our turn to speak."
"You have chosen to call out three times during this session."
"Do you remember yesterday morning when you put your hand up beautifully and waited to be chosen? That was excellent."
"Thank you for listening."

***Example 2: Not tidying up***
**Teacher:** "I noticed that you are still playing with the blocks instead of tidying them away."
"It was our expectation to tidy up when the music plays that you didn't follow."
"You have chosen to continue playing rather than help your group."
"Do you remember last week when you were the first person to start tidying the art area? You were so helpful and your group finished quickly."
"Thank you for listening."

---

***Example 3: Running in the corridor***
**Teacher:** "I noticed that you are running in the corridor."
"It was our school expectation to walk safely that you didn't follow."
"You have chosen to run, which could hurt you or someone else."
"Do you remember this morning when you walked beautifully to assembly and held the door open for Year 2? That showed real respect."
"Thank you for listening."

---

***Example 4: Not following instructions during PE***
**Teacher:** "I noticed that you are bouncing the ball when I asked everyone to sit down."
"It was the instruction to 'stop, look and listen' that you didn't follow."
"You have chosen to keep playing instead of listening to the next instruction."
"Do you remember in our last PE lesson when you demonstrated that brilliant catching technique to the class? You were so focused and listened really carefully."
"Thank you for listening."

---

***Example 5: Unkind words to a peer***
**Teacher:** "I noticed that you said unkind words to [child's name] about their drawing."
"It was kindness that you didn't show."
"You have chosen to hurt [child's name]'s feelings with your words."
"Do you remember yesterday when you helped [child's name] find their coat and said such kind words? That made them feel really happy."
"Thank you for listening."

**De-escalation Script:**
"[Child's name]" "I can see something has happened" "I am here to help you." "Use your words" "Tell me" "Talk and I will listen" "Come with me and we can [option]" "Let's go over here and [option]"

**Positive Phrases:**
**Positive Phrasing Examples:**

- "Come and sit next to me for..."
- "Everyone needs to tidy up before we..."
- "You need to finish your work by [time]"

**Limited Choice Examples:**

- "Would you like to sit on the [option] or the [option]?"
- "You can have [option] or [option] to help you if you like"
- "You can start with the picture or the writing"

**Disempowering Behaviour Examples:**

- "You can listen from there"
- "I understand making a start is difficult, I am here to help you"

**Appendix G: Criteria for Suspension and Permanent Exclusion**

Behaviours that could lead to a suspension (fixed-term exclusion)

1. Repeated swearing or using obscene language to staff and/or pupil
2. Repeated violent behaviour leading to the injury of another pupil and/or member of staff
3. Repeated behaviour where there is a loss of control leading to significant damage to a classroom/area of the school which then has an impact on the learning of other pupils
4. Repeated use of racial abuse
5. Repeated and prolonged low-level disruption and/or defiance and refusal to comply that has a negative impact upon the learning of pupils and upon the ability of the adult to teach a lesson or on senior leaders to run the school
6. Intimidating, threatening and/or aggressive behaviour and/or words towards another pupil or member of staff
7. A pupil putting themselves in danger either in school or when attending an off-site activity
8. A pupil using behaviour that is putting another pupil or member of staff in danger when in school or when attending an off-site activity
9. Pupils can be excluded for behaviour outside school. This may include behaviour on school trips, on the way to and from school, and behaviour which may bring the school into disrepute
10. Cyber-bullying which takes place in or out of school may also lead to an exclusion
11. Serious incidents that are in breach of the Online Safety Policy
12. Repeated inappropriate and/or harmful sexualised behaviour* towards a member of staff and/or another pupil
13. Repeated inappropriate and harmful sexualised* online activity

Behaviours that could lead to a permanent exclusion

**NB:** A decision to exclude a pupil permanently will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or other people within the school.

This might include:

1. Bringing a weapon into school
2. Bringing prohibited drugs into school
3. Behaviour resulting in a serious injury or violation to a member of staff and/or another pupil

Important Notes:

- The decision to suspend or permanently exclude will be made by the Headteacher and only as a last resort
- All suspensions and permanent exclusions will follow the most current DfE statutory guidance: *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England*
- The school will comply with its duties under the Equality Act 2010 when considering suspension or exclusion
- For pupils with SEND, the school will consider whether the behaviour was a manifestation of their special educational need or disability
- Parents have the right to make representations to the Governing Board about a suspension or permanent exclusion
- For further details, please refer to the school's **Exclusions Policy**

Definition:

*Harmful sexual behaviour (DfE definition):** "Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult."

*S Hackett, 'Children and young people with harmful sexual behaviours', Research in Practice, 2014*