



Behaviour Policy

Revised: September 2026
Update Required: September 2027

July 2017	2016 policy reviewed. Policy to remain and then update will follow after a year of being a Growth Mindset school. The word 'rule' replaced with 'expectation'.
November 2018	Policy reviewed as Growth Mindset has been embedded. Staff have conducted research into Intrinsic and Extrinsic motivational behaviour
January 2020	Reviewed and updated with staff to ensure a consistent approach
May 2020	-Updated with red, amber, green process to strengthen our consistent approach across the whole school, including supportive approaches -COVID-19 Addendum added
September 2022	Added information regarding the support we give to children on the receiving end, after a negative behaviour event.
July 2023	Governors' Behaviour Principles reviewed.
April 2026	Updated in line with DfE guidance: Use of reasonable force and other restrictive interventions guidance, April 2026.

Aims and expectations

Our motto: A small school with a BIG heart, guiding our children to become kind and courageous citizens.

Our core values underpin all of our decisions: Kindness and Courage. We place great importance on the characteristics of being kind, caring and thoughtful; being brave and courageous with their learning.



Governors' Behaviour Principles: It is a primary aim of our school that every member of the school community feels valued and respected. We aim to make a positive difference to the achievement and experiences of all of our children. This policy aims to promote an environment where everyone feels happy, safe and secure.

Our Behaviour Policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour. The school has a number of behaviour expectations which are coached by the adults; support is offered where a child struggles to meet the expectations. An atmosphere of positive behaviour enables people to work together, so everyone can learn.



Jordans School Behaviour Expectations

We have kind hands and kind feet

We keep everybody safe

We are good listeners

We speak in a friendly way

We always try our best



It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. Teachers, as part of the Teaching Standards 2011, have a duty of care to manage behaviour effectively to ensure a good and safe learning environment. School staff, including teaching assistants, lunchtime supervisors, and office staff, all have a role to play in promoting positive behaviour, as set out in their job descriptions and code of conduct.

Rationale

At Jordans School we are interested in why we do the things we do and what it is that drives our behaviours. We believe in, and teach, the principles of **intrinsic behaviour motivation**. We teach children to engage in a behaviour because it is personally rewarding; performing an activity for its own sake rather than the desire for external reward. This ultimately teaches the skills of kindness – one of our core values. We praise specific kind behaviours and help children to understand why the behaviour is positive. Praise is specific and based around the effort children are making rather than the final outcome.



Extrinsic Motivation	Intrinsic Motivation
Motivated to perform an activity to earn a reward or avoid punishment	Motivated to perform an activity for its own sake and personal reward- feeling of achievement, satisfaction, pride.

"Parents and educators should be encouraged to rely on intrinsic motivation and reinforce feelings of autonomy and competence as much as possible rather than to provide superfluous material incentives, which can even have detrimental effects." Carol Dwek, 2016

In support of this we place great emphasis on our children being equipped with the skills to learn, we do this through a Growth Mindset approach. We teach and encourage the underlying skills of Growth Mindset; each day we grow our brains and learn from our mistakes, from our experiences, from each other and rise to challenges. We are inspired by the successes of others and believe in the power of 'yet',

*"I can't do it... **yet**, practice makes progress."*

Positive behaviour

"Teachers have statutory authority to implement positive behaviour management systems and likewise discipline pupils whose behaviour is unacceptable, who break the school behaviour expectations or who fail to follow a reasonable instruction" (Section 90 and 91 of the Education and Inspections Act 2006).

Using the overarching principle of intrinsic motivation children are coached and praised for choosing positive behaviours. The children learn to acknowledge the feeling of well-being when a kind act or thoughtful behaviour is chosen. The EYFS Characteristics of Effective Learning are taught in Reception and

then continue throughout the school. Animal characters aid the children's understanding of the positive behaviours:

Characteristics of Effective Learning



Choosing Chimp - *I choose ways to do things*

Go For It Gorilla - *I will have a go*

Proud Peacock - *I am proud of what I do*

Exploring Elephant - *I am an explorer*

Concentrating Crocodile - *I join in and concentrate*

I Know Rhino - *I play, experiment and consolidate what I know*

Slinky Linky Snake - *I can make links, learning from my successes and my mistakes*

Creative Chameleon - *I have my own ideas*

Persevering Parrot - *I keep trying*

Innovation Iguana - *I choose to be innovative*

The school acknowledges all the efforts and achievements of all children, both in and out of school, particularly when they demonstrate our values of courage and kindness.

The school acknowledges its responsibilities under the Education Act 2010, the Equalities Act 2010 and the Code of Special Educational Needs 2015. All children are treated with equity, boundaries and approaches are consistent throughout the school. Children who have specific behavioural problems will have their needs addressed through a Behaviour Support Plan (see below).

Support & Sanctions

The school employs a support and sanctions system to ensure a safe and positive learning environment. We employ different sanctions appropriately to each individual situation and the stage of child development, as outlined below:

Behaviour	Adult Support Needed
Green Behaviours (positive behaviour choices) We have kind hands and kind feet We keep everybody safe We are good listeners We speak in a friendly way We always try our best 	Reminders of expectations. Modelling of expected behaviour. Consistent approach and age-appropriate language. Teaching of expected behaviour in new situations. Acknowledgement and praise when expectations are met.
Amber Behaviours (behaviour choices that are age-expected but interrupt others' learning) Talking over each other Loud voices indoors Difficulties in sharing resources Unfair / Unkind words or actions Escalation of frustration Disproportionate reaction to a situation Signs of inability to cope with a situation	Make eye contact with child/children concerned. Indicate by look or movement of head that behaviour needs to be modified.
	Use mime to model the correct behaviour.
	Go to child/children, at eye level (crouching down, if required), quietly speak about their behaviour, the consequence it is causing and what is desirable, e.g, <i>"when you shout, the other children cannot concentrate on their work, let's use our quiet indoor voices."</i>
	Support to sort out the problem together- adult listening to both sides of the story and encouraging the children to find a solution together.
	Gentle coaching – <i>"It's tricky isn't it when we both want the same toy/ it's tricky when we all have different ideas for our game, sometimes it helps when we take turns doesn't it? - that's fair. Can you show me how we could do that?/ can you think how we can make this situation better?"</i>
	Referring to a past occasion when problems were resolved – <i>"Remember last week, when there was a problem with the football game... how did we sort it out?"</i>
	De-escalation strategies, including gentle humour, going for a walk with an adult or moving to a different activity.
	The steps within this stage can be repeated where necessary.

Red Behaviours (behaviour choices that harm others or equipment) Throwing resources/property Deliberately damaging resources/property Making shared areas untidy or dirty, which leaves an unpleasant working environment for others Repeated unkind words or actions Refusal to follow school expectations Refusal to follow reasonable teacher requests (washing hands/ lining up / starting or completing work...) Stealing Deliberately hurting others	Where appropriate, begin with amber support.
	Warning of Time to the Side
	Time to the Side to consider actions 1 minute for each year of the child's age e.g, <i>6 years old = 6 minutes</i> In EYFS this is instantaneous, in KS1 it may be at play/break time.
	Completing work (if work session has been used, against direction, for play, time to the side may be used to complete the work)
	Fixing of broken property or resources
	Cleaning or tidying of area made dirty or messy
	Writing a sorry card / letter
	Logging of behaviour on a behaviour form. Teacher speaks to parents (at the end of the school day or via phone)
	Headteacher informed and discussion with child/children and teacher
	Social Story work for child to process actions and consequences. Cause and effect / Empathy work.
	Headteacher & teacher meeting with parents
	ABC Behaviour Log initiated to monitor and track behaviour over time
	Antecedent (trigger) Behaviour (what was seen) Consequence (result/outcome)
	Are there triggers or 'pinch points' that can be looked at?
	Behaviour Support Plans implemented Outlining targets and support to help meet them. Regular meetings between Teachers/Headteacher and Parents.
	Friendships/anger management/social skills group to learn positive ways through problems.
	Repeated disruptive behaviours, that are not responding to support, or a behaviour causing serious harm or damage may result in an fixed or full time exclusion, following Buckinghamshire Council guidelines.
Whole School Approach The headteacher supports the staff through the behaviour strategies, guiding where appropriate to the relevant adult action. Jordans School staff team, work together sharing good practice to promote successful outcomes across the school. All staff follow the behaviour policy consistently, helping the children to feel safe and reducing the need to 'test the boundaries'.	

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. The school's Child Protection policy will be followed if this is the case.

Bullying

The school does not tolerate bullying of any kind. (See Anti Bullying Policy).

Bullying - a definition (Gov.UK)

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

The school operates an Anti-Bullying ethos, teaching the children through the curriculum about bullying and its consequences.

Bullying Vs Age Expected Behaviour

As children develop and learn to get along together, there will be situations and scenarios that they encounter, yet do not have the knowledge or experience in which to cope with them in a socially acceptable way. The adults in school, will coach how to deal with difficult situations by modelling:

- ways to diffuse an escalating situation
- looking at a problem from everyone's point of view
- being fair to all parties, as much as is possible
- finding a compromise
- telling an adult when a tricky situation arises but cannot be managed without help
- coping strategies, managing disappointment, resolving feelings of injustice
- carrying out restorative justice work after a negative behaviour event to ensure that both parties feel heard and have an opportunity to share what happened and how it affected them. This work is carried out with the class teacher / SENDCo / Headteacher. It may lead to further support involving additional PSHE work, Social Stories to look at scenarios objectively or further discussion sessions.

Reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers as set out in 'Use of reasonable force and other restrictive interventions guidance' DfE, April 2026.

DfE Guidance

School staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from: 1. causing injury to themselves or others 2. committing a criminal offence 3. damaging property 4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff will always consider:

-Is it necessary?

-Is it proportionate?

Staff will consider the pupil's overall welfare, balanced against any actions taken.

Staff will call for help first, as a 'change of face' / additional staff member can help to de-escalate a child's 'fight/flight/freeze' response to a perceived threat or overwhelm.

Through staff induction and training, we emphasise the importance of minimising the need to use restrictive interventions, such as through prevention and de-escalation.

Whole-school measures include:

- consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.
- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.
- development of working staff-pupil relationships and trust.
- recording and analysing data on the use of restrictive interventions to inform improvement planning.

Individual approaches include:

- working closely with parents to support individual pupils
- strategies to support individual pupils based on their identified needs, including the development of behaviour support plans.
- In the moment, by removing stimuli that may be causing distress.
- changing body language, facial expression, and/or tone of voice.
- supporting the pupil to express their emotions before getting overwhelmed.
- engaging the pupil in an activity which can help them manage their feelings of anxiety.
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention.

Safe spaces are created within school should a child be struggling with their emotional regulation. The DfE guidance on seclusion is followed at all times:

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Any physical restraint or seclusion is recorded formally and communicated with parents and governors. Supportive conversations and partnership to create future safety for the child will be implemented.

Liaison with parents

Teachers regularly communicate with parents to share praise and positive news. However, teachers will openly communicate with parents, when appropriate, to communicate any low-level anti-learning behaviour. If a more serious incident has occurred the teachers will contact parents immediately to inform them of what has happened. For repeated negative behaviours, a meeting with the teacher and Headteacher will be set up.

We expect parents to support our values and discuss our behaviour expectations with their children as set out in the Home School Agreement.

Liaison with external agencies.

It may be necessary to liaise with external agencies, to support and guide the progress of a child. This could be through the Pupil Referral Unit (PRU), Educational Psychologist, Inclusion Advisor or Social Care.

As children transition in and out of the school a professional dialogue will take place between the relevant schools/Pre-schools in order to understand any behaviour issues or ongoing concerns.

The role of governors

The governing body has the responsibility of ensuring these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher and staff team has the day-to-day authority to implement the school behaviour and discipline policy. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Exclusions

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, where allowing the pupil to remain in school will seriously harm the education or welfare of the pupil or others in the school. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and advice taken from either the PRU or Buckinghamshire Council Exclusions Officer. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days. Only the Headteacher has the power to exclude a pupil from school. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion. The Headteacher will seek advice from the Exclusions Team. If the Headteacher intends to exclude a pupil, the parents are informed immediately with 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. The school informs the parents how to make any such appeal. The Headteacher informs the Local Authority and the designated child protection governor about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Children's conduct outside the school gate

The same positive behaviour systems and sanctions apply to children when outside the school premises. A child can be disciplined when the child is taking part in any school organised activity or wearing school uniform where the behaviour could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public or if the behaviour could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the child on school premises or elsewhere when the pupil is under lawful control of the staff member.

Review

This policy and procedures will be reviewed annually. The governing body may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.