

Behaviour and Attitudes Policy

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Agreed By	
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1. Introduction

At George Grenville Academy, we believe that every child has the right to feel safe, secure, and happy. We recognise that behaviour is a shared responsibility across our school community. By treating one another with kindness and respect—just as we would wish to be treated—we foster a culture of mutual care and understanding.

Positive behaviour is the foundation of a thriving learning environment. It not only supports academic success but also nurtures students' social and emotional development. Research consistently shows that effective behaviour management leads to better educational outcomes, stronger interpersonal skills, and a safer, more supportive school climate.

A key part of our approach is promoting behaviour for learning. This concept encompasses the attitudes, habits, and skills that enable children to engage meaningfully with their education and reach their full potential. It includes how pupils relate to themselves, their peers, their teachers, and the curriculum. By encouraging self-regulation, motivation, and confidence, we help children become active, resilient learners who are prepared for lifelong success.

George Grenville Academy: Respectful, Kind and Ready to learn!

2. Culture and Relationships

At George Grenville Academy, we understand that the behaviour of children is shaped by the behaviour of the adults who work with them. Adults are therefore expected to act as positive role models at all times—consistently demonstrating our core values and modelling the high standards we expect from all members of our school community. *(See Section 14 for expectations of staff.)*

Research shows that schools with outstanding behaviour share a strong culture of mutual respect. Positive, respectful relationships between staff, pupils, and the wider school community are therefore central to everything we do.

Our behaviour policy is underpinned by the principles of the **STEPS** approach, which all staff are trained in. This framework places a strong emphasis on relationships, consistency, positivity and restoration, as well as the importance of equity—providing each child with the support they need—rather than simply treating all children the same.

We believe that "the standards we walk past are the standards we accept." As such, every member of staff has a shared responsibility to uphold high expectations and actively contribute to a positive behaviour culture. This means staff are expected to be relentlessly attentive to behaviour. For example, all staff should actively reinforce the expectation that movement through the school is safe and calm, that doors are held open for one another, greetings are reciprocated and that interactions between all members of the school community demonstrate mutual respect.

Curriculum

We believe that a well-structured curriculum, a supportive learning environment, and a focus on pupil achievement all play a vital role in promoting positive behaviour. Effective planning that meets the needs of individual pupils, encourages active engagement in learning, and provides clear, structured feedback helps prevent frustration and low self-esteem—factors that often underpin poor behaviour.

3. School Rules

We have a universal set of school rules that are directly linked to our core values. These rules help children understand how to develop positive attitudes—both towards their learning and towards one another. These rules are used across school and so they are consistent during the children's time with us and expectations are clear for all.

The school rules are:

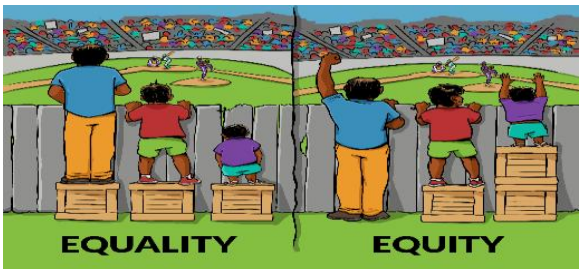
- I am kind
- I follow adult instructions straight away
- I show respect with my voice and my body
- I put my hand up and wait for my time to talk
- I stay inside the classroom unless I am told to move
- I walk safely around the school site.

These rules are displayed in every classroom and areas where the children learn and play (See Appendix 1). School staff are trained to refer to the rules when praising children so they understand how to demonstrate them.

Accessibility

We are an ever-diversifying school and diversity and inclusivity are celebrated. We are aware that between families, cultures and backgrounds, behaviour expectations on our children upon arrival in our school will be varied and some children will have additional needs and/or adverse childhood experiences which will also impact their behaviour and response to situations.

We believe in fairness and an approach that celebrates these differences. Fairness at George Grenville Academy Academy does not mean everyone getting the same thing, but everyone getting what they need to be successful. This is best demonstrated by the difference between Equity and Equality, as shown below:



This policy is designed to support the needs of most children, most of the time. We understand that for a variety of circumstances, some children's behaviour may not be able to reach the expectations of this policy all of the time. Where this is the case, children will have tailored and individualised behaviour support plans in place, referred to as a PIP – Personalised Intervention Plan. These plans allow staff to develop consistency in finding meaningful approaches to support behaviour.

4. Promoting Positive Behaviour

At George Grenville Academy, we are committed to fostering a safe, inclusive, and emotionally supportive environment where all pupils can thrive. As part of our whole-school approach to behaviour and wellbeing, we use **The Zones of Regulation** framework to help children develop self-awareness, emotional regulation, and positive behaviour. This is taught through our PSHE curriculum and is timetabled in regularly.

What Are The Zones of Regulation?

The Zones of Regulation is a cognitive-behavioural approach that categorises emotions and states of alertness into four colour-coded zones:

- **Blue Zone**: Low states of alertness (e.g., sad, tired, bored).
- **Green Zone**: Optimal state for learning (e.g., calm, focused, happy).
- **Yellow Zone**: Heightened state (e.g., anxious, excited, frustrated).
- **Red Zone**: Extremely heightened state (e.g., angry, out of control).

This framework provides a shared language for staff and pupils to talk about feelings, behaviour, and strategies for regulation.

How We Use the Zones to Support Behaviour

- **Universal Teaching**: All pupils receive regular lessons on the Zones as part of our PSHE curriculum. These lessons help children identify their emotions, understand triggers, and learn strategies to move towards the Green Zone.
- **Visual Supports**: Classrooms and communal areas display Zones posters and check-in charts to encourage daily emotional awareness and reflection.
- **Positive Reinforcement**: Pupils are praised and rewarded for using regulation strategies and demonstrating behaviours aligned with the Green Zone.
- **Responsive Support**: When pupils display dysregulated behaviour, staff use the Zones language to help them identify their current zone and guide them toward appropriate strategies, rather than using punitive measures.
- **Safe Spaces**: Designated regulation areas are available for pupils who need time and space to manage their emotions before re-engaging with learning.
- **Staff Training**: All staff are trained in the Zones approach to ensure consistency and empathy in behaviour management across the school.

Inclusion and Equity

The Zones of Regulation supports our commitment to inclusive practice. It is particularly beneficial for pupils with additional needs, including those with autism, ADHD, or social-emotional challenges. By recognising that behaviour is a form of communication, we aim to respond with understanding and support.

4.1 Rewarding Positive Behaviour Choices

At George Grenville, we actively recognise and reward positive behaviour and attitudes. By doing so, we help children understand the value of working cooperatively and following the rules. This approach supports the development of key life skills, preparing them for the next stage in their education but also for life beyond school, by linking positive behaviour and attitudes to both extrinsic and intrinsic rewards.

As a whole school we have several systems for rewarding good behaviour choices.

Verbal Praise – All staff are expected to notice and praise children modelling the school values and following the school rules. This verbal praise should be ongoing and daily. Verbal praise may be given publicly, but staff also understand that a quiet word of personal praise can be just as effective.

Dojo Points – These are awarded to children who demonstrate positive behaviour both inside and outside the classroom and can be given by any member of staff. Points are linked to the demonstration of our school values, and the reason for each point is explicitly explained to the children. Points are recorded using the electronic *Class Dojo* system, which allows children, parents, and teachers to celebrate positive behaviour together and provides an accurate record of each child's behaviour in school.

As children accumulate points, they will be awarded bronze, silver and gold behaviour badges for their achievements.

Positive behaviour will also be rewarded with:

- Certificates, prize ceremonies or special celebration assemblies
- Positions of responsibility, such as being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Team/House points
- Kindness tokens (awarded to the child and their peer)
- Merits/Weekly Awards presented in weekly assemblies (parents are invited in)
- Whole-class or year group rewards, such as a popular activity
- **The Rocket** - A visual behaviour chart for children in Reception.

Teachers are encouraged to use these positive behaviour systems and design them to meet the emerging needs of their individual classes.

4.2 Classroom management and routines

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Establish clear routines

  • **"Meet and Greet**" (All staff to meet and greet children by name at their door at the start and end of the day)

  • "**Legendary Lines**" (Children line up before leaving or entering the classroom in tall penguins, facing forward, heads up proudly and in silence.)

  • "**Wonderful Walking"** (Walk calmly around the school in silence, staying in legendary lines, facing forward, heads up proudly, the front child to hold the doors open for the class and join the back of the line.)

  • "**Terrific Transitions"** (Teacher uses 1,2,3 count downs or 3,2,1 to get children to and from the tables onto the carpet or lined up. These can be verbal or hand signals)

  • "**Ready to learn!**" (Ready, Sitting up straight, No distractions, Eyes on teacher).

- Establish clear rules.

At George Grenville we:

- **Act with kindness**
- **Follow instructions straight away**
- **Show respect with our bodies and voices**
- **Put up our hand and wait**
- **Stay inside the classroom**
- **Move around the school safely**

- Communicate expectations of behaviour in ways other than verbally. See Appendix 1
- Highlight and promoting good behaviour
- Conclude the day positively and starting the next day afresh

4.3 Body Language and Tone

The tone and volume of our voice and the body language we use will communicate far more than the actual words we say.

Our body language conveys subconscious messages about our engagement, enjoyment and frustration with a given task. Staff are expected to maintain a positive or neutral body language when dealing with

escalating behaviour. Eye rolling, leaning on furniture, or looking frustrated at a situation only further perpetuates the negative feeling of a child and will not positively impact their behaviour.

In order to ensure suitable body language and posture, staff are reminded of the following practices:

- Maintain a good distance from a child you are working with, unless positive physical contact is a planned support strategy. (Staff are mindful that distance is relative to the age/development and anxiety of the child.)
- Adopt a soft, sidewards stance and consider your relative height with the children you are dealing with, squatting or sitting down if necessary to be at a similar level as them.
- Ensure hands are relaxed – find something to hold or have hands behind your back to minimise aggressive gestures.
- Ensure that stance within a room does not block open doors as this can appear intimidating.

These approaches support de-escalation but also ensure safety and protection of staff in the event of physical behaviour.

5. Process for managing 'poor choice' behaviour

Our primary aim is to engage children with their learning and for the vast majority of children, a gentle reminder of our expectations is all that is required. We take the following steps when behavior starts to deteriorate.

Steps		**Actions**
1	**Reminder**	**At Grenville we follow adult instructions straight away. This is your reminder.**
2	**Caution**	Learners will be reminded of their good previous good conduct to prove that they can make good choices. **This is now your warning as you are still not following adult instructions straight away.**
3	**Chance to re-set**	**You have had a reminder and a warning and are still not following the instructions given by an adult. You need to continue your learning in the 'Nest' until you have shown you're a ready to return to learning in the classroom.** The should be recorded on CPOMS
The Nest		
4	**Repair**	With support from the Nurture and Behaviour team, adults will work with the children to - Regulate. - Review in order to support children understanding what has gone wrong for them - Remind children of the tools they could use to help with their behavior - Complete work that has been missed in class. (If work remains uncompleted, parents are called to a meeting where the work is explained to them and it is finished at home) The 'repair' step should be recorded on CPOMS Parents to be informed.

5	**Support**	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed before and during the repair stage. This support may be from SLT, Team Leaders or the Pastoral Lead. This will be specified on a Positive Intervention Plan (PIP) for certain children identified with behaviour as an additional support need.

5.1 Reflection Time

A key part of this policy is ensuring that children learn from mistakes and B choice behaviour. If the children can reflect on their choices by identifying the impact and how they might change behaviour in the future, they are more likely to learn from the incident and make positive choices in the future.

Therefore, following a behaviour incident where a consequence is given, children will have a restorative conversation with the staff member who has dealt with the behaviour incident and issued the consequence.

The restorative conversation will be guided by the following questions:

1. *What has happened?*
2. *What were you thinking at the time?*
3. *Who has been affected by the actions?*
4. *How have they been affected?*
5. *What needs to be done to make things right?*
6. *How can we do things differently in the future?*

For some children, particularly our younger children, these questions may be too much. Instead, we would choose those most pertinent (often numbers 1, 3 and 5).

5.2 Learning through consequences

We teach children that all behaviours have consequences—these can be positive or negative.

When children make good behaviour choices, they experience positive consequences. These may include being successful in their learning, feeling proud of themselves, making others proud, and receiving extrinsic rewards such as Dojos, stickers, or other forms of recognition.

When children make poor behaviour choices, they encounter negative consequences. The purpose of these consequences is to:

- keep children safe and to prevent further incidents (*preventative consequence*)
- help children understand that their actions have an impact on others and themselves
- support children in learning more appropriate behaviours and responses (*educational consequence*)

Consequences should therefore be educational and, where possible, linked to the unwanted behaviour, in order for them to be meaningful and have a positive impact on children's behaviour in the future.

It is not possible to prescribe exact consequences to every type of behaviour because it will depend on the situation, the child's individual circumstances and any other mitigating factors.

Consequences we use if children are **not** sent to The Nest:

Level 1 - Minutes off break time or lunchtime (This time should be used in a meaningful way and be linked to the unwanted behaviour e.g. depending on the poor choice that resulted in lost learning time, children could be asked to use the time to complete work, sit quietly, line up quietly, tidy the classroom environment etc.)

Level 2 - Speaking with the Pastoral and Safeguarding lead or the SENDCO (This may be 'in the moment' or at another suitable time depending on the nature and purpose of the conversation.)

Level 3 – Informal conversation with parents by the class teacher. This may be done in person or via the telephone, depending on the availability of the parent/carer.

Level 4 – Speaking with a member of the Senior Leadership Team (SLT). This may be 'in the moment' or at another time, depending on the circumstances.

Level 5 – Internal Lunchtime/Playtime suspension (Parents must always be informed and there should be an educational consequence attached – time to consider alternative responses, practice playing a game, or learn about the impact of their choices, rather than simply spending time inside.)

Level 6 –Behaviour meeting with parents, class teacher and SLT

Level 7 – Suspension

Level 8 – Permanent Lunchtime Exclusion

Level 9 – Permanent Exclusion

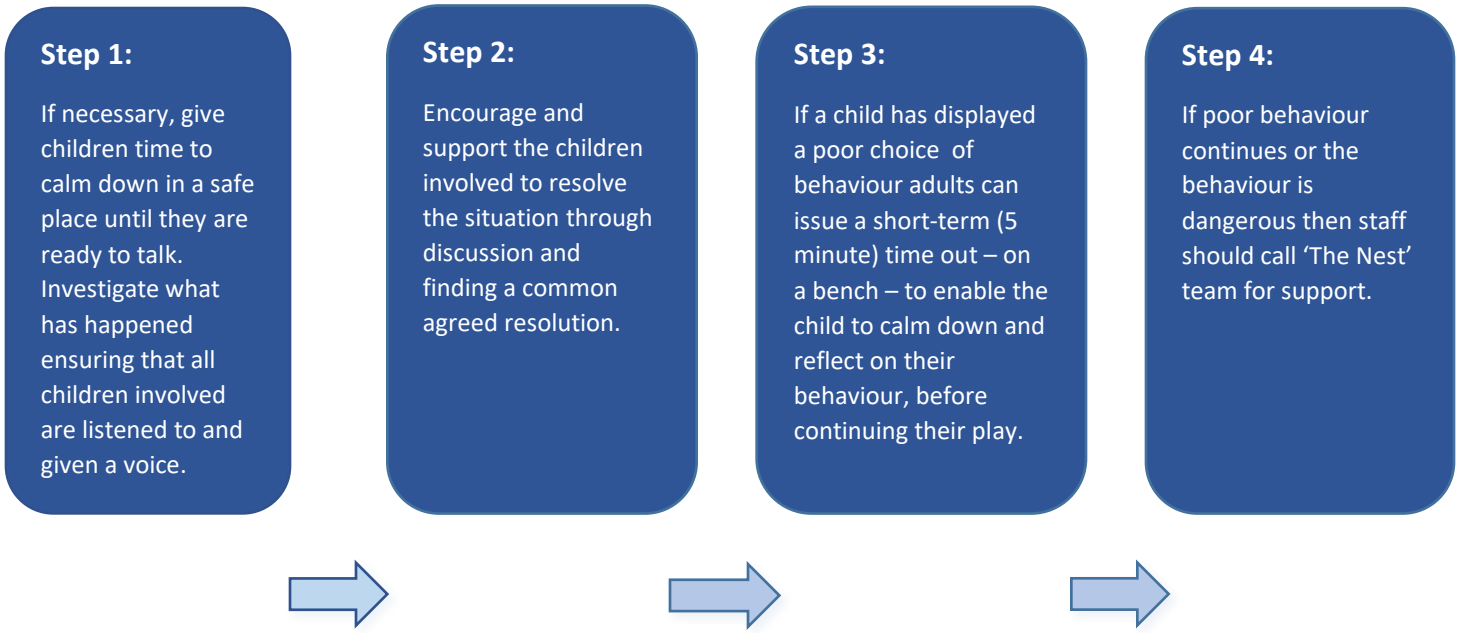
NB: For repeated serious behaviour which risks pupils' safety or violent, racist, homophobic or sexist the following sanctions may be applied.

- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

5.3 For incidents at playtime/lunchtime

All adults share responsibility for supporting children's behaviour during lunchtime and playtime. These are valuable opportunities for children to socialise, develop relationships, and demonstrate the school's values. Staff recognise that managing behaviour during games, and resolving minor conflicts, is a developmental skill that must be explicitly taught and supported. When disagreements or disputes arise, adults should follow the agreed process outlined below, with a focus on both education and resolution.



6 Behaviour incidents investigated by SLT

The following behaviours must be referred to SLT:

- Deliberate physical behaviour against another child e.g. hitting, pushing,
- Deliberate destruction of property
- Swearing
- Discriminatory language - (derogatory comments about protected characteristics, LGBTQ, xenophobia)
- Disrespect of adults
- Any sexualised behaviour

In these cases, a member of SLT will investigate the incident using the following process:

1. Speak with staff to get an overview of the incident
2. Speak with all children involved to determine their views
3. Determine what school rules/values have not been followed
4. If necessary, decide on an appropriate consequence for the behaviour – such consequences should be both preventative and educational (see Point 8 for an explanation of these)
5. Inform parents
6. If appropriate, bring all children together for a restorative conversation

7. Record the incident and action taken on CPOMS

7 Children with Specific Behaviour Needs

All children have a legal entitlement to a broad and balanced curriculum. It is the responsibility of a class teacher to ensure that children with additional needs are fully catered for in lessons and that they can access learning, complete work at an appropriate level to their age and stage of development and experience success on a daily basis. To enable them to do this, teachers need to have a good understanding of the children's current capabilities, individual targets, personal interests and draw upon a wide range of resources and strategies to help children overcome barriers to learning.

For some of our children, their specific needs make following the behaviour policy more challenging. These children will have a Personal Intervention Plan (PIP) alongside their SEN support plan, which details the extra support they need to manage their behaviour. This might include specific behaviour strategies such as the use of the Real Approach, movement breaks, structured games at playtimes, specific rewards etc.

Where necessary, the SENDCO will work with outside agencies to ensure adequate support is in place for these children.

8 Suspensions and Exclusions

The decision to suspend a child can be made by the Head of School or Executive Headteacher.

A suspension can be for repeated behaviour incidents which are not improving despite support, or serious one-off incidents. A suspension will always be considered appropriate in cases of violence, aggression or threatening behaviour towards an adult or another pupil in school. Suspensions can be from half a day to 5 days in length depending on the circumstances. The use of a suspension should be in the best interest of the child to demonstrate the impact of not following the school rules and so the child understands that certain behaviours are harmful and will not be accepted in school.

Following a suspension, the child and parents will be invited to attend a reintegration meeting.

The decision to permanently exclude a child can be made by the Executive Headteacher.

We never want to exclude a child from school permanently and the use of permanent exclusion is always a last resort where serious behaviour does not improve following substantial intervention and support. This decision would be taken after all other avenues have been exhausted and in the best interests of the child/other children.

The governing body (via the Chair of Governors) and the Exclusion and Reintegration team at Buckinghamshire Council will be informed of any suspensions or permanent exclusions.

Excluding children from trips and experiences

All of our trips and experiences are part of the curriculum and therefore an entitlement for all children. We therefore do not exclude children from these experiences. There may be times when a child's behaviour means taking them on a trip could be a safety risk. In this case we will do everything we can,

including inviting parents to attend the trip and undertaking an individual risk assessment, to ensure every child has full access to the curriculum.

9 Physical Intervention and Use of Reasonable Force

There are occasions when physical contact with a pupil is lawful, proper and necessary, for example to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classrooms.

Handling a child in this way is only ever used as a last resort and by staff who have undertaken 'Step Up' training. All incidents are recorded on CPOMs and reported to parents.

Please see the Physical Intervention and Reasonable Force (or Positive Handling) Policy for more information.

10 Bullying

The DFE describes bullying as behaviour against a child/group of children which 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

Bullying is premeditated and persistent.

We do not tolerate bullying at George Grenville Academy. If bullying is suspected, a full investigation will be carried out by the Senior Leadership Team and immediate steps taken. Please see the Anti-Bullying Policy for more information

11 Recording of Behaviour Incidents

We use CPOMS to record incidents of poor choice behaviour which result in a consequence. This is an internal electronic record.

The adult dealing with the poor choice behaviour incident should record it on CPOMS, and tag any other members of staff who were present at the time. If this incident has happened during lunchtime which required a consequence given outside, the adults should use the computer within the staffroom to record the incident, at an appropriate time that day. Adults should ensure that class teachers are alerted to the CPOMs entry by ensuring they are included on the entry. Adults should verbally inform class teachers at the end of break/lunch, if they feel the incident may impact on the child's readiness to learn.

SLT monitor the records of behaviour incidents every half term to determine if there are any trends in behaviour incidents across school. This allows us to take swift action such as adaption of PSHRE curriculum, assembly planning or training of staff to ensure we are supporting the children to make the best choices.

12 Working With Parents

The school works in close partnership with parents to ensure children receive consistent messages about behaviour, both at home and at school.

It is equally important to share and celebrate positive behaviour. When parents are informed about their child's good behaviour choices, they can reinforce these at home, helping to embed the school's values and support sustained positive behaviour. Through our electronic Class Dojo system, parents receive instant notifications when Dojos are awarded, enabling timely recognition and celebration. Teachers may also provide positive feedback to parents when collecting at the end of the school day.

We also believe it is important to keep parents informed when children are displaying poor behaviour choices. Early communication and intervention allow school and home to work together in supporting children to make more positive behaviour choices in the future.

Class teachers are responsible for informing parents when there is repeated low-level disruption in the classroom. As a general guideline, this should occur when a child has received consequences for three or more incidents within a half term. However, teachers may use their discretion to contact parents earlier if they feel it is in the best interests of the child.

SLT are responsible for informing parents following any incident they have investigated.

If the school has had to use reasonable sanctions, parents should support the actions of the school. If parents have concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to a member of the senior leadership team.

13 Behaviour outside of school

Where behaviour incidents which occur outside of school impact on the children while they are in school, we will investigate and inform parents. This includes incidents online.

If an incident has happened on the way to or from school and the children are identified as part of the school community through their school uniform, we will investigate and a consequence can be given. In these incidents' parents will be involved as supervision outside of the school gates is the responsibility of parents.

14 Roles and Responsibilities

The implementation of this policy is the responsibility of all members of the school community.

We expect *every* adult to:

- Model and refer to our school values at every opportunity.
- Model positive behaviours, build relationships and ensure children feel 'liked'.
- Smile and greet children, making them feel welcome.
- Reward positive behaviours by awarding Dojo points

- Be relentlessly attentive to behaviour and recognise the benefit of investing time to follow this policy
- Use the de-escalation script, when required
- Facilitate restorative conversations (using the guiding questions) when managing 'B' choices, ensuring all children involved in the incident are listened to and given an equal voice.
- Regularly refer to the GGA mantras: walk, wait and whisper, best body language, respectful reactions and assembly-ready,
- Be familiar with the personal intervention plans (PIPs) for the children they support – either in the classroom or during break and lunch times.

Class Teachers are expected to:

- Model the school values
- Develop positive relationships with all children
- Create a safe and effective learning environment
- Ensure the curriculum is fully accessible and that all children have the opportunity to succeed
- Reward positive behaviour choices and ensure rewards are distributed fairly and consistently
- Address B choice behaviour through the process outlined in this policy
- Record all behaviour incidents that result in a sanction on CPOMS
- Inform and work with parents when a child is making repeated B choices
- Inform SLT when a child is making repeated B choices and the actions taken (through the use of CPOMs)
- Work with the Inclusion team to develop personal intervention plans (PIPs) for children with specific behavioural needs

Support Staff are expected to:

- Model the school values
- Develop positive relationships with all children
- Reward positive behaviour choices and ensure rewards are distributed fairly and consistently
- Address poor choice behaviour through the process outlined in this policy
- Record all behaviour incidents that result in a sanction on CPOMS

The SENDCO is responsible for:

- Monitoring the implementation and impact of PIPs and ensuring these have been communicated with parents/carers
- Building relationships with outside agencies who can support children with specific behaviour needs
- Seeking additional support for children with high level behaviour needs
- Working with staff to support the training and delivery of interventions and monitoring their impact
- Monitoring SEND provision within the classroom and supporting staff to ensure the needs of children with SEND are being effectively met
- Ensuring staff are trained in Step On and Step Up, as required

Senior Leaders are responsible for:

- Modelling the school values
- Developing positive relationships with all children
- Investigating escalated behaviour incidents and informing parents
- Having an oversight of behaviour records on CPOMs to identify emerging trends and develop appropriate actions to address these in a timely manner
- Monitoring the implementation and impact of this policy
- Working with staff to provide support and training
- Supporting the school's behaviour culture through the planning and delivery of assemblies

The Head of School is responsible for the points above and:

- Issuing suspensions (often in consultation with the Executive Headteacher)
- Liaising with outside professionals e.g. the Pupil Referral Unit (PRU) and the Buckinghamshire Exclusions Team.

The Executive Headteacher is responsible for the points above and:

- Monitoring CPOMS behaviour records and carrying out data analysis each half term to identify trends.
- Liaise with the Head of School to develop actions to address any emerging trends.
- Communicating behaviour data and trends with the governing body and central team of the Campfire Education Trust.
- Monitoring and supporting the Head of School with the process of suspensions
- Issuing Permanent exclusions

References:

This policy has been developed using research from:

Tom Bennett: Independent Review of Behaviour in Schools 2017 and Behaviour and Discipline in Schools: Advice for Headteachers and School Staff January 2016

Appendix One

