

# Queensway School Behaviour Policy



## 1. Aims

At Queensway Primary School we want to work in partnership with parents to develop confident children who are able to make good choices for themselves. We have high expectations for behaviour and through this policy and our approach to behaviour management, we aim to develop core values that include respect for self and others, resilience and motivation to succeed.

Queensway has a behaviour policy with a clear system of rewards and sanctions that is consistently applied throughout school. This sits alongside our school vision and aims to ensure all the children understand what is expected of them. This policy was put together with the views of the parents, staff, Governors and children.

We recognise that all children are unique and so respond in different ways to rewards and sanctions. There must be some flexibility to enable teachers to use their professional judgement to choose rewards and sanctions that will have the most positive impact on the child.

We also recognise that all children need support from time to time with making behaviour choices and this is a natural part of growing up. Some children need more support than others just as with learning to read, spell or use numbers.

What constitutes success for one child will be different to another, but we believe that however small, successes should be acknowledged.

Through our values and strategies we aim to:-

- Recognise success.
- Reward good behaviour.
- Support children to learn right from wrong and understand which behaviours are prohibited.
- Teach children that choices have consequences (positive and negative).
- Encourage personal and collective responsibility.
- Create an environment where everyone can learn.

At Queensway we put a strong emphasis on children adopting positive 'learning' behaviours and attitudes which enable children to meet Queensway School's mission statement:

**Rise to the challenge, to be the best I can be.**

Children are encouraged to show a positive and pro-active attitude towards their learning, taking ownership and influencing their learning journey. Children have the right to learn in a calm, safe and respectful environment.

## 2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

### **3. Definitions**

**Expected (wanted) behaviours** are those that help a child to learn and be seen in a positive light by other people.

**Unexpected (unwanted) behaviours** are actions which do not follow social rules. They may make others feel uncomfortable regardless of whether it was meant to cause offence and whether it is a repeated or isolated incident. Unwanted behaviours could compromise the safety and/or well-being of the child or other people.

**Some examples of unwanted behaviours are:** as:

- Disruption in lessons
- Non-completion of classwork
- Poor learning attitude
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

### **4. Bullying**

Bullying is "**Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally**" (DfES "Preventing and Tackling Bullying", November 2014)

Homophobic, Biphobic and Transphobic bullying is "**bullying directed at someone who is, or is perceived to be, lesbian, gay, bisexual or trans (LGBT) or who has LGBT family and friends**" (Anti-Bullying Alliance).

*Please refer to our Anti-bullying Policy for further detail about our approach to preventing and addressing bullying.*

### **5. Roles and responsibilities**

#### **5.1 School Governors**

The governing body is responsible for reviewing and approving the written statement of behaviour principles. The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

#### **5.2 The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs

#### 5.4 Parents

The role of parents/carers is crucial in helping the school develop and maintain good behaviour. Parents/carers are encouraged to get to know the policy and to reinforce key messages at home.

Parents are expected to:

- Support their child in adhering to the pupil Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Adhere to the parent Code of Conduct in order to model to their child appropriate behaviour

### 6. Pupil code of conduct/School rules

#### **QUEENSWAY SCHOOL RULES**

(These were devised by The School Council)

We will:

**Try our best at all times and be active learners**  
**Be good listeners**  
**Be truthful**  
**Be polite**  
**Look after all the people and the property in school**

### 7. Rewards and sanctions

#### 7.1 Rewarding positive attitude and behaviour

If children choose to follow the school rules, they will receive recognition, such as:

- Specific praise
- A smile or thumbs up
- Rewarded a Queensway sticker or raffle ticket
- A round of applause
- The opportunity to share your work/attitude with the class and/or another member of staff
- Work displayed on the wall
- Feedback through marking

Throughout our reward system is '**praise.**' We will endeavour to 'catch children being good' and following the school rules. Praise will be genuine and a feature of every class and playtime and used by all members of the Queensway community.

#### **Raffle tickets**

A whole school strategy for identifying pupils who are behaving well and who show a good attitude to their learning is to reward children with a raffle ticket. Each class decides upon the appropriate rewards they will receive when they reach a certain amount of raffle tickets, such as extra play, a games session etc. This system is cumulative and recognises that individual efforts feed into class rewards. All members of staff can issue raffle tickets and these will never be removed from children if their behaviour or attitude changes. Children can also nominate other children for raffle tickets.

#### **Pupil of the Week**

A 'Pupil of the Week' certificate will be awarded to one pupil in each class each week for consistently good behaviour and attitude to learning. A certificate will be sent home explaining why the certificate has been awarded to the child as well as celebrated in the weekly celebration assembly and a photo posted on the class blog if appropriate.

### **Queensway Stickers**

To reward individual pupil's learning attitude and academic achievements, a sticker will be issued saying 'I have done something well. Please ask me about it.' Staff will also issue the child with a raffle ticket for the class reward jar.

### **Golden Book**

Each week in celebration assembly a piece of work from each class will be selected that demonstrates when a child has done a fantastic piece of work that meets the age-related expectation for that particular year group. Where possible, a copy of the work is sent home with a certificate.

### **Head Teacher Special Awards**

Pupils can be sent to the Headteacher to show excellent pieces of work/effort, or where a pupil has demonstrated behaviour or work towards the whole school values; they will be given a Headteacher sticker.

### **Trophy assembly**

At the end of Terms 2, 4 and 6 pupils are awarded trophies in a celebration assembly. Children keep the trophy for a term before returning it to school, but they keep the medal. Examples of trophies are: The Arts, Young Musician, The Writers Cup, Marvellous Mathematician, Top Team Member, Role Model. Parents are invited to attend the trophy assembly to celebrate their child's achievement.

### **Values**

The current value is implemented and is demonstrated through the use of a class circle time or assembly. Class teachers and TAs are asked to recognise the 'value' being implemented by individuals. This will take the form of a raffle ticket that is put in the class jar. The values will tie into our PSHE programme wherever possible.

## **7.2 Steps for managing and modifying or poor attitude and behaviour**

At Queensway we will:

- Always give *individual* sanctions as opposed to whole class sanctions.
- Inform parents if their child has had 'Repair time' and/or is persistently having 'Time out' over the course of a week.
- Inform parents if their child is behaving out of character.
- Enable children to have a fresh start at the earliest opportunity.
- Always respect children's dignity by discussing poor choices privately with the child.
- If a child makes the choice to retaliate violently, they too will receive a sanction but to a lesser degree than the instigator.
- Children using bad language in their play will be given a warning about their choice of words, however if children swear *at* other children or adults, there will be a sanction. .
- All members of staff can issue a child with a sanction and will inform the class teacher at an appropriate point without disrupting learning time. If teachers have requested to see parents at the end of the day but the parents do not get the message, then there will always be a follow up phone call the same day.
- Suspension and expulsion may be used as a last resort or for serious incidents and will be in line with National and Local Authority policy and guidance.

From time-to-time children make the wrong choice and need a sanction in order to learn right from wrong. Staff will use their professional judgment to decide which is the most appropriate sanction.

### **7.2.1 Sanctions for poor attitude and behaviour during lessons**

- Expression of disapproval, e.g. a look
- Verbal warning and rule reminder
- Thinking time within the class or another class

- Pay back lost learning time at break. All children will still be given a 5-minute comfort break though to go to the toilet and have their snack.
- Sent to a member of the Senior Leadership Team
- Sent to the Head Teacher

### **7.2.2 Sanctions for poor behaviour during play times**

- Verbal warning and rule reminder
- If a child is mis-using equipment, involved in a game that gets rough or is unkind to other children they will be sent to stand by the wall to cool down.
- If a child deliberately hurts another child or persistently does not follow instructions, they will be sent to 'Repair Time.' Children will be asked to write a letter of apology then complete something constructive such as practising their spellings or times tables. If they do not complete the letter of apology, they will be sent to the Headteacher. Children need to be sent to Repair Time immediately wherever possible. If the incident happens with less than 15 minutes of play left, then Repair Time will need to be the following day.

### **7.2.3 Serious incidents**

These will be dealt with at the discretion of the Headteacher or Senior Leadership Team. Such incidents could include:

- Any forms of bullying
- Racist, sexist or homophobic comments
- Severe verbal or physical aggression

All racist incidents will be recorded in line with Local Authority guidelines and on CPOMS.

### **7.2.4 Sanctions for poor behaviour during clubs, including Breakfast and After School Club**

If a child makes poor choices during **clubs**, they will be given a warning, then sent to a member of the Senior Leadership Team. If this persists, they could be asked to leave the club if it is preventing others from enjoying the club.

### **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or sporting event. Sanctions will also be applied to pupils in Year 6 in term six, where children have mis-behaved on the way home from school when walking without parental supervision.

### **7.4 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy and Statement of Procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **7.5 Restorative Practice**

Queensway School uses restorative practices to promote good behaviour and resolve unacceptable behaviour in a fair and consistent manner. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be needed as part of this process. Our restorative approach separates the person and the behaviour. It promotes accountability and seeks to repair any harm caused in a situation.

### **7.6 Individual Support Plans (ISP)**

A small number of pupils may require an ISP. This consists of recommendations, strategies and agreed scripts to support children who, over time, have had difficulty following whole school rules and/or who display challenging or concerning behaviours. ISPs are bespoke; they enable staff to implement a consistent approach. ISPs are working documents and, as such, will be subject to change in accordance with a child's individual needs and presenting behaviours. Risk assessments might be in place to support ISPs. Parents/carers will be given copies of ISPs and any associated risk assessments.

## **8. Behaviour management**

### **8.1 Classroom management**

All teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. High standards and clear rules in the classroom reflect the values of the school. Excellent behaviour is at the heart of productive learning.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Queensway rules and their own agreed and signed classroom rules
- Implement Zones of Regulation so that children can recognise feelings and actions that are linked to presenting behaviours
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Physical restraint**

In extreme cases a child may need to be physically held if they are endangering themselves or others. The school follows Team Teach and key staff are trained to hold children using certain holds, as outlined in our Positive Handling Policy.

Incidents of physical restraint must:

- Always be used as a last resort
- Only be used by members of staff who are Team Teach trained
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

In accordance with our duty of care, any member of staff can use reasonable force to prevent a child from injuring themselves or others, damaging property or to maintain good order and discipline. All staff have a duty of care to safeguard pupils.

### **8.3 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create an Individual Behaviour Plan and review it on a regular basis.

For children that are persistently in 'Repair Time' or 'Thinking Time' a personalised provision will be discussed and implemented in partnership with the child's parents and the Headteacher, such as an Individual Behaviour Plan.

### **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

A pupil with behaviour issues will take part in additional transition with their new teacher and complete a transition booklet.

### **10. Training**

The Behaviour Policy is outlined and explained by the Headteacher to all new members of staff during their induction. Behaviour management will also form part of continuing professional development.

The Senior Leadership Team and some key members of staff receive "Team Teach" training. (Please refer to section 8.2). Staff training records are kept as part of their personal file.

### **11. Recording**

All members of staff are trained to use CPOMs (secure online recording system). Staff ensure that incidents of poor behaviour are recorded and therefore shared with safeguarding leads and other staff as required. Actions taken will also be recorded.

### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy/guidance
- Safeguarding policy
- Anti-bullying policy
- Positive Handling Policy
- Social Media Policy
- Parent Code of Conduct
- Staff Code of Conduct

### **13. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Full Governing Body every two years. At each review, the policy will be approved by the headteacher.

## Annex A



## Written statement of behaviour principles at Queensway School

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All members of the community should be free from discrimination, harassment, victimisation and any conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers and Governors, will set excellent examples of behaviour to everyone at all times.
- We seek to give every pupil a sense of personal responsibility for his/her own actions.
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Suspensions and expulsions will only be used as a last resort or in very serious incidents and will be in line with National and Local Authority policy and guidance.
- Parents/carers will be notified of the child's behaviour and any follow up support that is being put in place in order to foster good relationships between the school and pupils' home life.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- We will fulfil our legal duties under the Equality Act 2010 in respect of safeguarding including potential radicalisation and extremism concerns, pupils with special educational needs and all vulnerable pupils.
- We will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

*The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.*

This written statement of behaviour principles is reviewed and approved by the Full Governing Body annually.

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