

**Queen's Park CE/URC**

**Primary School**



**Queen's Park C.E./U.R.C.  
Primary School**

**Behaviour Policy**

**September 2025**

**Reviewed: September 2026**

**For with God, everything is possible (Matthew 19:26) #everythingispossible**

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, and the world around them.

For with God, everything is possible. (Matthew 19:26)

**Our Core Christian Values**

*Love*

*Forgiveness*

*Trust*

*Respect*

*Honesty*

*Hope*

**Introduction**

At Queen's Park CE/URC Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community, and the children have a vital role to play and should aim to build positive relationships with each other. We expect everyone to respect others, their families, culture and beliefs, as part of the high standards of behaviour that we have at Queen's Park CE/URC Primary School.

To achieve the best possible outcomes for our children, we created the 'Queen's Park Way', our behaviour and attitudes curriculum. This document sets out the fundamental attitudes and expectations that we explicitly teach pupils. We believe this helps to build pupils' character by supporting them to develop the outstanding learning behaviours, habits and attitudes that will enable them to succeed in later life.

To build character, we define the positive behaviours, habits, social norms and values that we expect our pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours over time, they become embedded habits that enable them to contribute positively to our school community and beyond every day.

The 'Queen's Park Way' is taught explicitly during the first week of Autumn term and is revisited and reinforced throughout the year. It is essential that all school staff know the details of this curriculum, demonstrate these behaviours and routines consistently, and teach them to pupils through the high standards we set and the reinforcement of our school vision. By doing so, we support each other to create a culture where pupils feel safe, can learn in an optimised environment and where teachers are free to teach unimpeded.

We recognise that all children are at a different stage of their social learning journey and that all behaviour is a form of communication. Through our consistent and positive approach, we aim to empathise and support children in gaining the skills to use appropriate methods of communication. We will offer support and/or intervention to build on the skills of the child and may seek external support where necessary

Alongside the 'Queen's Park Way' we implement the principles of Restorative Practice to help us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This

approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

#### **Aims:**

- To provide a framework that is trauma-informed and inclusive, ensuring that it is appropriate for all children at our school
- To create a therapeutic ethos in school whereby every member of staff responds to children's behaviour and emotions with insight and understanding based on neuroscience and trauma-informed techniques
- To create a nurturing, loving environment where children are not punished for having big feelings but instead are guided through them
- To develop self-aware, empathetic, and reflective thinkers whereby children are learning from their difficult feelings and behaviour and developing their emotional intelligence
- To support children through their difficult feelings and behaviour with the intention of teaching and guiding them through how to manage the same feelings/ situation differently next time
- To respond to children with connection and understanding rather than disconnection and rejection with the awareness that this will help create an opportunity to learn and for behaviours to change
- For all children to feel safe in our care, especially when they are overwhelmed with their feelings
- To develop positive mental health and wellbeing through this approach

#### **Legislation, statutory requirements, and statutory guidance**

This policy is based on:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2025) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE guidance explaining that maintained schools must publish their behaviour policy online

#### **Restorative Practices**

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable, and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others.' Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff have had training in the key principles of Restorative Practice (November 2023), and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

## **Positive Behaviours**

We hope that our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the door' approach or contact parents/carers by telephone/dojo.
- Reading records are used to send messages home or into school.
- Class dojo is also used to communicate with parents.
- The Parents' Consultation Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Celebration assemblies celebrate academic achievements and positive behaviour.
- Certificates and stickers that children take home.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

- humiliation – it breeds resentment.
- shouting – it diminishes us.
- over-reacting – the problem will grow.
- blanket punishment – this is unjust towards the innocent.
- harsh sarcasm.
- threatening children with someone else's discipline.
- using an area of the curriculum as a punishment (e.g., extra maths or no P.E.).

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to:

- School Ethos Council
- Play Leaders
- Eco Warriors
- Librarians
- Worship Monitors
- Wellbeing Monitors
- Maths Ambassadors
- Junior Leadership Team
- Pupil Governors

## **Building a positive community including rules and high expectations.**

Queen's Park CE/URC Primary School is a secure, friendly, and faith-centred community where we seek to realise the full potential of all through the living love of Christ. All our work with children and their families, staff, governors, parishioners, and the wider community is influenced by our core values which are:

*Love*

*Forgiveness*

*Trust*

*Respect*

*Honesty*

*Hope*

Our core values underpin our vision of '**For with God, everything is possible**' Our Vision is displayed in every classroom and spaces around the school for both children and adults to adhere to. The Restorative Behaviour Traffic Lights are displayed clearly throughout the school to ensure consistency and coherence at a whole-school level.

Daily worship is integral in building our community, deepening our relationship with God together and individually and uniting us through our core values. Weekly 'Class Worship' sessions always cover a wide range of topical issues to further develop the knowledge and understanding of the wider world.

Children are encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced. See Appendix 1 for an overview of the kinds of behaviour that would warrant different levels of consequences within the policy

#### **The school environment**

All of us should be proud of our school. It is the responsibility of staff and children to maintain this by looking after the resources and displays. Our classrooms should be tidy and well organised as this has a positive impact on behaviour. We should walk quietly around the building at all times, especially when passing through areas where other people are working. We should take care not to damage school property and displays and we should show politeness and consideration for others by holding open doors and tucking in chairs etc.

## **Worship**

We enter and leave our worship sessions silently, unless choosing to sing along to any music being played. We also sit silently during worship but should be keen to participate in any interactive parts in a positive and respectful manner. Staff wishing to issue instructions to children in worship, should usually do this using signs, where possible, rather than speech.

## **The dinner hall**

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. During their meal, children are expected to display good table manners, remain seated and talk quietly to the people at their table. After the meal, children should clear their plates and then walk to the playground or field. Adults should use the 'hand up' signal to gain attention if needed.

## **The playground**

Children are expected to respect the authority of all adults equally – there is no distinction between the authority of one adult to another. All children should feel safe outside and must be made aware of the importance of informing an adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that school values are being enacted and that any incidents are being properly dealt with within the restorative framework.

Children should:

- can only run when on the playground or field and must play in the designated areas where they can be seen by an adult.
- do not pick each other up or play fight and only play football when timetabled which is supervised by an adult.
- only go inside when they have an adult's permission e.g., to go to the designated toilets or for First Aid.
- must stop and stand silently on the first whistle, which signifies the end of break time. The class teacher or member of staff then calls classes individually to walk to their adult sensibly (no lining up).
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## **Possessions from Home**

Children should not bring toys or possessions (e.g., footballs or collection cards) from home unless for an organised day or if specifically given permission by an adult in exceptional circumstances.

## **School uniform**

Children are expected to wear correct school uniform at all times, as it gives the children a sense of pride and purpose and creates a cohesive community that encourages good behaviour. Guidance for school uniform is detailed on the website and available in print from the school office. All members of staff are expected to enquire into incidences of children not wearing correct school uniform and challenge this where appropriate.



### Uniform expectations

<p><b>(Winter)</b></p> <ul style="list-style-type: none"> <li>• White Blouse/Shirt</li> <li>• Blue Tie</li> <li>• Blue Cardigan or Jumper (with logo)</li> <li>• White Socks</li> <li>• Blue tartan skirt or pinafore</li> <li>• Black Shoes</li> <li>• Grey/White/Royal Blue Tights or Socks</li> <li>• Black School Shoes</li> <li>• (Girls can wear grey trousers in Winter)</li> </ul> <p><b>(Summer)</b></p> <ul style="list-style-type: none"> <li>• Yellow Checked Summer Dress</li> <li>• Blue Cardigan/Jumper (with logo)</li> </ul>	<p><b>(Winter)</b></p> <ul style="list-style-type: none"> <li>• White Shirt</li> <li>• Blue Tie</li> <li>• Blue Jumper (with logo)</li> <li>• Grey Black Shoes</li> </ul> <p><b>(Summer)</b></p> <ul style="list-style-type: none"> <li>• White Polo Shirt</li> <li>• Blue Jumper or Tank Top (with logo)</li> <li>• Grey Shorts</li> </ul> <p style="text-align: right;">Trousers</p>
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## **The Restorative Approach – Dealing with inappropriate behaviour.**

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

### **The Restorative Questions:**

**What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

**What were you thinking at the time? What do you think about it now?** What each person was thinking and feeling at the time, before and since.

**Who has been affected by your actions? How?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g., the school community and families.

**What do you need to do about it?** What those affected need to feel better, move on, repair harm, and rebuild relationships.

**How can we make sure this doesn't happen again? How can an adult help?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the Restorative ladder to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

<b>Active Listening</b>	
<b>Summarise</b> So there seem to be several things bothering you	<b>Encourage</b> Tell me some more about that... And earlier you...
<b>Reflect</b> So, you... (Repeating back last few words)	<b>Acknowledge</b> That sounds important. That sounds like that was difficult for you. (Also use body language e.g., nodding)
<b>Check</b> So did I hear you say... Am I right in thinking...	<b>Empathise</b> It's understandable that you are worried/upset about this This sounds tough...

Affirm	Clarify
Thank you for telling me that.	Can you help me understand that more?
I appreciate you talking about this with me.	

## Our Crown Curriculum

The Personal Development of pupils is a high priority at Queen's Park CE/URC Primary School where across the curriculum and in our everyday interactions, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated.

PSHE lessons, school assemblies, out of school experiences and after school clubs also contribute to the pupils' understanding and competency in managing conflict. Discrete lessons and assemblies are used to on a regular basis to ensure pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

## Practicalities

At Queen's Park CE/URC Primary School, we recognise that all children are unique individuals and therefore we are flexible in the way we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are proactive in adapting our approach to ensure it is suitable for the pupil's age and level of understanding.

Each class has a clear display of rewards, behaviours and potential consequences (see Appendix 1: Restorative Behaviour Traffic Light System), so that it may be referred to as part of a restorative discussion. We aim to help the children look at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

When working with pupils in the Early Years, our focus is on the initial stages of the Restorative Approach: helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with additional needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional, or mental health needs may require further adaptions which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

## Rewards

The children at Queen's Park work hard and behave well and we want to reward them for their efforts. Rewarding children regularly boosts their self-esteem and confidence and this in turn will help them learn. There are many ways we can reward our children such as with a smile, a well-done comment or a sticker.

We also reward children with dojo points, using an interactive reward system 'Class Dojo'. Children can receive dojo points daily for a range of things including showing our school values in action. They can also lose dojo points for being unsafe, disrespectful or irresponsible. Teachers also decide on dojo awards based on class need.

Dojo points accumulate over the weeks and children can exchange these in the school dojo shop.

### Level One Rewards:

#### Awarded for everyday good behaviour e.g. good listening, good manners, kindness:

- Verbal praise
- Positive comments in books
- Display and share work

- Dojos

### Level Two Rewards:

**Awarded for special acts of good behaviour such as consistent hard work and behaviour, completing all work:**

- Show work to member of SLT.
- Extra responsibility
- Dojo certificate

### Level Three Rewards

**Awarded for going above and beyond; excellent work and effort, being a great example to others, doing something special without being asked, significant change in behaviour for the better**

- Planet Dojo
- Certificate in Celebration Assembly

Children can also move onto the Planet Dojo, for showing positive behaviour and great learning.

### Assemblies

At Queen's Park assemblies form a regular and important element of the weekly school routine, which assists in promoting the positive behaviour ethos in school.

### Value Assemblies

Every week, all children take part in a collective worship linked to the one of our core Christian Values. Each class also has a designated Value area which displays the behaviour and values that are being taught during the half term. At the end of each theme, each child votes for a member of the class who has displayed these values. We have a celebration assembly where these children are rewarded for their positive behaviour.

### Celebration Assembly

Each Friday the whole school celebrates during our Celebration Assembly. Star badges and dojo certificates are awarded to one pupil from each class. We also celebrated reading and maths awards alongside classes with the highest attendance

## **The Restorative Approach and use of consequences**

When using consequences at Queen's Park CE/URC Primary School, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions.

Some children require time to calm down and this is an important part of developing a child's self-management skills. 'Calming time' can be offered to children before an incident is dealt with. Our Restorative Traffic Light System shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy. This has been developed with staff, governors and in particular, the children.

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from loss of privileges to reporting to the Headteacher for a temporary internal/external suspension (see Suspension policy). External agencies may need to become involved for behaviour monitoring and support. Some children may require an Individual Crisis Management Plan to manage their behaviour. However, in all situations, pupils will be treated within the Restorative Framework so that when they are calm, their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

## **Amber Sanctions**

### **Level One**

- Frown
- Disapproving look
- Verbal reminder of behaviour expectations (1st warning)

### **Level Two**

- Verbal reminder of behaviour expectations (2nd warning)
- Move position in class
- Removal of Dojos
- Calming time
- Time to catch up in work
- Reminder of how to get back to green

### **Level Three**

- Persistent low-level disruption after the two warning – a restorative conservation with an adult at break time.
- Work to be completed at break that has been missed
- No improvement – move to red sanctions

## **Red Sanctions**

### **Level One**

- Reflection with adult involved
- Restorative Conversation with all involved
- Parents informed via text

### **Level Two**

- Restorative Conversation with those involved
- Reflection—with phase leader
- Parents informed on the door or via phone call about persistent red behaviour

### **Level Three**

- Restorative Conversation with those involved
- Reflection—with DHT/HT/DSL

- Parents informed on the door or via phone call about persistent red behaviour

### **Support for behaviour**

In addition to the sanctions listed above; we have a robust pastoral system that offers our children the opportunity to work with the staff around school to change their behaviour pattern.

This could be with:

The class teacher is responsible for supporting a pupil. They may choose to employ any of the following strategies.

- Discussion with pupil, pupil's friends, pupil's parents
- Circle time discussion and support
- Setting informal targets and rewards – recorded on CPOMs

### **Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality) <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying of any kind is not tolerated at Queen's Park. Our PHSE, SMSC and Personal Development Curriculum teaches the children the importance of tolerance, forgiveness, and respect for difference. If any bullying does occur, it is dealt with in a timely manner following our policy guidelines.

### **Roles and responsibilities**

#### **The governing board is responsible for:**

- Reviewing and approving the written statement of behaviour principles (appendix 1)

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

**The headteacher is responsible for:**

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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 with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

**Teachers and staff are responsible for:**

- 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 through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

**Parents and carers where possible, should:**

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour 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 (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## **Pupils**

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

At Queens Park C.E/U.R.C Primary School we recognize that "one size does not fit all" and have created a holistic approach in order to try and support our children. Class teachers can seek support from our school SENCo and Safeguarding and Pastoral Manager and Pastoral Support who will decide collectively with parents/carers the best course of action which will enable the best outcome.

Additionally, available support may include:

### **Pastoral and Safeguarding Lead**

- 1 -1 support: Time spent with SLT – This will offer a period of reflection and an opportunity to discuss schools' expectations and gain an understanding to why we have them.
- Time Out Card
- Classroom Observation with completed observation and reflection sheets.
- Home/school communication book
- Restorative meeting with staff and pupils if required
- Behaviour agreement.
- Behaviour Contract individually or between children.
- Assigned Key Person (If they respond to certain member of staff)
- Links to outside agencies (Known as Universal Support, External Support)
- School Based Counsellor
- Internal Exclusion
- Pupil Support Plan
- Referral to Level Two (EHAT – Level Two support)
- Nurture Support
- Group mentoring. Inclusive of circle time
- Participation in our DESTY programme

### **SENCo/SLT**

- Modified Timetable
- Blended Timetable
- Universal Support (Bridge, LASC)
- Early Help Support
- Reasonable Adjustments
- Identification of underlying Mental Health or SEN needs
- Enhanced support IBP/Behaviour Crisis Plan
- Referral to outside agencies (Behaviour Intervention Team (B.I.T), Children's, Adult Mental Health Service (CAMHS), Educational Psychologist (EP))

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of SLT to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks, or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Off-site misbehaviour**

Sanctions 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 (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT will complete the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### **Serious sanctions**

#### **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT and the amount of time will be assessed on a case-by-case basis.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

### **Responding to misbehaviour from pupils with SEND**

#### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Reasonable adjustments such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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 the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Supporting pupils following a serious sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral staff
- A report card with personalised behaviour goals]

### **Pupil transition**

#### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

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.

#### **Training:**

- the proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

### **Monitoring arrangements**

#### **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by headteacher and Safeguarding Lead

The data will be analysed from a variety of perspectives including:

- At school level

- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

#### Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

#### Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-Bullying Policy

#### Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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 board annually

### **Universal Approach**

Whole School “Restorative Traffic Light System”

The Queen’s Park Way

Use of Consistent Praise

Development of positive, trusting relationships with a clear understanding of our expectations.

Parental phone calls to re-establish and reaffirm the relationship between school and home.

Reflection and the use of a time out card offered.

Parental Meeting with Class Teacher

Consistent and firm expectations from all adults in school.

### **Early Support (3 behaviour logs in a half term)**

Conversation with Phase Leader and Pupil which will lead to a parental phone call and logged on CPOMs.

Parental Meeting with ML and Phase Leader outlining our expectations.

Individual behaviour chart implemented with the support of weekly calls home by an assigned person.

Weekly observations by ML in both structured and unstructured time. (Observations to be logged on CPOMs)

### **Enhanced Support (escalation of behaviour logs)**

Individual Behaviour Plan will be implemented should there be no improvement. (Reviewed fortnightly by ML with the continued support of the weekly phone call home)

Nurture Support offered at lunch if required and if suitable

Early Identification of any SEN or a SEN review if required This may be supported with a discussion at School’s SEND Planning meeting

Support that may be implemented at various points on the IBP)

Amendments to pupil's curriculum

External Services i.e. B.I.T. School Counsellor, EHAT,

Observation by SLT twice a week with overviews logged on CPOMs.

**Risk of Suspension (further escalation of behaviour logs or significant incident)**

Meeting called with SLT, parents/carers and any external agencies involved as a matter of urgency.

Pastoral Support Plan initiated and to be reviewed every 4 weeks. There should be at least three of these meetings.

Internal Nurture as a part of the PSP.

Fixed Term Suspension - to commence should the behaviour deteriorate to a point in which he/she is no longer safe in school or the safety of others is compromised.

Managed Transfer

Permanent Exclusion is at the discretion of the Head teacher and only the Head teacher can make this decision. Deputy Head teacher will lead should for any reason the Head Teacher be away from school for a significant period.

# Green Behaviour

**Focused**

**Always being polite and  
respectful**

**We are all the same  
on the inside.**



**Being helpful to adults and  
classmates**

**Using good manners**

**100% effort in all lessons**

**Being a good friend to everyone**

**Being responsible**

**Being kind to others**

**Demonstrating Queen's  
Park Values**

**'Being your best self'**

**Treating everybody equally**

**be★  
your  
best★  
\*self**

# Green Rewards

## Level One

Positive comments in books  
Display and share work  
Dojos  
Stickers



## Level Two

Certificate in Celebration  
Assembly  
Show work to Mrs Kellett  
Dojo Certificate in Assembly

## Level Three

Dojo Message Home  
Placed on Planet Dojo  
Values Trophy  
50/100 Dojo Prize



# Amber Behaviour

- Persistent talking in class at inappropriate times.
- Running in the corridor
- Throwing small objects around the classroom
- Fidgeting and disturbing others



- Shouting out
- Making silly noises
- Being disrespectful
- Not listening to adults

- Telling lies
- Not enough work completed in a number of lessons.
- Disengaged
- Not looking after school's or other children's property



**Two warnings then straight to Red**

# Amber Sanctions

## Level One

Disapproving look directly  
clearly at child

Verbal reminder of  
behaviour expectations  
(1st warning)



## Level Two

Verbal reminder of  
behaviour expectations (2nd  
warning)

Reminder of how to get back  
to green



## Level Three

After two warnings—restorative con-  
versation with adult involved

Work to be completed at break that has  
been missed.

If no improvement, straight to red sanc-  
tions



**Three warnings—straight to red!**

# Red Behaviour

Aggressive behaviour towards another child or an adult

*Punching, kicking, hitting,  
biting, spitting, pinching*



Not following instructions from an adult

Persistent Amber behaviour with no improvement



Racial comments

Damaging property

Stealing

Swearing

Bringing inappropriate items into school.

Putting yourself or others in danger.

Bullying including

- Cyber bullying
- Homophobic bullying or use of homophobic language
- Persistent and targeted name calling



# Red Sanctions

## Level One

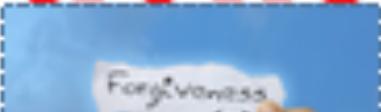
Restorative Conversation with those involved

Reflection—time out with those involved

Parents informed via text



think



Forgiveness



## Level Two

Restorative Conversation with those involved

Reflection—with phase leader

Parents informed on the door or via phone call about persistent red behaviour

## Level Three

Restorative Conversation with those involved

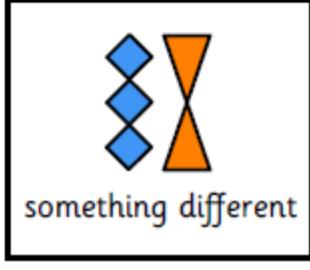
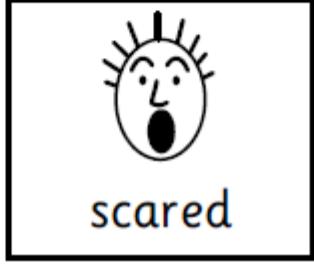
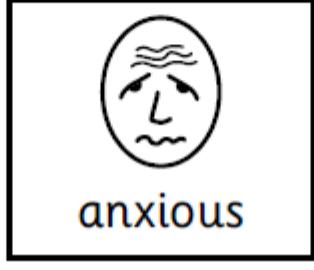
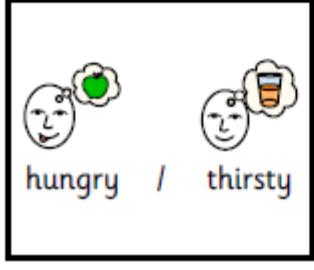
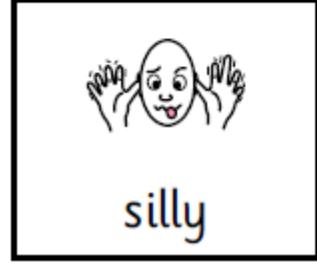
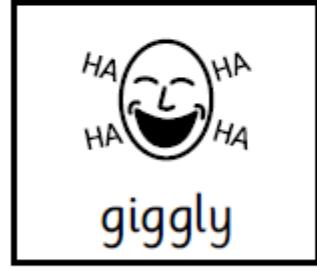
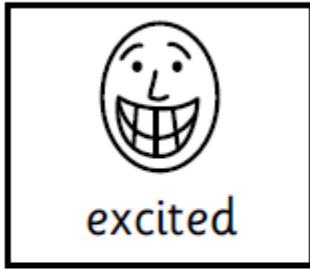
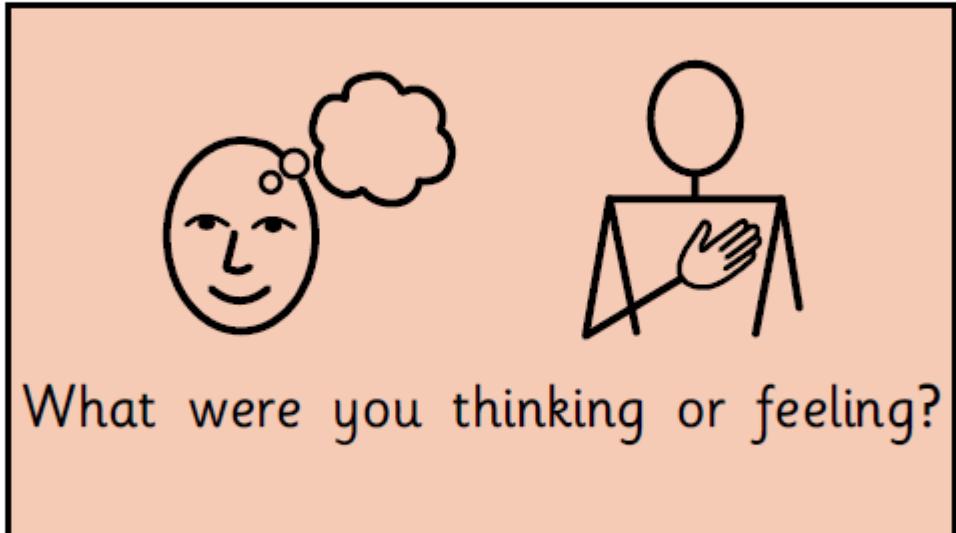
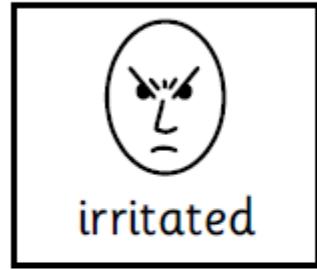
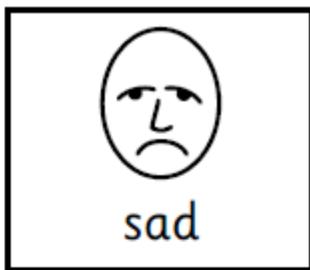
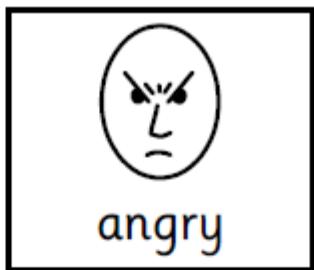
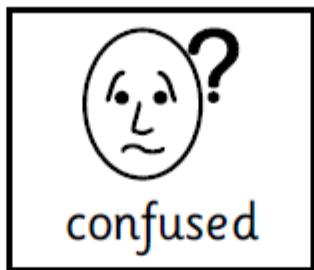
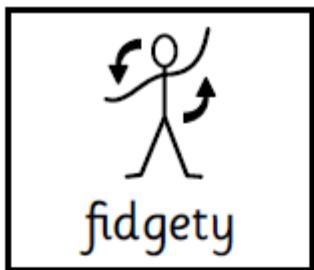
Reflection—with DHT/HT/Safeguarding Lead

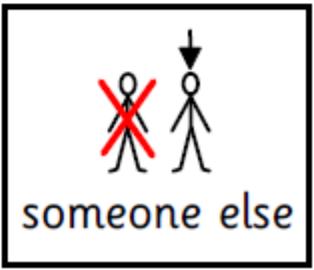
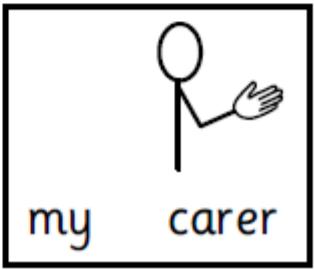
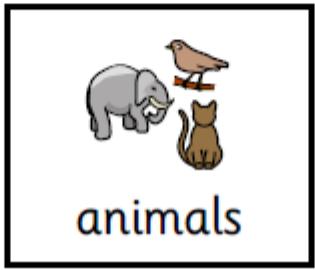
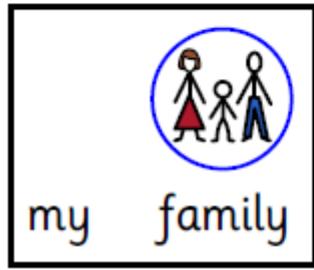
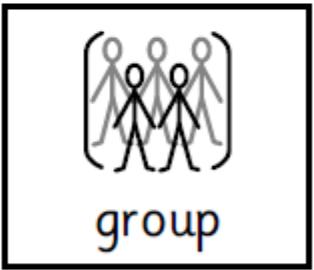
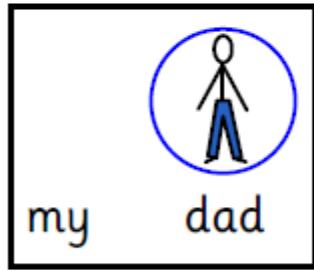
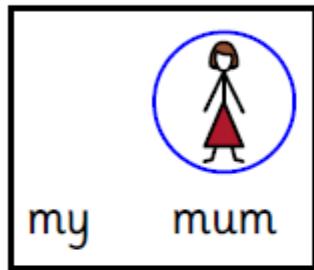
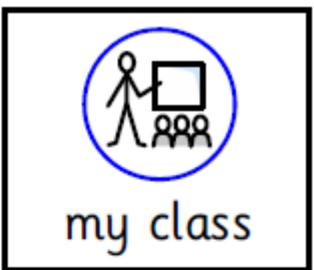
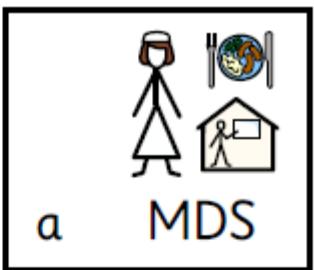
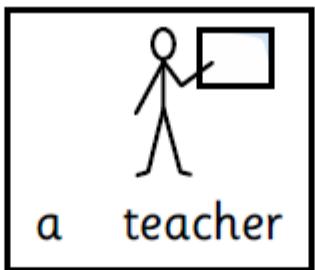
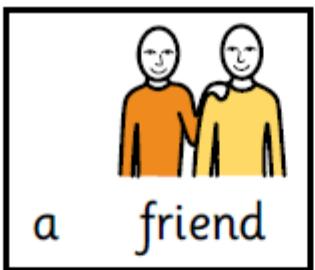
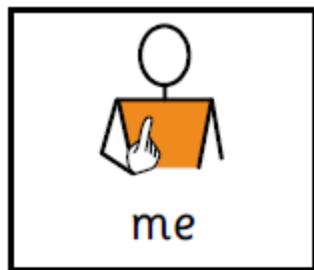
Parents informed on the door or via phone call about persistent red behaviour

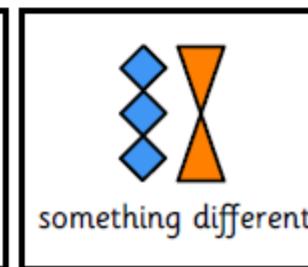
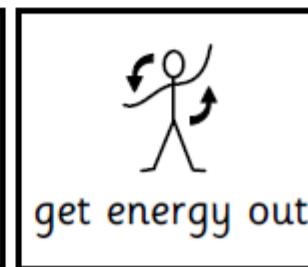
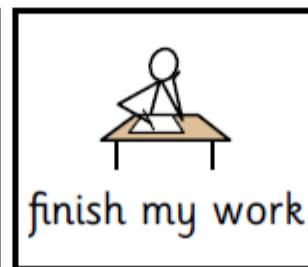
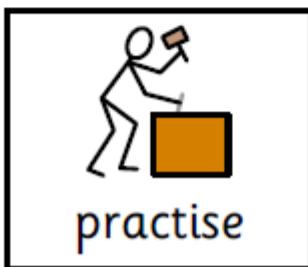
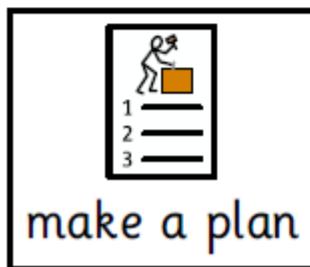
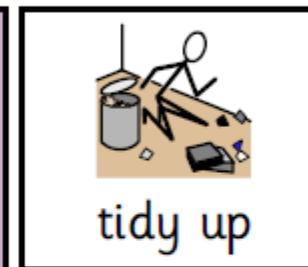
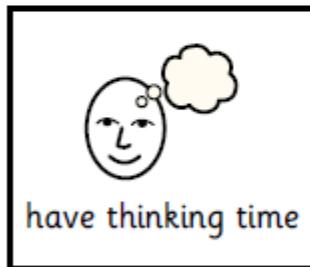
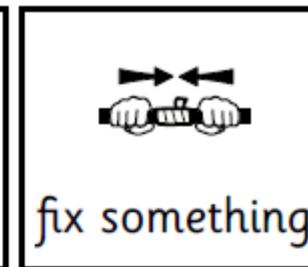
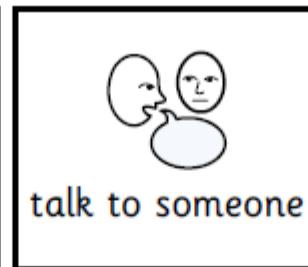
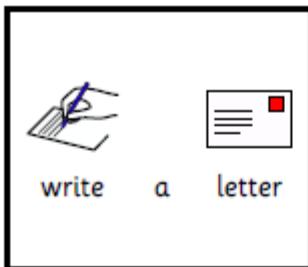
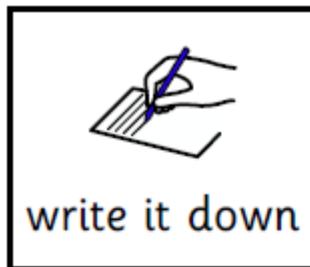


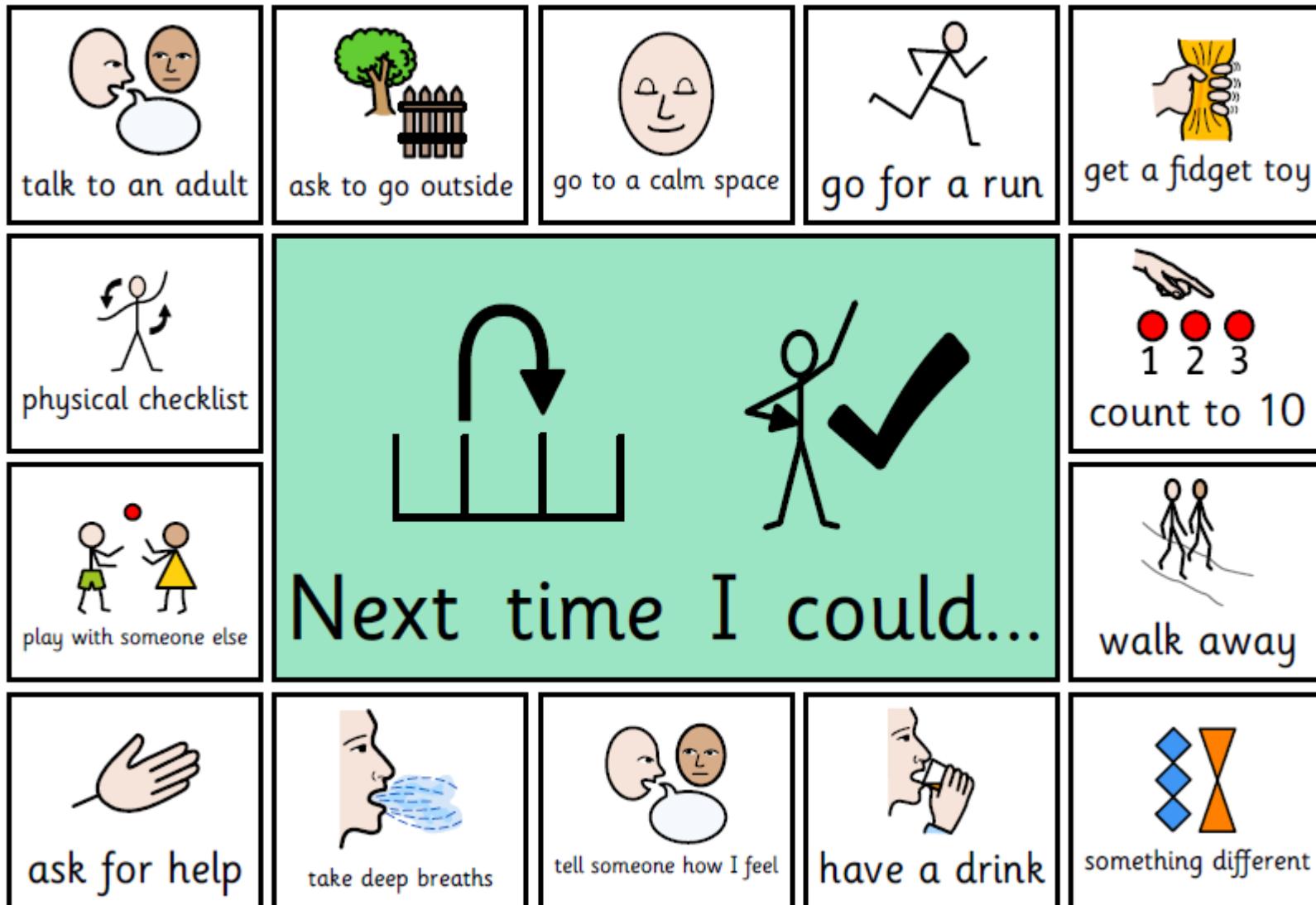
Three lunch time reflections over the course of a half term, letter sent home to parents to come to school and discuss behaviour with Class Teacher, Phase Leader and Safeguarding Lead











For with God, everything is possible.