

# Queensgate Primary School

## Behaviour Policy



<b>Date of Policy</b>	<b>Date approved by Governing Body</b>
Spring 2019	Spring 2019

<b>REVIEW SCHEDULE</b>			
<b>Date of next Review</b>	<b>Date reviewed by Governing Body</b>	<b>Change previous document (Y/N)</b>	<b>Date circulated (if changes)</b>
<b>Autumn 2022</b>	<b>Autumn 2022</b>	<b>Y</b> (addition of Inclusion team)	<b>Autumn 2022</b>
<b>Autumn 2025</b>	<b>Autumn 2025</b>	<b>Y</b> (updated to reflect current practice)	<b>Autumn 2025</b>

# **‘Nobody’s perfect. Everyone makes mistakes. But some mistakes will teach you great lessons and make you a better person...’ Derek Jeter**

## **1. Policy Statement**

Queensgate is committed to creating an environment where outstanding behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our Queensgate values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## **2. Aim of the Policy**

- To create a culture of exceptionally good behaviour: for life-long learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To support and help learners take control over their behaviour and be responsible for the consequences of it
- To continue to build a community which values kindness, care, good humour, good temper, inclusivity and empathy for others
- To provide a consistent approach to recognition, rewards and modifying behaviour
- To promote community cohesion through our inclusive practice and positive relationships
- To ensure that excellent behaviour is a minimum expectation for all

## **3. Purpose of the Policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## **4. Queensgate’s Behaviour Values**

- Be Respectful
- Be Responsible
- Be Reflective

In our Early Years classes, we talk to the children about how they learn and how they can be a...

- Tryatops
- Explorasaur
- Thinkadocus

## **5. Above and beyond/over and above – key ways to recognise these behaviours**

- Verbal message to parent at the end of the day in person
- Phone call home
- Stickers
- Praise postcards

## 6. Consistency in practice

- **Consistent language;** consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring 'certainty' at the classroom level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

### All staff

- Meet and greet in the morning
- Refer to the 3 Rs 'respectful, responsible and reflective' or in EYFS refer to Tryatops, Explorasaur, Thinkadocus.
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of ALL learners
- Use visible recognition mechanisms throughout day (Recognition board)
- Never ignore or walk past learners who are behaving badly (unless this is an agreed strategy for an individual child)

## 5. Code of Behaviour

- Queensgate's Behaviour Values underpins the Code of Conduct that runs through school and is encouraged by all.
- Each class will have a class 'Recognition Board' with the Queensgate behaviour values displayed. The children's photographs will be displayed and placed on the board and moved to the centre when that behaviour has been shown.
- Children will be expected and encouraged to show outstanding behaviour by being respectful, responsible and reflective
- The Values will be explained to the children and they will be frequently reminded of them.

Be Respectful – be respectful of others and yourself, respect your belongings, respect the school property, be thoughtful, be polite, be inclusive, be kind, be tolerant.

Be Responsible – be ready, be responsible for your words and actions, be organised, be resilient, be independent, be trustworthy.

Be Reflective – be analytical, think, reason, ponder and review your learning and behaviour.

## 6. Recognition and Rewards

We recognise and reward learners who go 'over and above/above and beyond' our standards. Although staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

- **Recognition board**
- **Houses and house points** – all children (Year 1- Year 6) have been assigned a house and will be rewarded points for showing behaviours that are 'above and beyond'. Points will be collected in class and collected by House Captains and announced in assembly. The house with the most points at the end of each term will be awarded a 'Non-uniform Day'.
- **Star of the week** – A Star of the Week Assembly will take place once a week in Star of the Week Assembly and a child from each class will be awarded a certificate for showing one or more of our Queensgate

Behaviour Values. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is key to developing positive relationships, including with those learners who are hardest to reach.

## **7. Managing and modifying poor behaviour**

Learners are held responsible for their behaviour. Staff will deal with behaviour without initially delegating.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

There are times that learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Queensgate we make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Some of our learners at Queensgate Primary School may have an individual Support plan/My Plan that is created by their teacher, support staff and Inclusion Manager.

Staff will use the steps in behaviour below for dealing with poor conduct. In Early Years, age appropriate adaptations are made to reflect the young age of the children.

### **The Redirection**

- Gentle encouragement, a 'nudge' in the right direction.

### **The reminder**

- A reminder of the expectations for learners to Be Respectful, Be Responsible and Be Reflective, delivered quietly and privately. The learner has the choice to do the right thing.

### **The caution**

- A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous positive conduct to prove that they can make good choices.

### **The Timeout**

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step
- Learner is given a final opportunity to reengage with the learning
- Time may be given to learner to calm down and/or diffuse the situation and then re-enter the learning environment. A timer can be used to facilitate this.
- If the steps above are unsuccessful, or a learner refuses to go to timeout, then a senior leader or middle leader should be involved to escort the learner to a different work space.

NB If an unwanted behaviour occurs at break time and the child reaches the 'Time Out' stage then she/he will spend their time out with the teacher on duty.

### **The Internal Referral**

Time spent with a senior leader away from their learning environment for the remainder of the lesson. Recorded on CPOMS.

## **Formal Meeting**

Meeting with the class teacher and a senior leader to record targets which will then be monitored. Parents to be notified. Recorded on CPOMS.

## **Restorative Meetings**

Restorative meetings will take place where there have been incidents of unacceptable behaviour, or conflict between friendship groups. These meetings are led by a teacher and give the children the opportunity to:

- Tell their side of the story,
- Express their feelings,
- Understand how the situation happened,
- Understand how it can be avoided next time,
- Feel understood by the others involved,
- Acknowledge the harm caused,
- Find a way to move on,
- Feel better about themselves.

## **A Serious breach**

- This is an incident that may lead to a suspension or permanent exclusion. Current guidance from the LA and DFE will be followed. Recorded on CPOMS.

Some learners who are struggling to change their behaviour over a sustained period or may have been involved in incidents in their lives that impact on their behaviour e.g. parental separation, bereavement will be referred to the Early Help SENCO. The services of other agencies might then be sought. For example, Stockport Inclusion Team to explore the reasons why they are unable to regulate their behaviour and to give them strategies to do so. Parents would always be involved at this stage.

## **Care and Control**

There are occasions when the restraint of pupils is necessary. Teachers, and other persons who are authorised by the Headteacher to have control or charge of pupils, may use reasonable force to prevent pupils from:

- injuring themselves or others
- causing damage to property, including their own property
- engaging in any behaviour which has a negative impact on maintaining good behaviour and discipline at the school or among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere.

School staff are authorised to use reasonable force to control or restrain pupils should the need occur. The school adheres to guidance given in Stockport Local Authority's 'Care and Control' document (March 2021) on the care and control of pupils. This policy is available on request. Reference should also be made to our Physical Restraint and reasonable Force Policy.