



Behaviour Policy

Last review: November 2024

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Rationale

At The Queenswell Schools, we create an environment where children

'Enjoy, Endeavour, Achieve, Together'

by promoting positive behaviour which is fundamental to the ethos of the schools. This policy recognises the importance of positive behaviour as essential to providing high quality learning experiences in a stimulating and supportive environment. We have high standards for the whole school community, follow the Queenswell Values and will not tolerate bullying in any form.

Aims

Through the promotion of positive behaviour, we aim:

- to enable children to develop self-esteem, respect of others, tolerance and compassion
- to promote an atmosphere of politeness, trust, honesty and fairness both within friendship groups and the whole community
- to encourage all members of the Queenswell community to take responsibility for the care and safety of others, their property and the environment
- to develop the sense of right and wrong and the ability to accept responsibility
- to help all members of the Queenswell community to accept and abide by our values

This policy is based on documents published by the Department for Education (DfE):

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [The Special Educational Needs and Disability \(SEND\) code of practice.](#)
- [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

Values

At the Queenswell Schools, we share values that are promoted by the whole school community. All staff must adhere to our school ethos at all times. Children displaying these core values will be recognised through house tokens and postcards home.

RESPECT	We use kind words and actions; respect each other and our property as we learn and grow
RESPONSIBILITY	We are positive role models, we take responsibility for our environment and our learning so that we can all succeed together
EQUALITY	We treat each other fairly, celebrating our differences together so we succeed in our own unique way
COMPASSION	We are compassionate, we show kindness and empathy to create a happy, caring environment where everyone is listened to
HUMOUR	Through fun and laughter, we enjoy our learning together. A smile costs nothing!
DETERMINATION	We are determined! Through our developing growth mindset, we show resilience and challenge ourselves.

***Behaviour is a form of communication and at times,
children can communicate in a challenging way.***

Roles and Responsibilities

All members of the Queenswell Schools community are responsible for ensuring that the Behaviour Policy is implemented at all times.

The Governing Body will;

- review and approve the written statement of behaviour principles (Appendix 1).
- review the policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

The Executive Headteacher/Heads of School will;

- ensure all staff are fully familiar and following the policy.
- monitor how staff implement this policy to ensure rewards and consequences (when needed) are applied consistently.
- keep the Governing Body informed about the quality of behaviour in the school.

The staff will;

- proactively implement the Behaviour Policy consistently with kindness so all pupils feel like they belong, are important and are valued.
- build open and constructive relationships that are sustained with humour and friendliness, establishing trust and belief that children will act responsibly within their stage of maturity.
- listen and endeavour to be consistent and fair.
- protect and develop children's self-esteem.
- foster a sense of caring for one another.
- model high standards of positive behaviour with all members of the school community.

- use the strategies in this policy to create a positive, calm environment, only raising their voice in order to prevent a risk of harm.
- meet and greet their pupils every morning to ensure a good start to every day.
- establish clear routines and expectations of work and behaviour.
- develop clear Classroom Charters, with the pupils, that are linked to the Queenswell Values stated in positive language and in terms of observable behaviour.
- use positive reminders about behaviour expectations and non-verbal cues (silent arm for whole class/school attention) to encourage positive behaviours.
- give frequent and specific praise and encouragement to pupils who are engaged and following instructions e.g. doing the right thing before addressing those that are not.
- separate any challenging behaviour from the child, remembering all behaviour is a communication.
- use humour and/or distraction techniques to support positive behaviour.
- provide a personalised approach to the specific behavioural needs of particular pupils.
- teach circle time weekly
- address behaviour incidents personally to build mutual respect (most incidents will not be escalated to senior leadership team - SLT).
- record behaviour incidents on Child Protection Online Management System (CPOMS).
- be alert to the signs of bullying and harassment and report any incidents as appropriate.
- the SLT will support staff in responding to behaviour incidents that include continuous low level behaviour, violence, swearing and disrespect towards adults.

The parents will;

- support their child in adhering to the Queenswell Values and following this 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.
- be positive with their child and reward them for good things they do at school.

The pupils will;

- follow the Behaviour Policy.
- follow the Queenswell Values.
- speak to an adult if anything is worrying them.

In Practice

Our Behaviour Policy is based on positive reinforcement and our pupils are rewarded for demonstrating the Queenswell Values of Respect, Responsibility, Equality, Compassion, Humour and Determination.

Behaviour Strategies and the Teaching of Positive Behaviour

At the Queenswell Schools, we have high expectations of behaviour and show respect for all members of the school community. This expectation is shared in a variety of ways:

- Zones of Regulation (See Appendix 4)
- Choice boards
- Now, next and then boards
- Weekly Value Assemblies
 - focus shared each week across the school and in the newsletter,
- Celebration Assemblies,
- Circle Time (Tuesday in the Junior School and Thursday in the Infant School)

- PSHE lessons,
- School Parliament Meetings,
- Establishing class charters,
- and Anti-bullying awareness.

Rewards and Positive Recognition

Positive recognition is used to promote the aims of the Behaviour Policy. It is used sincerely and meaningfully, thereby encouraging and reinforcing good behaviour.

Rewards and positive recognition include:

- Praise: describing the action for which the praise is given, comments on work, showing work/reporting actions to another class
- Positive verbal reports to parents/carers at the end of the school day
- Tangible awards: stickers, smiley faces on work
- Class Charter points
- Golden time (20 minutes' maximum per week)
- Choice Boards
- House tokens
- Individual reward charts/plans for targeted children

The Queenswell Values

Each week, two pupils who demonstrate the weekly focus of the half termly Queenswell Value will receive an Executive Headteacher's Certificate during Celebration Assembly; this is also celebrated in the newsletter.

At the end of each half-term, a child is selected from each class to receive a trophy which represents the focused Queenswell Value; they will also join a celebration tea with the Heads of Schools.

House Points

The House System at the Queenswell Schools has been created to provide the pupils with the opportunity to mix and work with others from different year groups, as well as instil a sense of pride and loyalty in each pupil.

Our four houses are:

Ruby, Sapphire, Emerald, Citrine

Each pupil and member of staff belongs to a house and siblings are in the same houses. House points are awarded for demonstrating the Queenswell Values. Pupils are awarded a house token which is then added to central boxes located in each school. At the end of each half term the winning house will be rewarded with a film afternoon with the Heads of School.

Class Charter Points

Pupils can earn points for demonstrating the Class Charter rules which are recorded using the online platform Class Dojos. At the end of the week the pupils will have Golden Time (20 minutes maximum) which will reflect the number of class charter points that they have earned across the week. One point will equal one Golden Time minute. Treetop pupils will use house point tokens for following the class charter rules as this is more tangible, instant and meaningful for them.

Should a pupil not earn the full Golden Time this is an opportunity for the class teacher to discuss with the pupil the behaviour expectations and offer any support that they may need. It is also a

time for the pupil to reflect on changes they can make for the following week. No pupil should consistently miss out on Golden Time as this would indicate that the pupil may need some more targeted behaviour support. All pupils in Treetops will receive their Golden time; an incident of poor behaviour will be supported with a positive social story.

Golden Wall Assembly

Golden Wall assembly is held each week in the Infant School and Treetops; two pupils are selected to share excellent work which is then displayed on the Golden Wall in the hall/ARP and celebrated in the newsletter. The pupils receive a sticker and a certificate from the Head of School/ARP leader.

Assembly Star Chart

To encourage positive behaviour in assemblies, classes may be awarded a star on the chart located in the hall. The class with the most stars at the end of the term will be rewarded with a film afternoon with the Head of School.

Each classroom will have on display;

- The Queenswell Values
- Class Charter
- Class Charter Points on the IWB or iPad (using Class Dojos as a platform)
- The British Values

Consequences

We are committed to being an inclusive school and strive to ensure that all pupils have a clear understanding of the consequences of inappropriate behaviour. Pupils are fully supported by staff to learn to manage their own behaviour and procedures and sanctions are applied fairly by all.

We separate the behaviour from the pupil and do not confront challenging behaviour in public or in an aggressive or punitive manner. Incidents of inappropriate behaviour should be investigated fully to ensure that staff have the full picture before apportioning a consequence. Where possible consequences will happen on the same day as the incident, to allow reflection time for the pupil and for a fresh start the following day.

The consequences for not following the class charter rules will be a reminder of the expected behaviour, followed by a warning, followed by a reflection time in a foster class or the communal area for Treetop children. This process could be different if a child has behavioural needs e.g. ADHD.

Every member of the Queenswell team will use the positive behaviour strategies with the pupils to ensure that time out of class is a rare occurrence and that pupils are encouraged to turn around any negative behaviour.

Each lesson is a fresh start and a chance to change their behaviour.

When pupils do not behave appropriately, there is a graduated response of consequences.

These are;

- A reminder of the expected behaviour
 - E.g. Remember that we put our hand up when we have something to share, thank you.
(The expected behaviour is shared, and the unwanted behaviour is not mentioned. By saying thank you at the end of the statement, you set an expectation that it will be followed)

- Given a warning. A clear explanation of the unacceptable behaviour will be given and the expected behaviour will be shared.
 - e.g. When you call out, I feel that you are not showing respect, so I need you to put your hand up when you have something to share, thank you. I know you can do it.
- Time out in the foster class/communal area to refocus. Time will be dependent on the pupil and the incident and a clear explanation of why they need time out to refocus will be given.

All incidents which require time out of class, physical or emotional abuse must be recorded on CPOMs and reported to the parents/carers of the pupil.

Incidents of a more serious nature are rare at the Queenswell Schools but when they do occur, they will be fully investigated and there will be a graduated response of consequences.

- Discriminative comments surrounding protective characteristics will result in an initial one-day internal suspension in either the Infant or Junior School.
- Swearing will result in an initial half-day internal suspension in their foster class. Should there be a second incident this will increase to a one-day internal suspension in either the Infant or Junior School.
- Stealing will result in an initial half-day internal suspension in their foster class. Should there be a second incident this will increase to a one-day internal suspension in either the Infant or Junior School.
- Any physical abuse will result in a loss of free time either break time or lunch time.
- Damaging property/misusing property will result in a loss of free time either break time or lunch time.

In the Treetops;

- Any physical abuse towards peers or adults will result in time out in the break out room, sensory area or outside to regulate themselves. All incidents will be reported to parents. Once they are regulated a social story will be shared with the use of the Zones of Regulation.

The Senior Leadership Team will always be made aware of the above more serious incidents and will speak to the pupil. The adult who investigated the incidents will ensure that they speak to the parents after the incident (if possible) or at the end of the school day.

Liaison with Parents

Working in partnership with parents/carers is vital to ensure that pupils at the Queenswell Schools demonstrate good behaviour at all times. We are strongly committed to a positive, working relationship between school and home. When a pupil presents with challenging behaviour the school will work alongside the pupil's parents/carers at the early stages to try to resolve any behaviour issues.

Suspensions

Suspensions are used very rarely as a consequence for extremely inappropriate behaviour. Suspensions may be internal (when a pupil is sent to spend a day in another class within school) or external, which is when a pupil is not allowed into school for a set time period. A pupil may be suspended on a temporary basis (up to five days) or on a permanent basis. The school always follows Local Authority Guidance. A pupil may spend the period of their suspension at home or at Northside Primary School and work is always provided. Parents/carers have the right to appeal against the exclusion to the Chair of Governors.

In line with the most recent DfE statutory guidance ([Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement; August 2024](#)), the school reserves the right to make an exclusion permanent. A decision to exclude a pupil permanently will be taken by the Executive Headteacher:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

Lunchtime Suspension

Pupils whose behaviour is disruptive at lunchtime may be excluded from the school premises for the duration of the lunchtime period. This will be treated as a fixed term suspension and parents will have the same rights to gain information and to appeal.

Behaviour Outside School

Pupils' behaviour outside school is subject to the School's Behaviour Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school. If a pupil's behaviour whilst in school uniform is poor and meets the school criteria for exclusion, then the Executive Headteacher may decide to exclude.

Malicious Accusations against Staff

This behaviour is deemed as serious and will be fully investigated. If the investigation meets the school criteria for suspension, then the Executive Headteacher may decide to suspend.

Positive Handling

On very rare occasions, as a last resort once all other strategies have been exhausted, it may be necessary to use 'reasonable force' to prevent harm to themselves or others. This will only be used if a pupil's behaviour puts them or another pupil/staff member at risk of harm and will only be applied using the minimum amount of force and for the minimum amount of time possible.

All cases where 'reasonable force' has been used will be recorded and then be thoroughly reviewed by the SLT. Parents/carers will be informed on the same day. Please refer to the Positive Handling Policy.

Confiscation and Searching

Should a child bring something to school that is not part of essential school equipment or cause disruption to learning/harm towards others with a personal item, then this may be confiscated by a staff member. The length of confiscation will be dependent on the behaviour incident at the time. The confiscated item may be returned to the child or in some cases to the parent/carer.

If a child is suspected of having a prohibited item on their person or amongst their belongings, then a member of the Senior Leadership Team will search the child without the permission of the parent. The search will always take place in an office with two members of staff. The parents will be informed on the day of the search. This will also be recorded on CPOMs.

Prohibited items include;

- knives and weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,

- fireworks,
- pornographic images,
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Depending on the item, Children's Services and the Police may be contacted and the item may be destroyed.

Appendix 1

Definitions

Challenging behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious challenging behaviour is defined as:

- Repeated breaches of the school values/class charters
- Disruption of whole-class learning
- Any form of bullying
- Vandalism
- Stealing
- Fighting
- Swearing
- Violence towards peers or adults
- Any discriminatory behaviour
- Any malicious accusations against the school or staff
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks

Bullying

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

Bullying is:

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

Bullying can include;

- Emotional – being unfriendly, excluding, tormenting
- Physical – hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial – racial taunts/gestures
- Sexual – explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, inappropriate touching
- Direct or indirect verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying - takes place online, through social networking sites, messaging apps or gaming sites

All staff should be vigilant in recognising bullying behaviour by:

- noting and acting upon parent/carer concerns;
- monitoring incidents;
- identifying patterns;
- listening to comments made when teaching about bullying;
- having an awareness of our Online Safety Policy.

When disclosures of bullying occur, the following steps may be taken:

- Talking with the "target" about their feelings and the people who are involved in the incident.
- Talking with the people involved. This will include bystanders/colluders who joined in but did not initiate any bullying. The adult should make it clear that the bullying behaviour is unacceptable.
- The incident should be recorded on CPOMS and assigned to a member of SLT. Details should include place and time of bullying, events immediately preceding the incident and actions following the incident.
- The group will be asked to take responsibility and decide ways of resolving the issue.
- Each member of the group will be asked to suggest a way in which the target could be helped to feel happier. Positive responses will be used as encouragement.
- The meeting will end with the teacher asking the group to take responsibility - and will arrange to monitor how things are going.
- At the end of the day, parents and carers of both the "target" and the "perpetrator/s" may be informed and asked to support the school's action at home and make an appointment to discuss the incident.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- working with the Child and Family Support Worker;
- reassuring the pupil;
- offering continuous support;
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrong doing and need to change;
- informing parents or carers to help change the attitude of the pupil.

Appendix 2 – Governors Statement of Behaviour Principles

The Flourishing Schools Federation

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Rationale and Purpose

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Executive Headteacher/Heads of Schools.

The statement has been adopted by the Governing Body as a whole, following consultation with the Executive Headteacher, parents, staff and pupils.

The Governors of the Flourishing Schools Federation, believe that high standards of behaviour lie at the heart of a successful school and this enables pupils to reach their full potential.

At The Flourishing Schools Federation, we value everyone as an individual and relationships are underpinned by our values. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to provide guidance for the Executive Headteacher in drawing up the policies so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in the school, as well as taking full account of law and guidance on behaviour matters.

Principles

- Every pupil has the right to learn but no pupil has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- All members of the school community should be free from discrimination, harassment, victimisation and any other 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 to the pupils at all times
- We seek to give every pupil a sense of personal responsibility for his/her own actions
- The schools' policies will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a pupil's behaviour
- The schools' policies will clearly reflect the school's approach to suspensions
- The schools' policies will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, pupils with special educational needs and all vulnerable pupils
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

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

Appendix 3 – Positive Behaviour Strategies

The main features are that the adults in school:

- look for and name out loud the specific behaviour that they want to encourage
- praise at least two pupils when they see them doing as they are asked, making sure that this is done publicly therefore ensuring that other pupils are reminded and given the chance to exhibit the expected behaviour
- praise the target pupil or group of pupils when they show the expected behaviour
- regularly and publicly use the reward systems to highlight the importance of appropriate behaviour

Positive Phrasing/Rephrasing

It is extremely important to phrase instructions positively even when dealing with inappropriate behaviours. Rather than 'telling them off' we ask the pupils to tell us which school value they have broken and what they need to do about it. This encourages the pupils to think about what they have done, to take responsibility for their own actions and gives them the opportunity to put things right themselves without the need for punishment. The consequences are not intended as a punishment but to help the pupils to learn that when they choose to break a value there is a consequence. Over time the pupils learn that the values and consequences apply to everyone and are therefore less likely to feel that they are being treated unfairly. Adults may need to remind some pupils of this more frequently than others.

Examples of Positive Phrasing

When a pupil is breaking a school value always try to take a few seconds to think of a positive way to phrase your comment.

For instance, when a pupil has called out without putting his/her hand up there are various things that you could say:

- I can tell that you want to answer questions but remember to put your hand up without calling out, or
- Remember, I only ask people who put their hand up without calling out, or
- I'm going to ask **name** because s/he put his/her hand up and waited without calling out

In this instance the adult could choose another pupil to answer the question or wait while the target pupil raises his/her hand and then says:

- Well done, for putting your hand up then letting the pupil answer the question

None of these phrases criticise or punish the pupil for making the mistake of calling out.

In a whole class situation remember to refer to the school values regularly and give praise whenever you see them being followed.

For instance, before asking pupils to line up for assembly/play time, etc. use a positive phrase to encourage them to do so quietly and sensibly.

- In a minute I am going to ask you to line up by the door. I will be looking to see how many pupils I can give house token to for walking quietly to the door and standing without talking.

Remember to praise the pupils who are able to do so with house tokens. It is not necessary, or helpful to point out those pupils who have not managed to do as you asked. When a pupil behaves inappropriately wait until all of the pupils are in assembly/have gone out to play and talk to the

pupil/pupils about how they could improve – still talking in a positive way. Give them the opportunity to practise and achieve what you have asked them to do and then give them the same reward as the other pupils, perhaps saying that next time you ask them to line up you know they will be able to do so.

Remain positive at all times, research shows it takes nine positive comments to outdo one negative comment.

Zones of Regulation

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help