



Behaviour Policy

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

	Date	Signed
This Policy was adopted on	12.1.24	
To be reviewed	13.1.25	

Queniborough C.E. Primary School Vision Statement

*With **JESUS** at our side, We **ACT** with a sense of right and wrong.*

*We show **LOVE** by being kind to everyone.*

*We **WALK** through each day with modesty in all we do.*

Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. It promotes a community where bullying is not acceptable. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Queniborough Church of England Primary School, we aim to promote the children's social development skills by early intervention, and by promoting appropriate and positive behaviour, hard work, self-discipline and respect for others. The school expects every member of the school community to behave in a considerate way towards others. Expectations of behaviour may be adapted for some children.

This policy should be used in conjunction with our Safeguarding, Anti-bullying and Exclusion policies and our complaints procedure.

The policy will also be used in conjunction with the school's legal duties under the Equality Act 2012, the Children and Families Act 2014 and in respect of Special Educational Needs and Disability code of practice (2014) and Keeping Children Safe in Education (KCSIE).

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

This will be achieved by:

- Supporting the Christian ethos and values of the school.
- A whole school approach.
- All staff being responsible for maintaining the high expectations.
- Ensuring that expectations are easily remembered, understood, and consistently observed.
- Supporting the Christian ethos and values of the school
- Effective communication between home and school to support all children's behaviours.
- Ensuring all staff have appropriate training and support.
- Ensuring appropriate support systems for children as necessary.
- Providing relevant pupil information on transfer.

Behaviour in School

The school has high expectations and rewards those pupils who follow these behaviour expectations, which impact the ethos of kindness and co-operation across the school. Children are expected to complete the work and activities set in class to the best of their ability. Expectations are shared and discussed in whole school activities and reinforced by class teachers with their classes. Expectations and ways that these are achieved are shared visually across school and regularly discussed with pupils. In this way, every child in the school knows the standard of behaviour that we expect in our school and community.

Rewards and Consequences

We **praise and reward** children for good behaviour in a variety of ways. For example:

- Children are praised and congratulated verbally.
- Children may visit other members of staff and the head teacher to share work.
- Children are given team points and dojos.
- At the end of each term a team prize is awarded to the winning team.
- Stickers, stamps and certificates linked to learning and positive behaviours are given.
- Golden Book Certificates in Friday Time to worship.
- Christian Values Certificates in Friday Time to Worship.
- Group and individual prizes linked to positive class behaviours may be given.

Rewards may be given individually and in groups, teams, and classes to ensure individual behaviour is rewarded but that children can see how their behaviour can impact their class and school.

Individual names will not be displayed regarding positive or negative behaviours. Behaviour may be discussed and identified with rewards being shared. Sanctions will be given individually in way that they support a child in understanding how they have made the wrong choices with their behaviour and how they can improve.

The school has agreed behaviour sanctions (see Appendix 2) which identify an escalating level of consequences. This will be applied in an age appropriate/developmental stage manner.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately in trying to stop any further occurrences of such behaviour. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See anti-bullying policy)

Staff may intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and only trained staff will intervene.

Record Keeping

Incidents meriting severe consequences will be recorded using Arbor. These incidents will be monitored regularly, and additional support and intervention will be provided. Lunchtime incidents will be recorded in books and shared with relevant teaching staff and SLT. In some circumstances, a child may have a Behaviour Plan or risk assessment in place, which will be reviewed regularly. Meetings will be had with parents as necessary where there are concerns about behaviours. All interventions and sanctions will be agreed with class teachers and parents to ensure support and outcomes are appropriate for the pupil involved, especially those with SEND. The school will refer and liaise with external agencies as necessary to support and guide the progress of each child when necessary.

The role of the Headteacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by:

- Implementing the policy,
- Setting the standards of behaviour,
- Supporting staff in the implementation of the policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour. The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of unacceptable behaviour, the Head teacher may permanently exclude a child. Governors will be informed of this.

The role of parents

The school will work collaboratively with parents. We will share and explain the school expectations, and these are displayed around the school. We expect parents to read these and support them to enable children to fully understand what is expected of them at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We actively seek a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

Allegations

Disciplinary action will be taken against pupils who are found to have made malicious accusations against any member of school staff. This will be treated on an individual basis and could result in exclusion.

Fixed term and permanent exclusions

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. Exclusion will be the last resort after a range of measures have been tried to improve a pupil's behaviour. Alternative additional provision may be made working in partnership with other agencies.

The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee that is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

Monitoring



The Head teacher monitors the effectiveness of this policy on a regular basis, and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix 1

Our school expectations

<p style="text-align: center;">At Queniborough School we walk and work as a team to create a happy and supportive learning environment.</p> <div style="display: flex; justify-content: space-between; align-items: center;">  <p style="text-align: center;">Act Justly, Love Mercy, Walk Humbly Micah 6-8</p>  </div>						
Belonging	Love	Compassion	Friendship	Honesty	Peace	Respect
Take care of each other.	Accept everyone.	Listen to others.	Help others. Be kind.	Tell the truth.	Be kind to others.	Think before you speak and do.
Take care of the school.	Respect and understand the differences between different people.	Care for others.	Talk to others.	Admit when you are wrong.	Understand the feelings of others.	Respect others' ideas.
Look after the resources we have.	Respect and understand the differences between different people.	Support the children in my class and school.	Know when people need space.	Talk about feelings – happy or unhappy.	Solve problems and find solutions together.	Listen to other adults and children.
Ask and answer questions.	Care for others.	Speak to others kindly.	Do what you will say you'll do.	Share your feelings and thoughts with a trusted adult.	Listen and share views.	Treat others as you'd like to be treated.
Join in conversations.	Be helpful to others.	Apologise when mistakes are made.	Invite people to join in a game or activity.		Get along with others.	Be polite.
Listen to different views.	Keep yourself and others safe.	Offer to help others.			Work in and move around school at noise level requested.	Try to avoid distracting and interrupting others.
Agree and follow the same expectations for success.	Be kind to everyone.	Be happy when others do well.			Use a calm voice when talking about ideas.	Keep hands and feet to yourself
Make sure everyone is involved.		Make sure everyone is involved.				

The expectations are displayed in all classes and around the school. They are used to inform children of how they should behave in school. They link to the Christian Values and Route to Resilience.

Appendix 2 Behaviour Sanctions

Behaviour sanctions

Verbal Warning	
<ul style="list-style-type: none"> • Low level disruption e.g. talking/ distracting others. • Unkind comments 	
Time Out (removal from situation)	
<ul style="list-style-type: none"> • Continuing low level disruption • Name calling/ being unkind. • Hurting: physically/verbally • Failure to comply with expectations 	Time out from class or other children, limited to age of pupil in minutes
Missing Lunchtime/Playtime	
<ul style="list-style-type: none"> • Continuing low level disruption • Lack of respect • Answering back/arguing with an adult • Failure to complete work in allocated time or to expected level. • Aggressive behaviour: hitting, punching etc. • Swearing/verbal abuse/discrimination • Lying • Bullying: selective friendships /deliberate exclusion 	Text Message sent to parents. Record in book & on Arbor
Internal Exclusion	
<ul style="list-style-type: none"> • Ongoing/continuing disruption • Putting others/themselves in danger • Failure to follow direct instructions. • Sustained deliberate/unprovoked aggressive behaviour. • Escalated instances of bullying • Repeated discrimination • False allegations against others • Spitting • Misuse of social media • Repetitive swearing/ verbal abuse 	Letter to Parents from HT. Meeting with parents' child & HT Record on Arbor
Exclusion	
<ul style="list-style-type: none"> • Repetitive violence • Serious false allegations • Serious bullying • Serious discrimination • Serious misuse of social media • Child is at serious risk to themselves and others 	Exclusion Policy followed

The behaviour sanctions will not be displayed in class but may be used to explain to a pupil why a sanction has been given and will also be linked to positive expectations. The behaviour sanctions will be interpreted in an 'age/developmentally appropriate' manner. For children with SEND the behaviour sanctions will be discussed and agreed with parents to ensure that their needs are being supported and not being unfairly sanctioned. In this case additional support will be provided and obtained. In some other instances sanctions will be at the discretion of the staff and in agreement with parents. Where possible sanctions will take place on the same day, with some used as an opportunity for de-escalation to allow a pupil to regulate their behaviour and feelings. This will be done in a supportive way and agreed between home and school.

Appendix 3 Written Statement of Behaviour Principles

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The Governors at Queniborough C.E. Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Queniborough C.E. Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Head teacher has a duty to publish the statement on the school website.

The Head teacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Queniborough C.E Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these expectations to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student, and the Head teacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally, and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.

- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Head teacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil

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