



The Queen's Church of England Primary School
Encouraging every child to reach their full potential, nurtured and supported in a Christian community
which lives by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Behaviour Policy

Agreed by: Pastoral Committee
Date: October 2018
Review Cycle: 2 years
Next Review Date: October 2020

All the Queen's School policies should be read in conjunction with the Equality Policy

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Business Manager



The Queen's Church of England Primary School

BEHAVIOUR POLICY

Aims

- To create a happy, secure, spiritual and rich learning environment for all pupils and staff
 - To create a partnership between home and school
 - To enable children to manage their own behaviour and grow to be responsible citizens in our community.
 - To ensure that the school's Christian values of Love, Compassion and Respect are demonstrated in daily school life.
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As a Christian community, and in common with many other world faiths, we encourage the children of The Queen's Church of England Primary School to behave towards one another in the same way as they would expect others to behave towards them.

'Love one another as I have loved you.' (John ch15 v12)

It is with this Christian understanding of how we should behave towards each other, combined with the knowledge that we are all made in the image of God, and created to be the fullest reflection of him, that we have developed these key principles in joint consultation with our school community.

At The Queen's School, all have a responsibility to support the school in maintaining high standards of behaviour so that our children are able to be confident, motivated, happy, self-disciplined, healthy, caring, loving, compassionate, respectful, aspiring and well-supported young people.

Pupils and Staff

All pupils and members of staff are expected to show consideration and respect for each other:

- To sort out all problems in a calm, respectful, non-confrontational manner
 - To contribute to a loving, compassionate and respectful environment
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Children

Children are entitled to:

- A safe secure environment conducive to effective and stimulating learning
- Consultation about the school behaviour guidelines and expectations through school and class councils
- Adults in school setting a good example
- Freedom from physical and verbal abuse
- A fair, consistent, clear and calm approach to discipline
- A right to be heard if there is a problem

Adults

Adults in school are entitled to:

- A safe, secure environment conducive to effective and stimulating learning, free from physical and verbal abuse
- Work and teach throughout the day without undue disruption caused by unacceptable behaviour from children or other adults
- Stop physical and verbal abuse between children
- Give priority to the needs of the majority of children, whilst at the same time recognising the needs of the individual child
- Identify the causes of the child's unacceptable behaviour, help to modify it and seek help and support from others in doing so
- Expect parents and carers to help prepare their children to meet the school's expectations and behave in ways that are acceptable to the school community
- Implement sanctions when children behave in unacceptable ways, including in extreme circumstances, assistance with exclusions

Parents and Carers

Parents and Carers are entitled to:

- A school environment, which is safe, spiritual and stimulating for their child
- The highest expectations for their child in all areas of school life
- Regular information and consultation with the school about the child's progress
- Early notification from the school of any problems with their child's behaviour
- Opportunities to help address their child's behaviour

Code of Conduct

The Golden Rules

- Be gentle
- Be kind and helpful
- Work hard
- Look after property
- Listen to people
- Be honest

The Golden Rules are displayed in each classroom, playground and lunch hall.

Class Contract

In addition to the Golden Rules, at the start of each academic year, each class along with their class teacher collaboratively draws up a list of class rules that are signed up to by every member of the class as a contract between pupils and teacher.

Rewards

Most of the time, children behave well, make good choices and behave according to the school's Christian ethos which lives and learns by the values of Love, Compassion and Respect; this behaviour is rewarded with praise, encouragement, recognition and celebration.

KS1

Recognition may take the form of:

Verbal praise

Blue Card

Stars / Stickers

Certificates in weekly Celebration Assembly

Nuggets awarded for class rewards

KS2

Recognition may take the form of:

Verbal praise

Blue Card

Stickers

Certificates in weekly Celebration Assembly

Housepoints awarded for individual rewards that also benefit a 'house' ¹

Nuggets awarded for class rewards²

Sanctions

If required, sanctions will be applied consistently and fairly. It is only in rare circumstances that whole class sanctions are administered. All members of staff are responsible for promoting positive behaviour and must not accept inappropriate behaviour.

¹ Class teachers divide children into House teams when they enter Year 3; if children have an older sibling in the school, they will be put into the same House as their sibling. Houses will aim to have an even number in each class, within each team there should be an even spread of:

Sporting ability, Gender and Academic ability

² Nuggets are transferred from the full jar of nuggets into an empty jar, this signifies 'Nuggets Gained'; when the latter jar is full the class earns a reward. Rewards are chosen by the children in unison with the Class Teacher, this may be a (U certificate) DVD, a chance to have an extra lesson of their choice, an afternoon of games etc. If food is to be a part of the treat it must be Healthy and Allergy Friendly to promote Healthy Living (e.g. popcorn, fruit and vegetables). Nugget Rewards should occur no frequently than once per term so that Learning Time is not adversely affected.

Sanctions Procedure

If the Golden Rules and Class Contracts are not adhered to, then a series of sanctions follow, as set out below.

All children begin each day on the **Green Card**

Children can progress onto the Blue Card for Good Behaviour and Good choices

Pupil makes a negative choice and does not adhere to the Golden Rules or Class Contract

- Pupil is given a **warning** and reminded of the rules and expectations of behaviour.
- They are reminded that they have a choice in their behaviour and that they should now make a positive choice.
- If necessary these choices may be discussed in further detail to help support the child.

Pupil continues to make negative choices

The child's name is put on the **Yellow Card** that is displayed in the classroom. This is also recorded by the teacher on a class list/spreadsheet.

- They are again reminded that they have a choice in their behaviour and that they should now make a positive choice.
- If necessary these choices may be discussed in further detail to help support the child.
- It is also made clear at this stage that if they continue with the negative behaviour, they will be put on the Red Card.

Pupil changes their behaviour positively

This is recognised by staff

The child is **praised specifically** for the positive choice they have made

Pupil continues to make negative choices

Pupil's name is moved to the **Red Card** - this means that there is a consequence of **missing part of their playtime**. This is decided by the member of staff according to the age of the child and the severity of the behaviour exhibited. The Pupil is sent to a member of the SLT for their name to be recorded in the **Red Book** (in the Headteacher's office) if a child gets their name in the Red Book **3 times in a half term, then this is communicated to their parents/carers and intervention considered.**

Pupil changes their behaviour positively

This is recognised by staff

The **child is praised specifically** for the positive choice they have made. The **child's name is removed from the Yellow Card** and returned to the Green Card

It is important to note that each day is a new, fresh start for the child
Each child begins each new day on the Green Card

N.B. If a pupil exhibits extreme negative behaviour such as physical violence, **they may go directly to the Red Card.**

What if the situation continues?

- If a child continues to receive Red Cards and is not adjusting his or her behavior, a meeting with Parents / Carers will be arranged to find a way to support the child further; this may involve setting specific targets for the pupil or requesting support from outside agencies, among other possible options.
- In extreme cases, exclusion may be an option.

Contacting parents

When a child has had three Red Cards in the space of a half term, their parents/ carers will be contacted to discuss this.

If a child receives a Red Card for physically hurting another child or adult, parents/carers will be contacted **at the end of the school day** in person at pick up, or by telephone; an appointment may be arranged if parents/ carers want to discuss the incident further.

A record of the discussion with parent/ carers will be noted, and dated (by the class teacher) in the Red Book in the Headteacher's office so that a complete account is kept in one place.

What behaviour warrants an immediate Red Card?

1. Verbal abuse directed at adults in school

- **First incident –**
 - The incident is recorded in the Red Book
 - A letter of apology is written to the member of staff monitored by another adult.
 - The pupil is sent to a senior member of staff for an agreed time period in that day, to be decided by the class teacher and the senior member of staff.
 - If there are issues to do with Child Protection or it comes under the definition of a Racial / Bullying/ Sexual Harassment Incident, the appropriate officer should be informed and the incident recorded in the file.
- **Second incident –**
 - Incident to be recorded in the Red Book
 - Child referred to Headteacher.
 - Parents/ Carers informed and further sanctions discussed.

2. Physical abuse directed at adults in the school

- **First incident –**
 - Incident to be recorded in the Red Book

- Child to be referred to the Headteacher for further sanctions to be discussed with the parents/carers, which might include exclusion.
- Child to be sent to a senior member of staff for the rest of the day. There could be issues to do with positive handling. Please refer to appropriate policy. An incident report must be filled out.

3. Serious verbal abuse directed at children in the school

- **First incident –**
 - Incident to be recorded in the Red Book
 - Child to be referred to the class teacher in the first instance and then to the Headteacher, if necessary, who will discuss sanctions with the parents.
 - If there are issues to do with Child Protection or it comes under the definition of a Racial / Bullying/ Sexual Harassment Incident, the appropriate officer should be informed and the incident recorded in the file.

4. Serious physical attack on other children

- **First incident –**
 - Incident to be recorded in the Red Book
 - Child to be referred to the Headteacher for further sanctions to be discussed with parents/ carers, which might include exclusion.
 - Child to be sent to a senior member for the rest of the day.
 - An incident report should be filled out.

5. Intentional damage to property

- **First incident –**
 - Incident to be recorded in the Red Book
 - Parents/carers to be informed by class teacher.
 - Possible sanctions discussed.
- **Second incident –**
 - Incident to be recorded in the Red Book
 - Child to be referred to the Headteacher for further sanctions to be discussed with parents/carers, which might include exclusion.

Note: The severity of each individual situation is to be judged by the Class Teacher in consultation with the Headteacher; where appropriate, various stages may be omitted or added.

Break time and Lunchtime Behaviour

- Teaching Assistants carry a small notebook (NCR style) in which they record any incident, which occurs during the lunch hour. Copies of all incident reports are given to the relevant class teacher to enable them to follow up on incidents and to keep a record in their Class Inclusion File (this same recording system is used during Break times).

- If the behaviour continues, the teacher/TA/LSA will follow the Behaviour policy for warning, yellow, red card.

Unacceptable behaviour is any behaviour that breaks the Golden Rules. TAs and LSAs should use their discretion. Further clarification can be obtained through discussion with Phase Leaders, Assistant Head, Deputy Head or Headteacher.

Further information on Break and Lunchtimes can be found in the Playtime Policy.

Wet playtimes

Children are in their own class unless they are Guardians in other classes for younger children. Adults circulating the classes during playtime should supervise all children.

Examples of acceptable activities for children to participate in during wet playtimes are:

- Wet play games (i.e. board games)
- Drawing
- Reading
- Quietly talking
- Other calm activities

Unacceptable activities are activities that are physical in nature and could cause accidents such as running/chase/throwing balls etc.

If children are taken outside after it has rained, they should not be allowed on the playground equipment due to Health and Safety reasons – the surface of the equipment can become slippery and there is a greater risk of an accident. The person on duty should carry out the risk assessment.

Children with a Disability

In accordance with the school's Equality Policy positive attitudes to Disability are promoted throughout the school.

Children with Special Educational Needs

The mainstream class teacher and teaching assistant are given all the background information about each SEN child by the Headteacher and the SEN Coordinator via the Inclusion file that is passed up at the end of each Academic year to the new class teacher. This knowledge enables the teacher to understand the child's needs and the possible reasons for challenging behaviour. It is this understanding, which enables the teacher to interact with the child with a sensitive, consistent and considered approach, and enables the child to feel secure and valued.

It is important for all staff in the school to be aware of, and support, a child with a disability or special educational need. This information may be shared at a staff meeting (teaching staff), or at meetings of non-teaching staff. The involvement of the administrative staff and classroom assistants is particularly important as these staff are with the children for considerable periods of the day and can offer a sensitive

and sympathetic approach allowing the children to confide in them. They may observe relationship problems, which do not always reveal themselves in the classroom.

Additional strategies other than outlined in this policy, may be used with children with additional needs. These may include strategies such as: behaviour charts to incentivise and motivate children, charts to create steps in between the warning and yellow card system or other systems at the discretion of the professionals in school and sometimes in consultation with external services; their intention and purpose is always to support the child in making successful behavioural choices.

Keeping children safe

Occasionally there may be a child who finds it difficult to manage their frustration, anger and subsequently their behaviour. This can lead to violent and aggressive outbursts. We have a number of staff who have been trained in the Team Teach method of positive handling to keep children and adults safe. Please see the Positive Handling Policy for further information on this.

In Conclusion

At The Queen's CE School, our motto is "Living and Learning by the Christian values of Love, Compassion and Respect". The Behaviour Policy is designed to ensure the friendly, caring Christian ethos is maintained and improved upon. We consider ourselves a "learning school". All those who work or study here deserve an environment free from disruption, where the needs of the individual are met.

Last Reviewed: October 2018

Reviewed by: Voulla Demetriou

Next Review: October 2020



Incident Report Form

Date:	Lead Person:
	Deputy Lead Person:
Name of Pupil(s)*:	
Incident (bullet points):	
Category	x
Verbal abuse directed at adults in school	
Serious verbal abuse directed at children in the school	
Serious physical attack on other children	
Intentional damage to property	
Discrimination or harassment in breach of the school's Equalities Policy	
Bullying	
Other (please describe)	
Action	
For Victim:	
For Perpetrator	
Progress of situation to be reviewed by (Name of Lead Person):	
On following date:	

*Please indicate whether they are Perpetrator (P) or Victim (V)