



Inspiring Lifelong Learning

Behaviour Policy

Policy Leader: Will Riley
Ratified: October 2018
Review date: October 2019

Links to policies

- Health and Safety Policy
- Child Protection Policy
- Safeguarding Policy
- Absconding Policy
- Care and Control Policy

We have high expectations of behaviour at Queensway Primary School. We expect everyone to behave in an appropriate manner at school and to care for and maintain the learning environment. We expect a positive attitude towards other people and that everyone in school treats each other with respect. We aim to develop self discipline, self esteem and a strong feeling of pride throughout the school.

Aims

- To create an environment which encourages and reinforces positive behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both acceptable and unacceptable behaviour.
- To promote self-esteem, self-discipline/regulation and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood by staff, children and parents/carers.
- To encourage the partnership of home and school in the implementation of this policy.

School Rules

We should care about ourselves

We should care about other people

We should care about our work

We should care about our school

These school rules will be on display in the hall as a constant reminder to pupils, but to encourage appropriate behaviour we all need to:

- Know the rules.
- Discuss the rules in the classroom and in assemblies.
- Rehearse the rules – this takes time but is worthwhile.
- Teach appropriate behaviour
- Look for opportunities to acknowledge rule-following behaviour and give praise - individual, class and whole school.
- Ensure presentation of good role models.
- Encourage pupils to consider the consequences of their actions and to develop independent thinking and self regulation.
- Communicate regularly with parents about pupils social progress.
- Ensure that criticism is constructive and positively encourages the required behaviour
- Develop appropriate group and individual reward systems.

At the beginning of the school year it has been agreed that all class teachers spend time discussing school rules with children. Each teacher will also discuss and negotiate a set of classroom rules and a class ethos statement specifically designed to promote the learning environment in that class. These rules will then be displayed in the classroom and it is important that they maintain a high profile throughout the year.

STANDARDS OF BEHAVIOUR

Queensway Primary School has a central role in the children's social, emotional and mental health development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to behavioural goals and targets.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

School Values

At Queensway Primary School we have five core values, and each value is accompanied by three key behaviours in order to give pupils a clearer picture of what each of our values 'looks like' on a daily basis:

RESPECT	PRIDE	SUCCESS	HAPPINESS	INSPIRATION
We treat all people as we would want to be treated.	We always take pride in being ourselves.	We celebrate everybody's successes.	We care about everybody's feelings.	We support one another during the difficult times.
We accept each other's differences with an open mind.	We are proud to be a part of this community.	School, children and families always work together.	We come to school with a positive attitude.	We set the best example and are all role models.
We demonstrate positive manners at all times.	We are proud to wear the Queensway badge.	We push ourselves and others on to achieve our goals.	We love being part of the Queensway family.	We take on challenges and always aim high.

The values behaviours were offered by staff and governors in June 2018 and the best ideas were chosen by the school council in July 2018 in order to be pupil-led and demonstrate our school's strong commitment to pupil voice. Pupils also chose the school's new mission statement for September 2018 and it is expected that all stakeholders demonstrate our values and their accompanying behaviours at all times in order to keep one another accountable.

The Curriculum and Learning

At Queensway, we believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the isolation and disaffection which can lie at the root of poor behaviour.

Lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities (SEN or Additional Needs). Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Furniture should be arranged to provide an environment conducive to on-task behaviour and learning.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for

all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Good To Be Green

At Queensway Primary School we operate a 'Good To Be Green' system of rewards and sanctions, the rewards for which are discussed below.

SANCTIONS

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register unacceptable behaviour.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid a further sanction.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.
- The choices offered should be appropriate to encourage the child to make the right choice.

Sanctions range from expressions of disapproval, through withdrawal of privileges, referral to the Key Stage Leader/Deputy Head/Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, use of Individual Target Plans and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or other outside agency support may be necessary. This possibility should be discussed with the Class Teacher/Key Stage Leader / SENCo Family Support Manager/Deputy Head or Headteacher.

We are confident that our policy will enable us to cultivate positive behaviour. However, there will be occasions when this will break down and it is important that we all know what happens if children behave inappropriately. In addition, parents will be informed at an early stage of persistent unacceptable behaviour.

It is also important that the children are made aware of the stages in this process and of the seriousness of the final stages in this process. (see flowcharts which are visible in all classrooms.)

At a glance, we follow the below system of sanctions:

- Verbal warning
- Stop and think card
- Yellow card
- Red card
- Two red cards (internal exclusion to another class)
- Exclusion (off site in extreme circumstances)

In the event of any red card, families are informed either verbally or in writing and all off-site exclusions are logged for monitoring statistics. We do not log internal exclusions officially, where pupils attend another class with appropriate work to complete, although all yellow and red cards are recorded against end of term treats for pupils demonstrating consistently excellent behavior.

REWARDS- AT QUEENSWAY PRIMARY SCHOOL GOOD STANDARDS OF WORK AND BEHAVIOUR WILL BE REWARDED IN THE FOLLOWING WAYS:

1. **PRAISE:** Individual - class – Key Stage-whole school – verbal – written.
2. **STICKERS:** Given for good behaviour /work and displayed in class. These would lead to gaining specific certificates. A certain number of stickers will earn the child a Bronze Certificate, then a Silver and finally a Gold.
3. **RECOGNITION IN ACHIEVEMENT ASSEMBLY** on Monday morning in which all teachers submit a small number of special achievers from the previous week. Certificates relating to the achievements will be presented and the child's name recorded in the achievement book. The two certificates on offer per class each week are the 'Star of the week' and 'Learner of the week' to reward both effort and good citizenship.
4. **SHOW ASSEMBLY:** Pupils may bring awards or achievements to Monday assemblies to show in front of the school. This generally tends to be sporting achievements collected the previous week.
5. **HOUSE POINTS:** These are given by members of staff to a class, groups of children or individuals in recognition of particularly good behaviour or work. These are totaled up at the end of every term and an reward is given to the team with the most points.
6. **KEY STAGE ASSEMBLIES:** these will be held regularly, giving children opportunities to share good work and practice.
7. **GOOD TO BE GREEN RAFFLE:** These raffles will be held termly and prizes are given to children who have stayed green.
8. **END OF TERM REWARD:** all children who have stayed green will have a reward afternoon at the end of each term.
9. **GOVERNORS AWARD EVENING-**This is an end of year award ceremony where children are selected for their achievements throughout the year.
10. **ADDITIONAL REWARD EVENTS AND VISITS:** Children are selected for their good behaviour to attend trips out of school, local events and activities.

Green Cards

- All children start each day with a 'Good to be Green' card.
- All children who remain on a 'green card' all week will receive a sticker
- Children who receive no more than one yellow card in a half term will receive a reward at the end of the half term.
- There will be a 'Good to be Green' raffle at the end of each term. Each child will receive 5 tickets minus 1 for each yellow card they have received and 2 for each red card.
- Bronze assembly certificates are handed to pupils for achieving 20 GTBG stickers.
- Silver assembly certificates are handed to pupils for achieving 30 GTBG stickers.
- Gold assembly certificates are handed to pupils for achieving 40 GTBG stickers.

Our emphasis is on rewards to reinforce positive behaviour. We believe that rewards have a motivational role, helping children to see that the correct choices are made and positive behaviour is valued. Rewards are earned by the maintenance of good standards of behaviour.

CLASS TEACHERS

Verbal praise and encouragement

Written praise in books

Stickers

Nominations into Achievement Book

Good work gallery

Individual rewards, prizes, choice of activity etc.

Positions of responsibility eg.monitor.

Green cards

House points

KEY STAGE LEADERS

All of the above plus:

Verbal praise and encouragement in KS assemblies or around school

Written praise in books or letters home.

Individual rewards, stickers, certificates.

Positions of responsibility around school.

FAMILY SUPPORT MANAGER

All the above plus:

Reflective behaviour strategies

Restorative practices as the centre of our inclusion ethos

1-1 discussions

ASSISTANT HEADTEACHERS

All the above, plus:

Special Headteacher stickers / certificates/good book

Governors Annual Prizes

CLASS TEACHERS

All Adults should ensure that cases of inappropriate behaviour in or out of class are brought to the attention of the class teacher as the first point of contact in the sanctions procedure.

Pupils who display unacceptable behaviour can expect:

Verbal reprimand/warning for the following behaviours:

- Shouting out
- Upsetting others
- Refusal to work
- Low level disruption
- Low level aggression (grabbing things)
- Unsafe or rough play
- Misusing property/throwing or damaging things
- Being disrespectful to adults or children
- Dropping litter

If any of these behaviours are repeated after a verbal warning, a yellow card will be given.

Yellow Card

If the following behaviours continue then a red card will be given.

Red Card if a red card is given as a result of continuation of unacceptable behaviours then the following will apply:

Work in another class or area
Key Stage Leader Involvement
Sent to Family Support Manager/Deputy Headteacher/Headteacher
Parental discussion/meeting

UNACCEPTABLE BEHAVIOURS THAT WILL RESULT IN AN INSTANT RED CARD:

- Swearing
- Aggressive physical contact
- High level disruption
- Verbal abuse
- Fighting
- Leaving the school grounds
- Theft
- Spitting

For any of these behaviours, the child should be referred to Mr Riley, Mrs Midgley and / or Mrs Swindlehurst or Mr Steele and these will be recorded.

Positive Handling- see also Care and Control Policy

In some cases, a child's behaviour may escalate and staff may be required to use positive handling strategies to ensure the safety of a child or others. This will be used if all other strategies have been tried. The main reasons that a child may require positive handling will be if they are:

- committing an offence
- injuring themselves or others, or causing damage to property
- compromising the good order or discipline of the school.

The physical restraint of pupils may be necessary in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply:

- when a pupil attacks a member of staff;
- when a pupil attacks another pupil;
- when a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism;
- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example: on the sports field)
- when a pupil at risk absconds from class or tries to leave the school;
- when a pupil persistently refuses to obey an order to leave a classroom;
- when a pupil is seriously disrupting a lesson.

It is the policy of the school that only in exceptional circumstances may physical restraint be used by an adult working within the school, and that our policy in this regard be made known to staff, governors, parents and pupils and that clear contingencies are known to all.

Children who are identified as requiring positive handling within school will require a positive handling plan and a risk assessment to identify the triggers and suitable interventions to ensure that procedures are followed. Identified staff and parents are involved in writing and agreeing the interventions at all times.

FAMILY SUPPORT MANAGER- Mrs Midgley

Part of the role of the Family Support Manager is to work proactively alongside adults and children in school and help promote positive behaviour. This includes walking round school on a regular basis to avoid escalation of unacceptable behaviour. The Family Support Manager will encourage children to make the right choices and go back into class to continue with their learning as soon as possible.

The Family Support Manager may become involved when a child's behaviour escalates in school and working in another class is not an option or if the child is referred to her room.

1. Verbal reprimand
2. Choices offered
3. Payback
4. Working and refocussing in isolation with 1 member of staff
5. Meeting with class teacher/Key Stage Leader
6. Parental discussion/meeting
7. Home/School meeting/review-Parents, Behaviour Manager, Teacher, Key Stage Leader/Assistant Head or Headteacher.

ASSISTANT HEAD / HEADTEACHER

Very serious cases of misbehaviour may lead to children being referred to the Assistant Head / Headteacher. The actions that follow may be the following:

1. Deputy Head meeting with parents
2. Headteacher meeting with parents
3. Fixed term exclusion
4. Permanent exclusion

Where these interventions do not result in a desired behaviour change over a period of time, special individual or group programmes may be initiated to encourage and develop good social behaviour. Parents will be involved in the setting up of such programmes. In an effort to encourage appropriate behaviour parents and children may be referred or be encouraged to receive help from specialist agencies.

AMPLIFICATION OF SANCTIONS

In discussions, class and school assemblies point out :

- Why a certain kind of behaviour is unacceptable.
- What they need to do to put it right.
- The sanctions that are likely if the behaviour continues.

COMMUNICATION AND PARENTAL INVOLVEMENT

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Key Stage Leader/Family

Support Manager/Assistant Head/Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents within the home/school agreement each year. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents (Parental Contracts)

**This policy was discussed and ratified by the governors of
Queensway Primary School:**

Governor Name	Signature	Date

**This policy will be reviewed and updated in one year, and will
be again ratified in October 2019.**

PARENTING CONTRACT (ATTENDANCE / BEHAVIOUR)

Date:	Lead Officer:
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Name				
DOB		Class		Looked After Child
Parent/Carer				
Address				
Telephone No:				
School				
Teacher contact				
Parenting Contract Trigger	1. Persistent Absence (20% Absence or more)			Yes/No
	2. Fixed Term Exclusion			Yes/No
	3. Permanent Exclusion			Yes/No
	4. Behaviour			Yes/No
Attendance % Current (Please attach printout)				
Attendance % last 6 weeks				
Authorised				
Unauthorised				
Exclusions Permanent / Fixed Term				

Key Issues including views of child, family and professionals
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Parents/carers agrees to:

Pupil agrees to:

School staff agree to:

Professionals agree to:

Any other agency involvement (including existing or pending Contracts / Orders) please state:
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Contact details of agency workers:

CAF considered/completed:

Lead Professional:

Recommendations of the School Attendance/Behaviour Panel:

Dates of future meetings and who is involved:

Attendance target and agreed time scale for improvement:

Attendance target: Raise attendance by%

Time scale for improvement, including phased re-entry if applicable:

Behaviour target and agreed time scale for improvement:

Behaviour target:

Time scale for improvement, including phased re-entry if applicable:

Review date if applicable:

**We will do what we have agreed to in this parenting contract and will work together to help
..... attend school regularly / behave well in school.**

Attendance Officer		Date:	
Behaviour Manager		Date:	
Parents/Carers		Date:	
Lead Officer Designation		Date:	
Deputy Head/Headteacher		Date:	

Failure on behalf of the parent to sign or comply with the contract could be presented in court as future evidence in relation to a Parenting Order or other legal proceedings, if the attendance or behaviour of the child does not improve.

Next meeting date:

I can/cannot attend this meeting and would like to rearrange a time

for.....

Signed.....

Review date

Parent /Carers views

Attendance has improved due to me being more organised at home.

Child views:

I like school more now I arrive on time

School views:

Child 1's attendance has improved and there has been a positive change with his concentration in class.

Professional views:

Is the contract working:

Yes

Current Attendance/Behaviour:

(Please include % current attendance since contract agreed)

Additional/Adjustments to Contract:

Next Review Date: October 2019

Ethnicity of parents:

Bangladeshi / Indian / Kashmiri Other / Kashmiri Pakistani / Pakistani / Other Asian / Black African / Black Caribbean / Any Other Black Background / Chinese / Any Other Mixed Background / Mixed Asian and White / Mixed Black African and White / Mixed Black Caribbean and White / Any Other Ethnic Group / White British / White Eastern European White Irish / Traveller of Irish Heritage / Any Other White Background / Gypsy Roma / White Western European / Information Not Obtained / Refused To Answer

Ethnicity of pupil:

Bangladeshi / Indian / Kashmiri Other / Kashmiri Pakistani / Pakistani / Other Asian / Black African / Black Caribbean / Any Other Black Background / Chinese / Any Other Mixed Background / Mixed Asian and White / Mixed Black African and White / Mixed Black Caribbean and White / Any Other Ethnic Group / White British / White Eastern European White Irish / Traveller of Irish Heritage / Any Other White Background / Gypsy Roma / White Western European / Information Not Obtained / Refused To Answer