

# Queen's Hill Primary & Nursery



Written: December 2017

Approved: \_\_\_\_\_

## Contents:

### Statement of intent

1. [Key roles and responsibilities](#)
2. [Definitions](#)
3. [Training of staff](#)
4. [Pupil expectations](#)
5. [Smoking and drug policy](#)
6. [Rewarding good behaviour](#)
7. [Unacceptable behaviour](#)
8. [Sanctions](#)
9. [Items banned from school premises](#)
10. [Searching](#)
11. [Confiscation](#)
12. [Outside of school and the wider community](#)
13. [Monitoring and review](#)
14. Appendices
  1. [Appendix 1 – Managing in-class incidents flowchart](#)
  2. [Appendix 2 – Agreed sanctions for serious and continuous unacceptable behaviour](#)
  3. [Appendix 3 – Behavioural reporting structure](#)
  4. [Appendix 4 – Reward and incident forms](#)
  5. [Appendix 5 – Incident reporting form](#)
  6. [Appendix 6 – Behaviour management observations review form](#)
  7. [Appendix 7 – Parent–school agreement letter](#)

## Statement of intent

Queen's Hill Primary & Nursery School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting positive behaviour.
- Promoting self-esteem, self-discipline, mental well-being, appropriate regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour as appropriate.
- Challenging and disciplining poor behaviour through consequences.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by:

\_\_\_\_\_ **Headteacher** Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

## 1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of this policy and the procedures of Queen's Hill Primary & Nursery School.
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to their class teacher.

## 2. Definitions

- 2.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:
  - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
  - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
  - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

### **3. Training of staff**

- 3.1. At the school we recognise that early intervention can prevent inappropriate behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime. Training will be lead 'in-house' by the inclusion leader or deputy head teacher through drop in sessions.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

### **4. Pupil expectations**

- 4.1. Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:
  - Conduct themselves around the premises in a safe, sensible and respectful manner.
  - Arrive to lessons and school on time and fully prepared.
  - Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
  - Behave in a reasonable and polite manner towards all staff and pupils.
  - Follow classroom rules and procedures.
  - Show respect for the opinions and beliefs of others.
  - Complete classwork as requested.
  - Hand in homework at the time requested.
  - Report unacceptable behaviour.
  - Show respect for the school environment.
- 4.2. The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:
  - Line up in groups when entering or leaving the classroom or school premises.
  - Sit appropriately on school chairs, carpets, hall floors, etc.
  - Use appropriate voice levels and language, including manners.
  - Raise their hands when they wish to speak in class or assemblies.
  - Model good behaviour to other pupils.
  - Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

## **5. Smoking and drug policy**

- 5.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 5.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 5.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 5.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.
- 5.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

## **6. Rewarding good behaviour**

- 6.1. The school recognises that pupils should be rewarded for their display of good behaviour.
- 6.2. Recognition boards can be used to recognise positive efforts, conduct and/or learning behaviours.
- 6.3. The school will use the following rewards for displaying good behaviour, this list is not exhaustive:
  - Certificates
  - Postcards home
  - Headteacher awards
  - Verbal praise
  - Prizes
  - Stickers
  - End of term whole-class rewards
  - Dog walks

## **7. Unacceptable behaviour**

- 7.1. Unacceptable behaviour will not be tolerated at the school.
- 7.2. Breaking any of the rules laid out in our Code of Conduct will lead to sanctions and disciplinary action.

## 8. Sanctions

- 8.1. There is no corporal punishment at the school.
- 8.2. Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.
- 8.3. At Queen's Hill Primary & Nursery School, teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:
  - In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
  - If the pupil does not stop immediately, the teacher will give a second warning.
  - If the pupil continues to behave inappropriately, the teacher will give a final warning, advising that if they continue, the pupil will be asked to leave the classroom and will be sent to another class within the phase (normally the phase leader).
  - If the pupil continues the behaviour following the final warning, the teacher will impose other consequences such as loss of playtime/lunchtime play or other privileges.
  - Sanctions will be dependent on the seriousness of the misdemeanour.
  - If a pupil is sent to another classroom, misses playtime or receives another sanction, the class teacher will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.
  - If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning. They will spend their playtime/lunchtime with a member of the Senior Leadership Team (SLT).
- 8.4. At Queen's Hill Primary & Nursery School, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.
- 8.5. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 8.6. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

- 8.7. The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:
- Providing a verbal warning
  - Losing playtime/lunchtime
  - Removing the pupil to another classroom
  - Reporting the behaviour to the inclusion lead, deputy or headteacher
  - Phoning or sending a letter home to parents/carers
  - Speaking to parents/carers at the end of the school day
  - Placing the pupil on written report for monitoring of behaviour
  - Implementing specific behaviour plans
  - Contacting external agencies such as social services
  - Excluding the pupil (Fixed or Permanent)
- 8.8. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the class teacher and complete an entry on Pupil Asset.
- 8.9. The inclusion leader will analysis the records of all reported incidents and report to governors termly.
- 8.10. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.
- 8.11. Following an allegation of serious unacceptable behaviour, an investigation by the phase leader, inclusion lead, deputy or headteacher takes place.
- 8.12. If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

## **9. Items pupils are not allowed to bring onto the school premises:**

- 9.1. Fire lighting equipment:
- Matches, lighters, etc.
- 9.2. Drugs and smoking equipment:
- Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Alcohol
  - Solvents
  - Any form of illegal drugs

- Any other drugs, except medicines covered by the prescribed medicines procedure

9.3. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

9.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones – however, these are allowed if considered necessary and are handed to the school office for the duration of the school day
- Any other toys which are deemed hazardous.

## 10. Searching

- 10.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks and classroom trays.
- 10.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 10.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 10.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 10.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be

caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

- 10.6. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.
- 10.7. Any staff member, except for security staff, may refuse to conduct a search.
- 10.8. Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

## **11. Confiscation**

- 11.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 11.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- 11.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

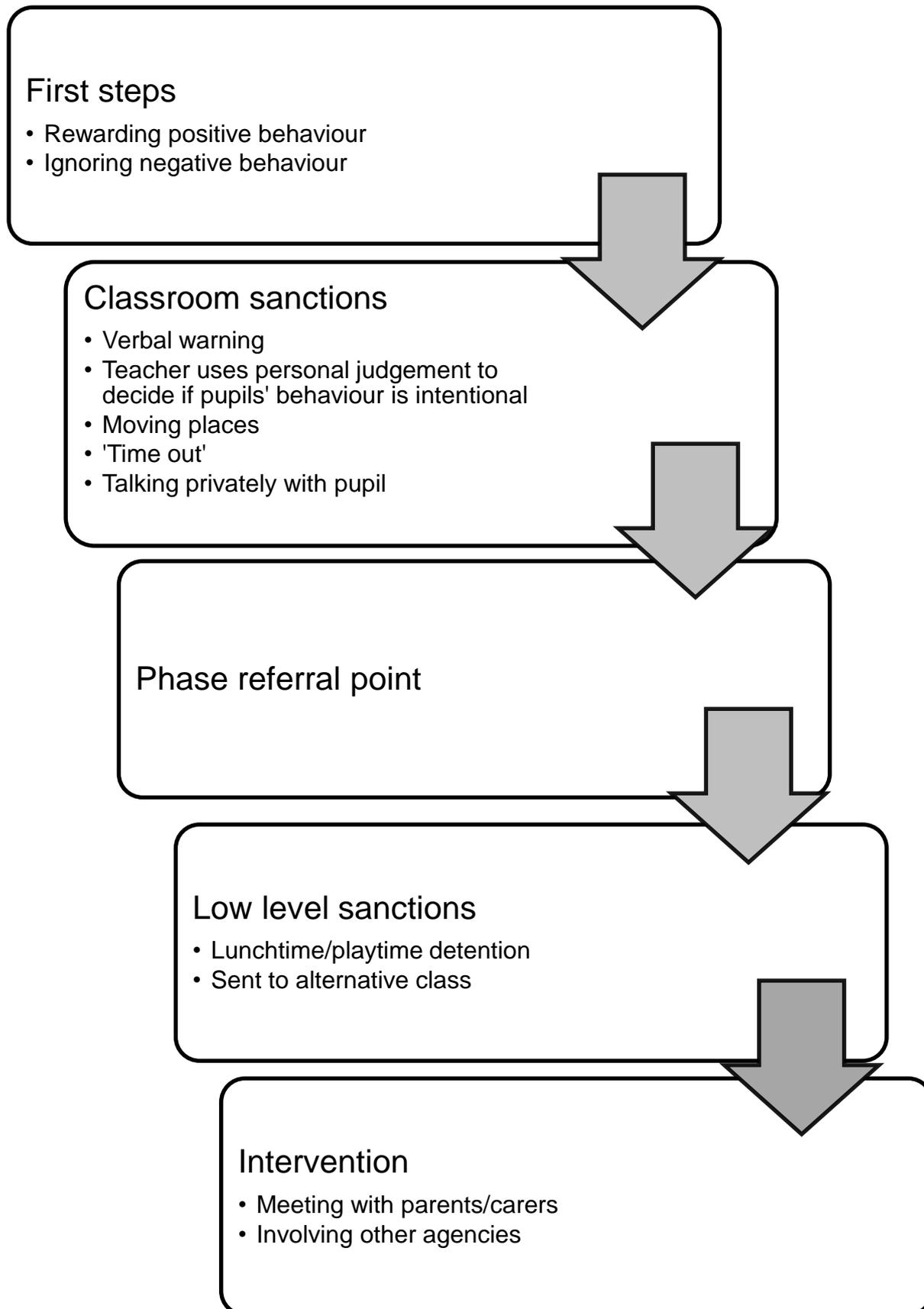
## **12. Outside school and the wider community**

- 12.1. Pupils at the school must agree to represent the school in a positive manner.
- 12.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 12.3. Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

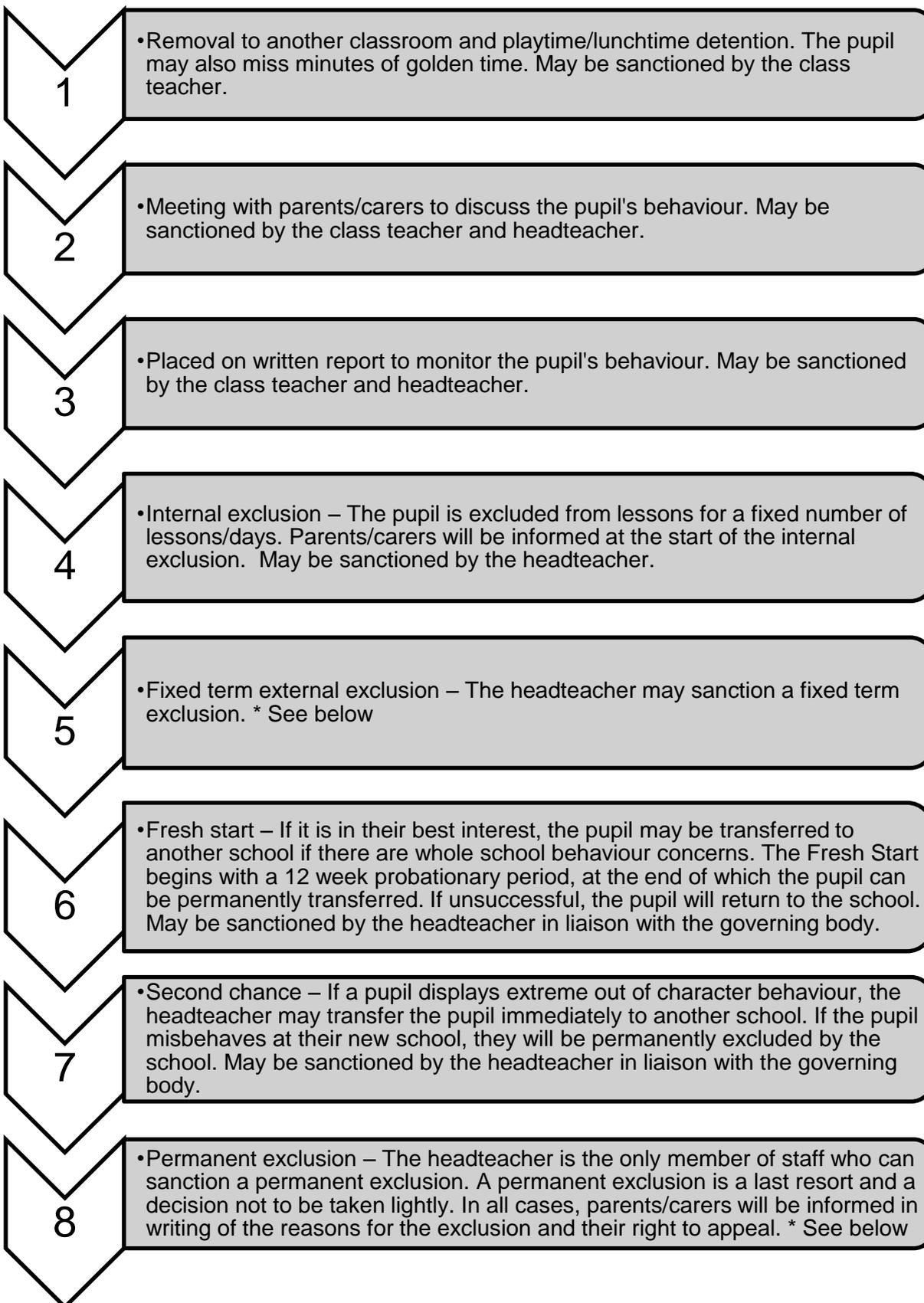
## **13. Monitoring and review**

- 13.1. This policy will be reviewed by the headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 13.2. This policy will be made available for inspection and review by the chief inspector, upon request.

## Appendix 1 – Managing in-class incidents flowchart



## Appendix 2 – Agreed sanctions for serious and continuous unacceptable behaviour



**\*Exclusions:** Where exclusions from school are used these are seen as a last resort or in cases of extreme violence, bullying and verbal assaults. Procedures follow DFE exclusions guidance and model policies from Norfolk County Council. Fixed term exclusion is followed by re-entry with a Pastoral Support Programme. Exclusion can come into effect when there is:-

- Persistent behaviour which prevents others working
- Serious theft
- Serious or persistent vandalism
- Persistent aggression
- Persistent anti-social behaviour

Exclusions can be triggered without the preceding stages having taken place, if the pupil has verbally or physically assaulted any adult on the school premises or on school business or if intended significant physical harm has been delivered to another pupil. As each case is unique the age and social development of any pupil will be taken into consideration should exclusion under these circumstances be required. Our statutory duties in relation to Special Educational Needs are also taken into account when administering the exclusion process.

### Appendix 3 – Behavioural reporting structure

