

Queen's Hill Primary & Nursery



Written: June 2018

Approved: _____

Policy statement

Queen's Hill School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, creativity, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all.

Three is the magic number...

All staff will display:

1. Respect
2. Consistency
3. Responsibility

3 Rules – All children are expected to be:

1. Ready
2. Respectful
3. Safe

Senior leaders will:

1. Lead by example
2. Inspire confidence
3. Celebrate good practice

Consistency in practice

- Consistent language; consistent response: referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours

- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: even in the face of disrespectful learners!
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site, at reception
- Consistent environment: display the quality of a good primary school, consistent visual messages and echoes of core values and positive images.

All staff

1. Meet and greet at the door

2. Refer to 'Ready, Respectful, Safe'

3. Model positive behaviours and build relationships

4. Plan lessons that engage, challenge and meet the needs of all learners

5. Use a visible recognition board throughout every lesson

6. Be calm and give 'take up time' when going through the steps (see below). Prevent before sanctions

7. Follow up every time, retain ownership and engage in reflective dialogue with learners

8. Never ignore or walk past learners who are behaving badly.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school site whenever possible
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies.

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

Classroom level

1. Superstar awards and handwriting certificates
2. Stickers
3. Dog walks

School level

1. Head teacher certificates
2. Reward trips
3. End of term whole-class rewards

Managing behaviour in phase

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning.

Steps (see below) should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

The practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps presented for dealing with inappropriate conduct:

1. The reminder

A reminder of the expectations for learners Ready, Respectful, Safe - delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

2. The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged, in accordance with the following:

- a. **A gentle approach, personal, non-threatening, side on, eye level or lower**
- b. **State the behaviour that was observed and which rule/expectation/routine it contravenes**
- c. **Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.**
- d. **Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.**

3. The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step, using a 'Four Ws Form'. Again they are reminded of their previous positive conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions

If this step is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. The phase leader will be asked to support at this time. If behaviour is dangerous:

- A 'red card' is then sent for support if needed for dangerous behaviours– any member of staff who has had the higher level of STEPS training is to intervene
- RPI (Restrictive Physical Intervention) can be used to prevent a pupil doing any of the following:
 - committing any offence
 - causing personal injury to, or damage to the property of, any person (including the pupil himself), or
 - prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise
- All members of school staff have a legal power to use reasonable force

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

4. Restore

Reparation meetings at Queen's Hill School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

- **What's happened?**
- **What was each party thinking?**
- **Who feels harmed and why?**
- **What have each party thought since?**
- **What behaviours will each of us show next time?**
- **Reaffirm your commitment to building a trusting relationship.**

Teachers will take responsibility for leading Reparation meetings, phase leaders will support when requested.

Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. We make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

5. Partnership stage

The partnership stage will be implemented where there is a cause for concern such as low attendance, repeated inappropriate behaviour, or progress issues. The class teacher and phase leader will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner
- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the head-teacher or deputy head-teacher
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

All of these matters will be confirmed in writing and recorded on our data handling software, Pupil Asset.

6. Restorative conference

A restorative conference is initiated should inappropriate behaviours continue; this takes a 360 degree view of the learner.

- The meeting will include the teacher, pupil, Parent/Guardian, governor representative and either the head teacher or deputy head teacher
- The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation
- There may be an element of 'payback' in the action plan from this meeting
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage
- Every effort will be made to encourage and support a change in the learner's behaviour.

A Serious Breach is an incident that may lead to a fixed term or permanent exclusion

Where exclusions from school are used these are seen as a last resort or in cases of extreme violence, bullying and/ or 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 or persistent vandalism or theft**
- **Persistent aggression and/ or the physical assault of a pupil or adult**
- **Bringing inappropriate items into school or onto school trips and/ or 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 or if intended significant physical harm has been delivered to another pupil. This accords with our belief that the health and safety of all

pupils and staff are of paramount importance at Queen's Hill School, and ensures our adherence to our statutory obligations pertaining to keeping children safe and our statutory duties as an employer to our staff.

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.

Items pupils are not allowed to bring onto the school premises:

Fire lighting equipment

Drugs and smoking equipment, including e-cigarettes

Alcohol

Solvents

Any form of illegal drugs

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

Weapons and other dangerous implements or substances.

Other prohibited items include:

Liquid correction fluid

Chewing gum

Caffeinated energy drinks

Offensive materials (such as pornographic, homophobic or racist)

Aerosols including deodorant and hair spray

Any other items which are deemed hazardous.

Searching

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the head teacher 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

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.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats

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

Staff members may use reasonable force, given the circumstances, when conducting a search for weapons, alcohol, illegal drugs or tobacco products

Any staff member, except for security staff, may refuse to conduct a search

Following a search, the head teacher will contact the parents/carers to advise them of the procedures which were undertaken.

Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item

If the pupil has possession of illegal items, the police will be called for the removal of the item(s)

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.

Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner

Complaints from members of the public about inappropriate behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

Monitoring and review

This policy will be reviewed by the head teacher and governing body on an annual basis, who will make any necessary changes and communicate these to all members of staff.