



# Behaviour Policy 2022 - 2023

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## Policy statement

Queen's Hill School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. For these behaviours to develop a safe and inclusive learning environment is fundamental. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

This means that pupils learn that building positive approaches and attitudes to behaviour, relationships and learning ultimately benefits themselves, as well as others. In turn, they will understand how to be a positive citizen, contributing to their own and societies future in a constructive way. 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.

## 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 acknowledge that all behaviour is communication and give attention to the underlying need, rather than the behaviour
- 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.

**This policy has been written in conjunction with the following policies:**

- Safeguarding
- Online Safety Policy
- Aunty-Bullying Policy
- SEN Policy
- Staff code of conduct and staff handbook

<p><b>All staff will display:</b></p> <p><b>1. Respect</b></p> <p><b>2. Consistency</b></p> <p><b>3. Responsibility</b></p>	<p><b>Senior leaders will:</b></p> <p><b>1. Lead by example</b></p> <p><b>2. Inspire confidence</b></p> <p><b>3. Celebrate good practice</b></p>
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**Consistency in practice 3 Rules – All children are expected to be:**

**1. Ready**

**2. Respectful**

**3. Safe**

- **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
- **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 and when engaged in off-site activities such as trips/visits
- **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.

## How are these expectations Communicated?

At Queen's Hill, all adults will uphold our, 'visible consistencies' as outlined in the staff Behaviour Blueprint. By doing this they will ensure a positive culture is created, pupils recognise and expect consistent routines.

The Head Teacher and Senior Leaders will lead assemblies on the three rules, Safe, Ready and Respectful and the school values to outline the behaviour expectations in this Policy to all pupils.

Families new to our school will receive the home school agreement and will be directed to read our School Behaviour Policy.



# The Pivotal School Behaviour Blueprint




<b>Rules</b>  <b>Safe</b>  <b>Ready</b>  <b>Respectful</b>	<b>Visible</b>  <b>Consistencies</b>  Meet and Greet  Listening signal  Lovely walking	<b>Over &amp; Above</b>  <b>Recognition</b>  Note home  Phone call home  Hot Chocolate Friday
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## We share a passion for learning

<b>Stepped Boundaries</b>  1. Non-verbal reminder  2. Verbal reminder  3. 30 SECI (NRN)  4. Timeout	<b>Micro scripts &amp; Mantras</b>  1. I've noticed...  2. Remember when...  3. I need you to...	<b>Restorative Questions</b>  1. What happened?  2. Who has been affected?  3. How have they been affected?  4. What needs to be done to make it right?
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### Stepped Sanctions for inappropriate behaviour

- 1) Verbal warning
- 2) Brief talk (c.2mins) during break or lunch to talk about your behaviour
- 3) Impositions:
  - Work to take home that evening (signed off by parent)
  - Time during break or lunch to talk about your behaviour
- 4) After-school reparation or restorative meeting



Work' in this instance refers to the work that was missed during learning time due to inappropriate behaviour.

**Rules – what we do**

Safe      Ready      Respectful

**Recognition – how we celebrate**

Recognition board      Postcard home      Hot Chocolate Friday

**Sanctions – how we remind you**

Verbal reminder      Time out or move      Time during lunch or break      After-school meeting or work sent home

The poster is enclosed in a black border and divided into three horizontal sections. The top section, 'Rules – what we do', has a yellow background and contains three yellow circles with orange borders. The middle section, 'Recognition – how we celebrate', has a blue background and contains three blue circles with dark blue borders. The bottom section, 'Sanctions – how we remind you', has a pink background and contains four light orange circles with red borders. Each circle contains a simple line-art icon representing the concept.

## Over and Above Recognition

We recognise 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 who are hardest to reach.

Our three consistent over and above recognition:

1. Note home (e.g. a postcard)
2. Hot Chocolate Friday
3. Recognition in our Celebration Assembly

Some class teachers or year groups may choose to have their own recognition strategies to highlight over and above behaviours, but will continue to follow our three consistent school recognition strategies. This is monitored to ensure fairness and equality between classes.

## 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 rather than drawing attention to the unwanted behaviour. 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. Non-verbal reminder

The teacher will give the child a non-verbal reminder already established in the class to encourage them to make a good choice.

### 2. 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. This must be made clear to the individual and SEND needs of some learners considered.

### 3. 30-Seci

The teacher will have a private, scripted conversation with the learner using the 30-Seci script (as outlined in the school behaviour blueprint). Learners will be reminded of their good previous good conduct to prove that they can make good choices.

It is effective for staff to ensure the following principles are employed at this stage:

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

### 4. The time-out

If step 3 is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. The year leader may 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.

### 5. Restorative Conversation

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 5 steps:

1. What's happened?
2. Who has been affected?
3. How have they been affected?
4. What needs to be done to put things right?
5. What would we do differently next time?



Teachers will take responsibility for leading restorative meetings, year or phase leaders will support when requested.

Learners 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 unnecessarily bring attention to a child's poor behaviour.

## Partnership stage

For some pupils, it may be appropriate to implement a personalised plan to support with their behavioural needs. These plans will be written collaboratively by the class teacher, year leader, phase leader and parents.

The meeting will include the teacher, pupil, Parent/Guardian, governor representative and either the head teacher or deputy head teacher

- The meeting and PCP plan will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation
- Every effort will be made to encourage and support a change in the learner's behaviour • These plans will be reviewed regularly and in response to the learner's changing needs

All of these matters and paperwork will be confirmed in writing and recorded on our in-school behaviour system, CPOMS

## SEND

Staff are aware that their approach to behaviour needs to be adapted for some pupils with special educational needs. For example, visual cue cards and simple language may be used to help children with communication and interaction difficulties understand the expectations of behaviour. Safe spaces and our sensory room are used to help support some of our children with SEND regulate their behaviour and emotions.

If individual SEND pupils' behaviour becomes increasingly challenging, the school SENCOs offer support to members of staff working with the pupils . For example, the SENCO may observe pupils with SEND, then provide behaviour strategies for staff to implement.

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

Where suspension from school is 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 suspension is followed by re-entry with a Pastoral Support Programme.

Suspension can come into effect when there is:

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

- Serious or persistent aggression and/ or the physical assault of a pupil or adult
- Bringing inappropriate items into school or onto school trips
- Persistent anti-social behaviour.

suspension 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 suspension under these circumstances be required. Our statutory duties in relation to Special Educational Needs are also taken into account when administering the suspension 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.
- Electronic devices including ipads, gaming devices and laptops (unless agreed with the Head teacher for educational purposes).

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.

**Mobile telephones:**

If a child brings in a mobile phone for communication with parents / guardian before and after the school, it must be taken directly to the school office on arrival and placed in an envelope to be collected at the end of the school day.

**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**

We expect pupils to represent the school in a positive manner in the wider community and on online platforms.

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

Conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school

- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

## **Recording incidents of significant behaviour**

It is important to keep a record of disruptive or negative behaviours displayed by children. All behaviour incidents should be logged onto CPOMS. If appropriate the incident will be analysed at the weekly safeguarding meeting attended by the Head and Assistant Head Teachers and other trained Designated Safeguarding Leads.

Any patterns of behaviour identified will direct future planning and provision both for the individual and the cohort.

In the event of continuous disruption, a support package will be developed by Senior Leaders.

Behaviour incidents and analysis will be fed into the termly Headteacher's Report and shared with the Governors.

## **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.

## **Related policies**

Please see our anti-bullying policy for more information