



## Queenswood School

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### BEHAVIOUR POLICY

Member of Staff Responsible: Mrs J.A.Tanner

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The environment at Queenswood School is one of calm and mutual respect. We have prior expectations of this and our children rise to the challenge! We have many positive reinforcements and our relationships with children and their parents allow us to have conversations about behaviours where necessary: parents have a central role to play and open conversations are vital. We have a strong ethos of respect in the school and incidents of falling out are extremely rare: likewise children treat staff with respect so we have an ordered and purposeful learning environments. Staff, in turn, model polite and respectful behaviour and attitudes to each other and the children.

We are very fortunate in having predominantly sensible and well-behaved children. However, all children, from time to time, need help in managing their behaviour and adults also need support when difficult situations develop. We support the notion of having high expectations of the children and we believe in praise when it is earned. We encourage the children to treat others as they would like to be treated both within the classroom, where every child has a right to learn and teachers have the duty to teach without disruption, and within the wider community.

#### Aims:

1. To ensure that all our pupils live and learn in a happy, secure and loving environment;
2. To ensure that all our pupils have a positive view of the school;
3. To ensure that pupils show respect to any individual with whom they have dealings, including fellow pupils, staff and parents;
4. To develop the children's understanding of the value and the need for a code of conduct within the school;
5. To encourage the children to exercise self-discipline and differentiate between appropriate and inappropriate behaviour.

#### Objectives:

1. To enable children to develop social skills and emotional awareness as confident individuals;
2. To celebrate positive achievements in relation to individuals as well groups;
3. To ensure that everyone has the best opportunity to achieve their potential
4. To work in partnership with parents to ensure high standards of behaviour are maintained;
5. To have a clear understanding of the difference between bullying and other behavioural issues, and identify clear procedure in the event of bullying taking place.

Our whole-school values are to:

- listen to each other and respect each other's point of view;
- speak positively to each other;

- behave well in lesson time so that everyone can learn;
- walk around school and hold doors to be polite to others;
- treat school property and that of anyone else with respect;
- behave well in and out of school so that everyone will know how marvellous our school is.

### Rewards

We aim to develop patterns of behaviour in the children, which will contribute to their learning. Good behaviour is always praised in an effort to emphasise the positive and minimise the negative. The way staff treat each other should reflect the behaviour policy. Assemblies and PSHE lessons also promote good behaviour. We have a 'Marble Jar' which the children value: when they have had a particularly good example of team-work a marble is added to the jar and when it is full, the children have a whole-school treat, such as a trip to the park, dance session etc

Individual children displaying positive patterns of behaviour are rewarded with:

- Merit points;
- Certificates e.g. Star of the Week;
- Trophies at Speech Day sometimes;
- Verbal praise in front of own class, key stage or whole school;
- Positions of responsibility;
- Golden Time for Infants

Unacceptable Behaviours: in all cases, the staff involved will look into the incident and deal with it as they see appropriate – this is most often by talking to the child calmly and allowing the children the space to talk and reflect. We would consider the following list as a low-level issues and the class teacher would deal with these unless they were repeated and escalated:

- Thoughtless/unintentional lack of respect for self and others;
- Lack of respect for other people's property;
- Interrupting the teacher or others;
- Calling out or answering back;
- Wandering around class without purpose;
- Leaving the class unnecessarily eg toilet trips, etc.;
- Behaviour which disrupts the learning of others (including uncooperative behaviour, attention seeking behaviour, mimicry, wasting time);
- Poor manners including lack of politeness, courtesy, forms of address;
- Unacceptable levels of noise;
- Spoiling other pupils' games or work;
- Making inappropriate comments about others which were without intent including telling tales, name calling, teasing;
- Using inappropriate language without intent and understanding;
- Play fighting;
- Poor response to instructions;
- Poor lining up (break and lunch) including pushing in.

At Queenswood School our staff maintain positive relationships with pupils. To be effective, it is important that all staff are consistent and fair in issuing consequences. These consist of a clear message/warning and our children generally respond positively when they why are led to consider how their behaviour has affected someone else or not been acceptable. Additionally a teacher may wish to speak to a parent after school so that a problem may be dealt with swiftly. If there was a case of

a pupil needing restraining we would follow the guidance of the DfE as outlined in their policy on the use of reasonable force to control or restrain pupils.

#### Behavioural Plans:

If we thought a child's behaviour needed monitoring and single issues were escalating, we may place a child on a Behavioural Plan. This would be to support the child and act as a positive plan to help them manage their behaviour. Parents would always be contacted beforehand as it would need to be mutually reinforced. The child would be issued with a card (timetable). In the case of Juniors, it would be the pupil's responsibility to ask the teacher who has taught each lesson to write a comment on their report card. We would also ask parents/carers to record a comment. We would stress that this approach would only be considered if the usual talk and reflections did not seem to be successful. The behaviour and ethos of respect at Queenswood is such that this is a very rare need and our children are great examples of positive, good behaviour in general.

#### More Serious Bad Behaviour:

Provocative and intentional behaviour would be a more serious breach of our expectations and would include:

- taunting, enticing;
- Disobedience that endangers self and others;
- Swearing or inappropriate language;
- Stealing

Extremely inappropriate and unacceptable behaviour (verbal or physical) would include:

- Defiance/Refusal to comply with the instructions of the Class Teacher or Supervising Adults;
- Arguing back and rudeness to staff and other adults;
- Lying, biting, punching, kicking, fighting, spitting;
- Destroying the property of school or other pupils;
- Hitting back;
- Racism;
- Any form of child-on-child abuse;
- Sexual harassment;
- Bullying behaviours

#### Bullying

The children know and understand that bullying is an anti-social behaviour; it is unacceptable and will not be tolerated. It is hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It is also very important that our children realise that the way we treat one another needs to be kind and respectful at all times. At Queenswood School we promote respect throughout the entire school community with particular regard to the fundamental British values of tolerance, democracy, the rule of law, individual liberty and respect for other faiths and beliefs. We also promote respect for the protected characteristics of the 2010 Equality Act. The children understand that no form of prejudiced-based bullying and behaviour will be tolerated by anyone and any time.

We recognise that the three main types of bullying are Physical display (hitting, kicking, theft); Verbal display (name-calling, racist/sexist remarks, etc) and Indirect (spreading rumours, excluding someone from social groups). Staff are aware to observe any possible 'signs' of bullying – a child may become shy and nervous, feigning illness, take unusual absences or cling to adults. There may be changes in work patterns, lack of concentration or truanting. Pupils are encouraged to report

bullying and awareness of the nature of bullying is reflected in PSHE, form tutorial time, assemblies and subject areas as appropriate.

It is vitally important that children realise that cyberbullying exists. We have a programme of internet safety and parents have access to resources to support our message via the school's website. Our children sign a 'Netiquette agreement' as a contract to formalise their understanding of what is or is not appropriate behaviour.

If any form or incident of bullying is reported it must be investigated thoroughly. Likewise, if a member of the teaching staff suspects a situation of bullying, the incident or matter must be taken seriously and investigated immediately. A clear account must be recorded and given to the head teacher. The head teacher will then interview all concerned and will record the interviews. Form and subject teachers will be alerted to this as will the parents.

Pupils who have been bullied would be supported by reassurance that they have done the right thing to report their concerns. They would have the immediate chance to discuss the experience with their class teacher or member of staff of their choice. The pupil would be assured that they will have continuous support and every attempt would be made to restore self-esteem. It is important to identify wrongdoing and help change the attitude of the pupil – with the parents informed and hopefully helping this process. There must be an investigation to understand why the bullying behaviour is occurring: are their external problems and concerns linked to this? Reconciliation between all parties is sought and is important to understand the consequence of their actions from the victim's point of view. If the situation deems it, appropriate disciplinary steps would be detentions and official warnings to cease offending. If the problem persists, then exclusion from certain areas of school premises or activities may follow. If the problem continues, then the bully will have minor fixed-term exclusion, a major fixed-term exclusion or a permanent exclusion. Any form of bullying would be recorded in the School's formal Behaviour Log and records kept.

For reference please see DfE publication on Restraining Pupils.