



Behaviour Policy 2024 - 2025

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**BE SAFE, READY AND
RESPECTFUL AT QUEEN'S
HILL PRIMARY SCHOOL**



BE READY

Ready to learn
Enter the classroom calmly



BE RESPECTFUL

Polite and kind
Respect children and adults
Listen to others



BE SAFE

Safe play during break and lunchtimes
Quiet, calm walking around school

Policy statement

Queen's Hill Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We believe that an outstanding, inclusive school enables all children to be successful. Relational practice drives exceptional cultures in which children thrive and adults love their work. Our behaviour principles are based on **clear boundaries, excellent systems and genuine mutual respect.**

Pupils learn that building positive approaches and attitudes to behaviour, relationships and learning ultimately benefits themselves, as well as others. In turn, they understand how to be a positive citizen, contributing to their own and society's 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 own behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, creativity, respect and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To create a calm and purposeful school culture
- To ensure all children learn the skills of self regulation

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

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

- Safeguarding Policy
- Online Safety Policy
- Anti-Bullying Policy
- SEND Information Report
- Staff Code of Conduct
- Staff Handbook

Copies of these policies can be found on our [school website](#).

Roles and responsibilities

The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through school visits and behaviour data
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
 - Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
 - Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
 - Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
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Expectations for all staff

1. Meet and greet pupils in the morning and at transition times throughout the day
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 system in the classroom
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 not following our school rules

Expectations for pupils

- Pupils will discuss the school rules in class and understand how to follow them in school
- Pupils will know how we recognise the right behaviour and understand that there may be consequences for breaking the school rules
- All pupils will vote for members of their class to represent them on School Council

Expectations for 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

All staff will display:

1. Respect
2. Consistency
3. Responsibility

Senior leaders will:

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

Our three rules – all children are expected to be:

1. Ready
2. Respectful
3. Safe

Core Consistencies

At Queen's Hill, all adults will uphold our following 'visible consistencies'

- **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:** consistent visual messages that display our core and celebrate our core values

How are our behaviour expectations communicated?

We have key verbal phrases that all staff use to help support and uphold our core expectation of ready, respectful, safe. These include:

- smart, silent, single file
- quickly, quietly, come straight back

The Headteacher and Senior Leaders lead weekly values and celebration assemblies, where we focus on our school values through photos, acts of kindness and individual certificates of achievement.

Posters displaying our core behaviour expectations are displayed around the school environment, both in classes and in communal areas. To support children with emotional regulation we also include strategies from our positive mental health lessons and Zones of Regulation in our curriculum.

'Over and Above' Recognition

We like to recognise learners who go 'over and above' our standards. 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. Phone call home
3. Recognition in our weekly celebration assembly and acts of kindness

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 each 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.

The practical steps listed below should always be followed 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 effective 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 to encourage them to make a good choice. This might include:

- The stop signal
- Handing a child a pen

2. Verbal reminder

A verbal reminder is given to the learner to remind them of the expectations and to help them get back on task. This might include:

- Thank you for being ready
- One voice thank you
- Eyes on me

3. 30-Second

The teacher will have a short, private conversation with the learner. This follows the same script:

- I notice..
- Remember when..
- I need you to...

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
- 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 reset

If the behaviour persists, then the learner will be asked to sit elsewhere or leave the classroom for a short period of time in order to help 'reset' their behaviour. This will always be in a safe place arranged by an adult.

If the persistent behaviour has meant that learning time has been missed during, the teacher may choose to ask the child to complete missed incomplete work during break or lunchtime. After-school detentions can be used if deemed necessary.

After a reset has taken place, then a conversation should be had with the child to reestablish expectations and remind them of their past positive learning behaviours.

As pupils learn to self regulate their own behaviour some may use a reset as a strategy to self regulate. This would be part of an agreed plan with a child's class teacher to support positive behaviours for learning.

5. Dangerous, destructive or unsafe behaviour

If the behaviour is deemed dangerous, destructive or unsafe, then a staff member will ask for additional support from a colleague. If necessary, this may include a 'Step Up' member of staff, who is trained to use restrictive physical interventions.

Restrictive physical intervention (RPI)

This covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of restrictive physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers using the schools recording systems CPOMS

When considering using restrictive physical intervention, staff should consider the risk whilst recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff will always deliver RPI calmly and with care. It is in nobody's interest to confront poor behaviour with anger. A number of staff are trained annually to use RPI strategies through Norfolk County Council Step Up programme.

Restorative Conversation

Restorative conversations are a core part of repairing damage to trust between staff and learners. These are structured in 5 steps:

- What's happened?
- Who has been affected?
- How have they been affected?
- What needs to be done to put things right?
- What would we do differently next time?

All staff will take responsibility for leading restorative conversations and can be supported with another colleague present.

Staff may monitor their behaviour to track progress. 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 Pastoral Care Plan (PCP) to support their behavioural needs. These plans will be written collaboratively by the class teacher, year leader, phase leader and parents/carers.

- 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.

Special Education Needs (SEND)

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Staff are aware that their approach to behaviour may need to be adapted for some pupils with SEND. 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.

The school SENCOs regularly offer behaviour support and strategies to members of staff working with SEND pupils.

A Serious Breach

This is an incident that may lead to a suspension or permanent exclusion.

Suspensions are used as a last resort in cases of extreme violence, bullying and/or verbal assaults. We follow DfE exclusions guidance and model policies from Norfolk County Council. All fixed term suspensions are followed up with a reintegration meeting with the pupil and parent/carer.

Suspension may be issued 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
- Racist abuse
- Abuse against sexual orientation, gender identity or any other protected characteristic

More information on suspensions is available on [Norfolk County Council website](#).

The health and safety of all pupils and staff are of paramount importance at Queen's Hill Primary 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 SEND are also taken into account when administering the suspension process.

Confiscating Items

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

A staff member 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.

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, laptops and smart watches which have camera and/or call access activated (unless agreed with the Headteacher for educational purposes)

Other prohibited items include:

- 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
- Any substance that may be deemed hazardous if mixed with another substance

Searching

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves and with the consent of the pupil. Authorised staff may search items, including pockets and backpacks.

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.

- Searches will be conducted by a same-sex member of staff, and there will be another member of staff present as a witness to the search
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched and seek their cooperation
- Explain to the pupil what a search entails, e.g. “I will ask you to turn out your pockets and remove your scarf”

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

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Mobile Telephones and Smartwatches

We only permit Year 6 pupils to bring mobile phones into school. If a child brings in a mobile phone for communication with parent/carer before and after the school, it must be handed to the class teacher. This will then be placed in a safe box and can be collected by the child at the end of the school day.

Smartwatches that can connect to other devices such as mobile phones, receive messages or other forms of communications, take photos or record in any way are not permitted in school. If a child is wearing a smartwatch or has any electronic device with any of the mentioned features in school they will be asked to hand this into the office until the end of the school day where it will be kept in a safe box.

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 seriously and may be dealt with in accordance with the Complaints Policy and 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. Behaviour incidents are logged onto CPOMS. If appropriate the incident will be analysed at the weekly safeguarding meeting attended by the Headteacher, Assistant Headteachers and other trained Designated Safeguarding Leads.

Any patterns of behaviour identified will direct future planning and provision both for the individual and the cohort. Behaviour incidents and analysis will be fed into the termly Headteacher's Report and shared with the Governors.