



Behaviour and Relationships Policy

Queen's Park Mission Statement

Bravely navigate a changing world—with curiosity, confidence, and joy.

Queen's Park Vision

Our children love coming to school. They experience success through strong, trusting relationships, a deep sense of belonging, positive connections with others, and the courage to challenge themselves.

We celebrate the strength of our diverse community. We create a safe, welcoming environment where every child is seen, heard, and truly valued. Learning is exciting and challenging, with plenty of opportunities to explore new ideas, aim high, and discover individual talents.

We encourage children to ask big questions, stand up for what they believe, and understand different perspectives.

Together with families, we help children develop the knowledge, skills, and character they need to thrive in a changing world. We want every child to feel proud of who they are—and brave enough to shape a better future.

Queen's Park Values

Kindness - Integrity - Excellence - Collaboration

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Introduction

At Queen's Park we believe that positive relationships are central to creating a happy, safe and supportive environment where children will want to attend and where they can learn and thrive.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

This policy is informed by guidance from the Department for Education (DfE) and Brighton & Hove Local Authority. It has been developed with contributions from staff, governors, parents and carers, pupils, and our link colleagues from BHISS. It has also been cross-referenced with the *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* guidance (DfE, August 2024).

We are an Attachment aware school which means we focus on building positive relationships between children and staff and children with their peers.

Our school behaviour policy is based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and high standards of behaviour.

Our Behaviour principles can be found [here](#) and have been agreed by Queen's Park School Governors.

Policy Aims

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. We aim to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

The aim of this policy is to bring all stakeholders together to adhere to some basic key principles and practices that reflect our school ethos.

This policy aims:

To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.

To give a clear frame to ensure Queen's Park promotes our values of; integrity, collaboration, excellence and kindness.

To outline how we promote and celebrate each child and their positive learning behaviours and attitudes.

To outline our behaviour curriculum.

- To outline the expectations of behaviour at our school.
- To explain how we support children to manage their behaviour.
- To detail the steps for dealing with incidents.
- To detail how bullying behaviour, when it happens, is managed.

Legislation, statutory requirements and statutory guidance

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

[Behaviour and discipline in schools](#)

[Education and Inspections Act 2006 \(sections 88-94\)](#)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)

[Searching, screening and confiscation at school](#)

[Use of reasonable force in schools](#)

The school recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

General Principles

At Queen's Park, we have agreed these general principles in relation to behaviour in our school:

Every member of our school community deserves to feel safe, respected and able to work in a calm and orderly environment.

Rewards and consequences are used consistently in line with our policy.

Pupils will be supported to understand how to behave appropriately and offered strategies and support to allow them to achieve this.

We will not tolerate discrimination or abuse under any circumstances.

Adults within our school are expected to be role models at all times.

All pupils will be treated with respect, regardless of their own conduct.

All pupils will take responsibility for their behaviour.

We value the important role that families play in our school and work to build positive partnerships with parents/carers.

We will work with partners and outside agencies to enhance the support on offer in school.

We will share our behaviour policy widely so that the whole school community understands what we are trying to achieve and how we intend to do this.

Vocabulary

Being ‘**Fair**’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Behaviour is a form of communication of an emotional need (whether conscious or unconscious) and responding accordingly.

Promoting Positive Behaviour

We believe that good behaviour needs to be taught explicitly, and we teach good behaviour through:

- Our PHSE programme
- The use of “Queen’s Park Values” – Kindness, integrity, excellence and collaboration (see below)
- Our consistent, ‘Do it the Queen’s Park Way’ relentless routines and reminders outlined in our behaviour curriculum. (See below and Appendix 2)
- Verbal and non-verbal praise and positive reinforcement.
- Greeting each child individually as they arrive at school.

Celebrations

We believe that there is intrinsic reward in positive behaviour, but we also celebrate children’s positive learning attitudes and behaviour through:

- Sharing good news about progress with senior members of staff and parents
- Star of the Week Assembly
- Our House system – House points awarded for positive behaviour
- The Diamond Ticket initiative
- Mentions in the newsletter
- You’ve Been Spotted Award
- Giving jobs and responsibilities, such as playground buddies, house captains, school council, welcome ambassadors etc.
- Whole ‘house’ rewards
- Leadership pathway progression

The following reward is used for consistently demonstrating excellence and improved attendance.

- Hot Choc Friday with the head or another senior member of staff.
- Diamond Tickets

Behaviour Curriculum

In order to help children to feel safe, we believe that our school needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately by all adults, within the context of a safe and caring school environment. Please see Appendix 2 for our Behaviour Curriculum which outlines our routines.

We have four simple values that we expect all adults and children to follow that echo our school values.

Rule	We do...	We do not ...
Show integrity	We are honest, do the right thing and stand up for what is right – even when it is not easy.	We do not stop others from learning or playing. We do not misuse equipment or our environment.
Work collaboratively	We contribute, engage and learn together. We make the most of learning opportunities with everyone in our school community.	We do not exclude anyone or disrespect others' ideas.
Strive for excellence	We try to be the best version of ourselves. We show excellent behaviour, learning, attitude and engagement.	We do not give up or settle for less than our best.
Show kindness	We are kind to ourselves, each other and visitors. We show kindness in our decisions.	We do not treat others' unkindly with words or actions.

House system

At Queen's Park Primary School, our House System celebrates community, teamwork and diversity, inspired by the values and achievements of our House namesakes: Angelica Dass, Axel Scheffler, Yayoi Kusama, and Stephen Wiltshire. Each House encourages students to work together across year groups, fostering friendships and a supportive spirit. Through this system, we aim to build a positive school culture where every child feels valued and motivated to contribute to the wider school community.

When a child or member of staff arrives at Queen's Park, they will be placed in a house group. Siblings will be placed together. Houses will meet weekly.

House assemblies at Queen's Park Primary School are a valued opportunity for students to come together, strengthening our sense of community and teamwork. Led by the House Captain and Vice Captain, these gatherings celebrate student achievements, explore current topics, and engage everyone in contributing ideas to our discussion. With the House Secretary coordinating ICT and recording notes, these assemblies empower students to take on leadership roles, share perspectives, and foster a supportive and inclusive school environment.

The House with the most House Points (Arbor) will be announced every week and the House with the most points at the end of the half term will win the 'House cup'.

House captains will be taken from Year 6 each year and candidates will be interviewed by the staff in their house.

House names will change every 4 years.

See Appendix 1 for more information on the House System

Behaviour regulation – a graduated approach

We recognise that children may, at times, struggle to maintain positive relationships. If not addressed, this may negatively affect behaviour. We give support to all children to pre-empt this and proactively identify where we need to work with groups or individuals to offer more targeted support. This support is put in place as soon as possible with the goal that negative behaviour will then not be displayed.

Methods we use to do this include:

Teaching and using of the 'Just Right' Program (See below)

Learn to Learn – throughout the curriculum we focus on social, emotional and cognitive aspects of learning. This promotes co and self-regulation and readiness to learn.

Teaching children the behaviour expectations through our behaviour curriculum (see appendix 2)

The use of agreed consistencies of managing behaviour incidents – Queen's Park Behaviour Intervention Protocol

Use of the restorative questions on the behaviour At a Glance Sheet (See Appendix 6)

An emotion coaching approach. (See Appendix 7)

Close working with parent/ carers to resolve issues and encourage appropriate behaviour.

Teaching children to use the 'stop it' script.

Public praise and private criticism – public acknowledgement of good behaviour can be very powerful. Criticism should be made as private as possible as lowering a child's self-esteem is likely to increase poor behaviour.

The VIEW – a lunchtime intervention to support and educate children on how to manage themselves on the playground. This is for a specific period of time, run by a Learning Mentor who helps children to reflect on their behaviour and how they would manage this should it happen again.

Recognising the impact of SEND on behaviour

We recognise some children may have social, emotional and mental health difficulties or additional needs which may impact their behaviour. We will develop a self-regulation plan which, as far as possible, will anticipate likely challenges and put in place support to prevent these. The plan will outline any reasonable adjustments necessary to the behaviour policy for the child.

We use the graduated approach to assess, plan, deliver and then review the impact of the support being provided. We may use assessments such as the secure base checklist or the Boxall Profile. Please see Appendix 5 for further details of the Self-Regulation Plan.

We may support them by:

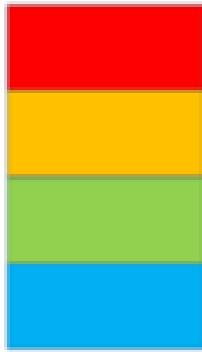
- Using classroom resources such as fiddle toys, weighted blankets etc.
- Using of calming time or calming spaces.
- Personalising the Just Right Plan. (See below.)
- Using sensory prompts such as heavy activity cards, take a Walk Cards, sensory circuits – (These resources are all stored in Teacher Drive - Just Right.)
- Providing learning mentor support e.g. friendship groups, circles of friends, nurture groups etc.
- Adjusting seating plans and flexible groupings to meet the needs of a pupil.
- Using social stories and comic strip conversations (appendix 8) to explore incidents and learn about social situations.
- Varying playtime rotas for children to enable positive relationships as well as offering alternative lunch time activities.
- Providing individual timetables for children, including separate time outside with a supporting adult.
- Providing behaviour support plan
- Engaging with local agencies and partners with expertise
- Please see our inclusive classrooms guide in our teaching and learning policy

We use the advice of external agencies including BHISS, educational psychologists, and we work closely with the LA behaviour support officer. Where there are concerns, we will support families by referrals to agencies such as Safety Net, Early Help, or Community CAMHS. This will include reviewing safeguarding, attendance, wellbeing, and learning concerns.

Just Right

Across our school, we use The Just Right Program (linked with Emotion Coaching – see Appendix 7). This is a system for supporting sensory & emotional regulation in children.

The 'Just Right' approach is built around a scaling system (our Just Right Tower), with four key colour zones – blue, green, orange, red - each of which relates to a different sensory or emotional state.



Red – angry, frustrated

Orange - Fizzy, bubbly, fidgety, excited

Green - Just Right, focused and ready to learn

Blue - Bored, tired, down, ill, quiet

For learning at school, we want the children to be in the Green, 'just right' - calm, alert and focused zone.

Orange is 'fizzy' - bubbling, not calm, anxious, excited, possibly hyper-alert

Blue is 'floppy or fidgety' - under-stimulated, tired, bored, not alert, possibly feeling ill

Red is 'crisis' - (in fight/ flight mode) unable to cope, exhibiting challenging behaviours, wanting to run away,

We use this to:

- Help children understand and communicate how they are feeling.
- Identify what makes them feel 'just right' (in the green) for their learning.
- Explain that sometimes it is fine to be in the 'orange' e.g. at play time.
- Identify ways that will help them return to 'just right' (in the green) if ever they are in the blue, orange or red during learning time.
- Deal with Incidents

We expect staff to uphold the school's behaviour policy at all times and respond to misbehaviour consistently, fairly, promptly and with confidence to maintain a calm, safe learning environment.

At Queen's Park we believe that having a calm and orderly and supportive environment in the school and the classroom is essential for pupils to be able to learn.

We therefore have agreed routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

Please see below for an outline of our consistent approach for dealing with non-compliance, verbal aggression, physical aggression and prejudiced based behaviours.

A simplified overview of this consistent approach is detailed in the At a Glance Sheet (see Appendix 6).

Children will be given time to respond in between responses.

Please also see below for more details of responses to behaviours and what they are typically used for. These responses should be used as appropriate for a situation. When deciding upon a response, adults should take into account the needs and situation of the child and the safety and learning of the other children.

We keep a record of behaviour incidents on Arbor and CPOMS and look for patterns, so we can make sure one particular group isn't more affected by the policy than other groups.

Consistencies for dealing with behaviour incidents

Response/ consequence	Who can apply this?	Typically used for:	Detail
Reminder	Any staff	<p>Low level disruption or interruption e.g. causing a disturbance and stopping other children from learning, inappropriate or unkind language (verbal and non-verbal), inappropriate physical contact (including rough play)</p> <p>Signs of disengagement or refusing to work, follow instructions or join in with activities.</p>	<p>Staff working with children use their voice and body language as their main tool for classroom management. Sometimes a look or word from an adult is sufficient consequence to remind children of the expectations of behaviour.</p> <p>Staff will refer to one or more of the four simple values ('Kindness, excellence, integrity, collaboration'). Ideally, this will be delivered as a 'talk and walk' and, wherever possible, privately.</p>
Verbal Warning	Any staff	Low level disruption/ 'off task' behaviour or interruption or a repeat of previous behaviour	<p>This step involves a conversation with the child, at their level, to address their behaviour and get them back on track.</p> <p>Wherever possible, this will be delivered privately. The key to these conversations is framing the child in the positive light we know they can exhibit.</p> <p>Refer the microscript here (also on At a Glance sheet)</p> <p><u>Microscript</u></p> <p><i>I have noticed that you are not being ... (refer to values and child's behaviour) right now. I noticed you looking around at the others who are working. I think you might be feeling nervous right now about your work. Have I got that right?</i></p> <p><i>I wonder if you are feeling ... because</i></p> <p><i>I can tell you feel.. because...</i></p> <p><i>I can see you seem to be moving out of the green because... (linking to Just Right)</i></p> <p><i>It's okay to feel like that but it's not okay to behave... you are not being ...</i></p> <p><i>Can you remember yesterday/last week when you... (refer to previous positive behaviour)?</i></p> <p><i>This is your warning that If you continue to... (refer to next stepped consequences)</i></p> <p><i>Can you imagine what it would be like ...</i></p> <p><i>I'll give you time to think it through.</i></p> <p><i>This is your warning that if you continue to ...</i></p>

			<p><i>I want to see you ...</i></p> <p>Or staff could give two clear choices, making sure the child is aware of these. e.g.</p> <p><i>You can either complete the work now then go to play with the class, or you will need to complete it in your break time.</i></p> <p>A change of face may also be appropriate for some children – working in your team to swap out another person.</p> <p>Adults will be mindful of any patterns in behaviour that may exist so these can be acted upon.</p>
Moved within learning environment or sent to another class for fixed amount of time to reengage with learning (with work to complete) Phone call home/ informed at end of day Recorded on Arbor	Teacher /teaching assistant/ Partner class	Continuous low-level disruption as above or a one-off incident or more significant one-off incident.	<p>This step is a chance for the child to refocus. Following the move, an adult from the year group will help them to reflect on their behaviour and a restorative conversation will take place where appropriate.</p> <p>They will identify their next step(s) prior to re-integration back into their own classroom.</p> <p>Again, they are reminded of a previous example of good behaviour and given a final opportunity to re-engage with the learning and follow instructions</p> <p>This step will be recorded on Arbor as a Teaching and Learning incident.</p> <p>Lost learning time will be caught up in the child's own time. This could be break or at home.</p> <p>Parent/carers will be informed.</p> <p>In cases where the behaviours are persistent, teacher and SENDCO should consider a self-regulation plan (See Appendix 5)</p> <p>Parent/ carers will meet with the teacher to agree the plan.</p> <p>Adults will be mindful of any patterns in behaviour that may exist so these can be acted upon.</p>
Time agreed change of learning or play space. E.g. working in another class for the morning/ reflection	All Staff For incidents of change of classroom,	Significant incident e.g. Physical aggression against a child or adult Attempting to damage of school property, stealing, bullying or intentional discriminatory behaviour intentionally unsafe	<p>This will include the child spending a specific learning time or play/ lunch time working elsewhere in the school.</p> <p>After / or during the time agreed change of learning space, there will be a restorative conversation (outlined on the behaviour At a Glance Sheet and detailed below) as prompts to support the children involved to find a suitable way forward themselves.</p> <p>They may use Comic strip conversations to support</p>

<p>time during play or lunchtime.</p> <p>Recorded on CPOMS and/or Arbor</p> <p>Parent's informed</p>	<p>agreed by SLT</p>	<p>behaviours, Walking out of class without permission persistent disruption</p> <p>Unsafe behaviours</p>	<p>too, as a visual way to explore thoughts and feelings (Appendix 8).</p> <p>Restorative questions</p> <p>1 <i>What happened?</i></p> <p>2 <i>Who has been affected and in what way?</i></p> <p>3 <i>How did this make people feel?</i></p> <p>4 <i>What happened before and why?</i></p> <p>5 <i>Let's think of what you could have done instead. Can you think of a different way to deal with your feelings? 'What would your inner coach' say?</i></p> <p>6 <i>Let's decide what you will do next time you feel like this. How can we do things differently in the future?</i></p> <p>7 <i>What should we do to put things right?</i></p> <p>Lunch time reflection time may be used.</p> <p>Parent/Carers will be informed</p> <p>In instances of persistent disruption, a self-regulation plan will be considered to reduce the likelihood of its reoccurrence (see above).</p> <p>If appropriate, referrals to relevant outside agencies will also be made.</p> <p>If behaviour is unsafe, a risk assessment will be agreed between the class teacher, member of SLT and the parent/ carer. Staff could seek support from another member of staff e.g. within year group. Parent/carer may be called to resettle the child.</p> <p>If property has been intentionally destroyed, we will ask parent/ carers to pay for damage.</p>
<p>Fixed term suspension or lunchtime external suspension</p> <p>Legal sanction</p> <p>Recorded to pupil record</p>	<p>Head teacher</p>	<p>In response to serious or persistent breaches of the school's behaviour policy, and</p> <p>If allowing the pupil to remain in school would seriously harm the education or welfare of others</p>	<p>Before deciding whether to give a child a fixed term suspension to a pupil, the head teacher will consider a number of factors as outlined in the Suspension and Exclusion policy found here</p> <p>Please see the 'Suspension and Exclusion policy' for detail of the procedures for fixed term suspension.</p> <p>Consideration will be given to the appropriate level of monitoring required when the child returns to school. This step will be shared with relevant staff and</p>

Recorded on CPOMS and Arbor			recorded on CPOMS. Upon the child's return to school, parents/carers will be requested to attend a reintegration meeting with a Senior Leader, the child and any other relevant member(s) of staff. During this meeting, a restorative conversation will take place, where appropriate, if it hasn't taken place already and the level of monitoring and support for the child will be discussed. In this meeting too, the pupil will be reintroduced to the behaviour systems and routines. If appropriate, referrals to relevant outside agencies will also be made.
Managed move to another school, or permanent exclusion Legal sanction Recorded to pupil record	Head teacher	In response to serious or persistent breaches of the school's behaviour policy, and If allowing the pupil to remain in school would seriously harm the education or welfare of others	Before deciding whether to permanently exclude a pupil, the head teacher will consider a number of factors as outlined in the 'Suspension and Permanent Exclusion Policy'. Please see the 'Suspension and Permanent Exclusion Policy' for detail of the procedures for permanent exclusion.

Co-regulation

All adults will be mindful that the children may not yet be in a regulated state and therefore ready to find a resolution. In which case the adult will:

- Provide time and space for the child to calm down (using a Just Right approach & language).
- Refer to the Just Right Zones
- If necessary, stay with the child, or get another adult to do so. Co-regulate by recognising, validating and labelling the child's feelings. They may use parts of the micro script outlined below, to support this.
- Then, when ready, problem solve with the child(ren) using a restorative approach. (This may mean finding them later to discuss).

Dealing with a prejudice-based incident

A racist incident is "any incident which is perceived to be racist by the victim or any other person", according to the Stephen Lawrence Inquiry report (page 362, section 45.17).

Queen's Park does not tolerate any form of discrimination. We value and celebrate our diversity.

If a member of staff is alerted to a prejudice-based incident, they will:

Listen and take the concerns seriously.

Investigate and gather information.

The staff member will ask, 'Has this happened before?' (If the incident is part of a wider pattern of bullying, they will follow the anti-bullying policy.)

Keep a record of the report and actions on CPOMS and Arbor

Parent/ carers of both parties will be informed.

Intervene and support as necessary – This may be restorative conversations, learning mentor time for racial literacy training etc. Sanctions may be used in line with the Behaviour and Relationships policy (See 'Consistencies for dealing with behaviour incidents' in the Behaviour and Relationships Policy). Sanctions will take into account any special educational needs (SEN) that the pupils involved may have.

The member of staff will speak with and inform other staff members, where appropriate. They will also inform SLT.

The class teacher will consider opportunities to build further learning around the incident through responsive PSHE lessons.

The teacher will signpost support and advice from other agencies as necessary. This may include making referrals to other agencies e.g. community safety.

All staff will monitor the impact of intervention and follow up if necessary.

The class teacher or member of staff will report back to parent/ carer findings and actions needed.

They will check in that the child and parent/ carer feels if they have had the issue dealt with appropriately.

Child and Parent/carer will report on the impact they feel the intervention has had.

The member of staff and parent/carer will decide if next steps are needed.

- If we think the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm" , we will contact the LA's children social care team and the police, if appropriate.
- If the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it happened on or off school premises), we would contact the police.

Behaviour Incidents in the playground - fallouts

On the playground, staff will follow the same stepped consequences detailed for in class behaviours. As with class incidents, these will be noted on CPOMS and/or Arbor (our

incident reporting system) and parent/ carers informed of the incident and any consequences.

Fallouts on the playground

We help children to be assertive about keeping themselves safe. If a child is faced with a behaviour that is not in line with our five values – kindness, integrity, excellence, collaboration, they are taught the ‘Stop it!’ script.

Children are taught to hold their hand with a stop gesture and say –

“Stop it, I don’t like it”

“Stop it, I don’t like it, or I will need to tell an adult”

If the behaviour continues then the child will seek adult support.

When dealing with a fallout or incident of unkindness -

The member of staff will listen and take the concerns seriously.

Whenever possible, they will seek to resolve the problem straight away.

The staff member will ask, ‘Has this happened before? (If the incident is part of a wider pattern of bullying, they will follow the Anti-bullying policy.)

They will speak directly to both parties and give both the opportunity to explain their view of the situation through restorative questions (see appendix 4)

The adult will summarise what they have heard.

They will support the children to find a way forward.

They will check in with the child to ensure they feel it has been dealt with appropriately.

Where appropriate, keep a record of the report and actions on CPOMS and/or Arbor.

Staff to intervene and support where necessary. Sanctions may be used in line with the Behaviour and Relationships policy (See ‘Consistencies for dealing with behaviour incidents’ in the Behaviour and Relationships Policy). Sanctions will take into account any special educational needs (SEN) that the pupils involved may have.

The member of staff will speak with and inform other staff members, where appropriate.

The class teacher or member of staff will report to parent/ carers, as necessary.

The member of staff will decide if next steps are needed.

MicroScript

STEP ONE—recognise and name feelings

I have noticed that you are not being ... (refer to values and child’s behaviour) right now.

I noticed you looking around at the others who are working. I think you might be feeling nervous right now about your work. Have I got that right?

I wonder if you are feeling ... because

I can tell you feel...because...

I can see you seem to be moving out of the green because... (Linking to Just Right)

I'm sorry that happened to you, you must feel....

STEP TWO—label and empathise

It's ok to feel like that.

STEP THREE – limit setting (if needed)

It's not ok to behave like that / you're not being ...

Can you remember yesterday/last week when you... (refer to previous positive behaviour)?

Can you imagine what it would be like...

I'll give you time to think things through.

This is your warning that if you continue to... (refer to next stepped consequences) I want to see you...

Or staff could give two clear choices, making sure the child is aware of these. E.g. You can either complete the work now then go to play with the class, or you will need to complete it in your break time.

Step FOUR ... and problem-solving when calm

Use the restorative questions (below) or comic book conversations to problem solve.

Restorative conversations

Adults will use a restorative approach to support children to resolve issues. They will use the restorative questions (outlined on the behaviour At a Glance Sheet and detailed below) as prompts to support the children involved to find a suitable way forward themselves. They may use Comic strip conversations to support too, as a visual way to explore thoughts and feelings. (See appendix 8 for Comic Book conversations.)

Staff will speak directly to both parties and give each opportunity to explain their view of the situation.

1. What happened?
2. Who has been affected and in what way?
3. How did this make people feel?
4. What happened before and why?
5. Let's think of what you could have done instead. Can you think of a different way to deal with your feelings? 'What would your' inner coach' say?
6. Let's decide what you will do next time you feel like this. How can we do things differently in the future?
7. What should we do to put things right?

Extended Services

The extended services (breakfast and after school club) follow the same principles, but the consequences are separate from the school day. The consequences for extended services can be found in the Parent/ Carers Handbook.

Beyond the School Gate

The Behaviour Principles outlined in this policy also applies to pupils:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

If staff are alerted to behaviour incidents happening outside of school, we will always call parent and carers and will refer to support services, as necessary.

Our school is inclusive; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Dealing with bullying

Please see Anti-bullying policy for details of dealing with bullying including cyber bulling and online misbehaviour including outside of school hours. Online conduct (e.g. social media misuse) may be sanctioned if it impacts the school community.

Child on Child Abuse

For our procedures for incidents of child-on-child abuse, please read our Anti bullying policy.

Use of Threatening Language and Actions with an object used as a weapon

At Queen's Park Primary School, we have a zero-tolerance approach to the use of threatening language or actions involving an object used as a weapon. Every child has the right to feel safe and secure in our school community, and any behaviour that compromises this will be taken extremely seriously.

In the event of such an incident, our primary focus is on the victim's well-being, ensuring they feel safe and supported. We provide immediate reassurance, appropriate interventions, and, where necessary, involve parents or external agencies to restore their sense of security.

At the same time, we conduct a thorough investigation into the incident, speaking with all involved parties to gain a clear understanding of the context. Our approach seeks not only to address the behaviour but also to educate the perpetrator on the seriousness and consequences of their actions. We work restoratively where possible, helping pupils understand the impact of their choices while ensuring clear and firm boundaries are upheld.

Sanctions

Depending on the severity of the incident, appropriate actions will be taken, which may include:

- A move to the parallel class within the year group
- Internal suspension (temporary removal from regular classroom activities)
- Fixed-term suspension (temporary exclusion from school)
- Permanent exclusion (in the most serious cases)

We also work in close partnership with the police, who deliver educational talks on safety and responsible behaviour. Where necessary, we may involve them in individual cases to reinforce the seriousness of the situation and ensure appropriate action is taken. Our PSHE curriculum plays an integral part in ensuring all our children are equipped with the skills and knowledge on how to keep themselves safe.

By taking a firm yet supportive approach, we uphold a school environment where all children feel safe, respected, and able to learn without fear.

Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff, governors and parent/carers. We expect our staff and parent/carers to be a good role model for our children as we develop their attitudes for all aspects of life.

The role of the governing body: -

- Reviewing and approving the written statement of behaviour principles.
- Reviewing this behaviour policy in conjunction with the head teacher.
- Monitoring the policy's effectiveness.
- Holding the head teacher to account for its implementation.

The role of school leaders

- Giving due consideration to the school's statement of behaviour principles.
- Approving this policy.
- Ensuring that staff understand the importance of maintaining the behaviour expectations.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Monitoring and reviewing behaviour data – findings inform practice and further

training – including support from BHISS.

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its values 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 this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- 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. Data is reported back to Governors every term and presented on at SLT meetings every half term
- Promoting good behaviour and being visible.
- Routinely engaging with pupils, parent/ carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Giving staff clear guidance about school expectations of their own conduct at school.
- Asking pupils about their experience of behaviour and providing feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

The role of teachers and staff

- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents promptly.
- Embodying the school culture, upholding this behaviour policy at all times by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Building further learning around specific incidents, through responsive PSHE lessons, where needed.

- Acknowledging and praising behaviour that meets the expected standard.
- Keeping parent/ carers updated about their children's behaviour, as necessary.
- Responding to misbehaviour consistently and fairly as set out in the Behaviour and Relationships Policy and the Behaviour At a Glance Sheet (Appendix 6)
- Inducting mid-year pupil arrivals into the behaviour policy.
- Giving pupils clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations as set out in the behaviour policy and in the behaviour At a Glance Sheet.
- Teach the behaviour curriculum explicitly throughout the year. (See Appendix 2)

The role of pupils -

- Following the behaviour curriculum. (See appendix 2)
- Following the school behaviour policy and upholding the school values.
- Upholding the school values.
- Contributing to a kind and inclusive community.
- Wearing the correct uniform at all times.

The role of parents/carers -

- The role of parents is crucial in helping schools develop and maintain good behaviour.
- Supporting the school – parents/ carers should get to know the behaviour policy and, where possible, take part in the life of the school.
- Supporting the school's behaviour policy and reinforcing the policy at home as appropriate.
- Raising a concern about management of behaviour directly with the school while continuing to work in partnership with the class teacher.
- Celebrating pupils' successes, and attending sessions to help understand the school's behaviour policy, where necessary.
- Attending any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.
- Updating the school on things that may impact on their child's behaviour.

Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Positive Handling and Reasonable Force

Please see our policy on positive handling.

- All positive handling and reasonable force incidents will be logged on CPOMS.
- Parents will be informed
- Only trained staff will use physical intervention beyond passive support
- The aim is always de-escalation and safety

Destroyed Property

If property has been intentionally destroyed, we ask parent/ carers to pay for damage.

Mobile Phones

If a child needs to bring a phone to school because they walk to or from school, they will need to hand it to the class teacher at the start of the day. The class teacher will lock it in the class locker. They will be given it back at the end of the day.

If a phone is found on a child, we will remove it until the end of the day.

Confiscation and searches

In the very rare incidents that we need to search pupil's belongings e.g. school bag, we will follow the guidelines outline in the DfE's [latest guidance on searching, screening and confiscation](#).

Head teachers (along with staff that they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items are defined in the Education Act 1996.

Prohibited items are:

- knives or other potential weapons
- alcohol

- illegal substances/drugs
- stolen items
- tobacco and cigarette papers
- fireworks;
- pornographic images
- Any other articles that they suspect have been or are likely to be used to commit an offence, cause personal injury or damage to property.

Any search by a member of staff for a prohibited item will be recorded in CPOMS. This is irrespective of whether an item is found.

Head teachers and authorised staff may also search for any other items that could pose a risk to staff or pupils e.g. mobile phones, lighters, medicines.

An authorised staff member carrying out a search may confiscate any item that they suspect:

- poses a risk to staff or pupils
- is prohibited

When determining how to deal with a confiscated item, we follow the detailed guidance that has been published by the DfE. This can be found [here](#).

Please note that the law protects school staff from liability in any proceedings brought against them for any loss or damage to items that they have confiscated as long as they have acted lawfully.

Malicious allegations

As a school, we recognise the distress and harm that can be caused by being subject to a malicious allegation and will ensure that any affected staff are offered appropriate support and pastoral care.

If a pupil is found to have made a malicious allegation, the school still has a duty of care towards that child. The school will ensure that appropriate safeguarding measures are put in place and that they access any mental health support that they may require.

Supporting children with diagnosed or possible unidentified SEND

We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of unwanted behaviour arise, we will consider them in relation to an individual pupil's needs including identified SEND needs. As a school we do

not lower our expectations of behaviour however, we are committed to providing the scaffolding and support necessary to meet these expectations.

We also recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. When dealing with pupils with SEND, we will balance their legal duties when making decisions about enforcing the behaviour policy with their SEND needs, in consultations with external agencies.

Where any adaptations in the application of the behaviour consistencies are required, a Self-regulation plan will be created in consultation with staff, parent/carers and child.

Considering whether a pupil displaying unwanted behaviour may have unidentified SEND

The school will strive to meet the needs of individual pupils who struggle to manage their behaviour. Where relevant, the school will work with outside agencies, families and specialist staff to ensure that a tailored approach is devised.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits unwanted behaviour to determine whether they have any underlying needs that are not currently being met.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Monitoring arrangements

The school will collect data on the following:

- Positive behaviour incidents
- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion and suspension.
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.
- The data will be analysed from a variety of perspectives including:

At school level

By age group

By time of day/week/term

By protected characteristic

Findings from the data will help to determine CPD for staff in order to ensure we are meeting the needs of all the children.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it, where appropriate.

Links with Other School Policies and Practices

This policy links with several school policies, practices and action plans including:

Anti-Bullying Policy

Complaints Policy

Safeguarding and Child Protection Policy

ICT and Acceptable Use Policy

PSHE policy

Equality Policy

Positive-handling Policy

Appendix 1- House System

What is the Queen's Park House System?

Children are divided into four different houses. Each House will meet once a week for an assembly and work together on competitions and fundraising events.

Why do we have a house system?

The House system aims to foster positive relationships through a strong sense of responsibility, kindness, belonging and community for all our children and staff.

How does it work?

Children will get House points for showing kindness, integrity, excellence, collaboration. Each week we will celebrate the winning House in a whole school assembly.

All staff can award house points when they see good learning or children following the values. These are recorded on Arbor and families are alerted to when their child has been awarded a house point.

The House with the most House Points (Arbor) will be announced every week and the House with the most points at the end of the half term will win the 'House cup'.

Appendix 2 - Behaviour Curriculum

The Queen's Park School behaviour curriculum

Pupils are expected to:

- Follow the behaviour curriculum.
- Follow the school behaviour policy and uphold the school values
- Support their house
- Uphold the school values
- Contribute to a kind and inclusive community
- Always wear the correct uniform

In order to help children to feel safe, school needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately by all adults, within the context of a safe and caring school environment.

We have five simple values that we expect all adults and children to follow.

Kindness, integrity, excellence, collaboration

Rule	We do...	We do not ...
Show integrity	We are honest, do the right thing and stand up for what is right – even when it is not easy.	We do not stop others from learning or playing. We do not misuse equipment or our environment.
Work collaboratively	We contribute, engage and learn together. We make the most of learning opportunities with everyone in our school community.	We do not exclude anyone or disrespect others' ideas.
Strive for excellence	We try to be the best version of ourselves. We show excellent behaviour, learning, attitude and engagement.	We do not give up or settle for less than our best.
Show kindness	We are kind to ourselves, each other and visitors. We show kindness in our decisions.	We do not treat others' unkindly with words or actions.

Our Routines

Staff and children have worked together to agree our behaviour curriculum routines. See below.

Wonderful Walking

We walk around school using Wonderful walking to make sure the learning of other children is not disrupted.



Greet everyone as you come in.

Keep on the left.

Really quiet voice.

(When we are with an adult, during class time, we will be silent.)

Our routine for the end of play time.



The whistle will blow.

- All children will help put equipment away.

- Staff will ask groups of children to wonderful walk inside.

- Children line up very quietly, outside their classroom.

Our wet play routine

 ► 

In the Lunch Hall

- Line up to collect your lunch.
- Collect your lunch from the dinner service team.
- Say thank you.
- Wonderful walking to your seat.
- Eat your lunch at your seat showing good manners.
- Put your hand up, to go.
- Put any litter in the bin.

Wet play routine

The clacker will ring.

Walk in using 'wonderful walking.'

Line up outside your class until the adult on duty arrives.

Our end of the day routine in 5 /6

   & 6 corridor

Line up in class together.

Wonderful walk down the corridor on the left.

Independent walkers dismissed first from the front.

Teacher handover other children to parents/carers.

Children whose parents/carers are not there will wait by the outdoor enclosed area.

Our break time toilet routine

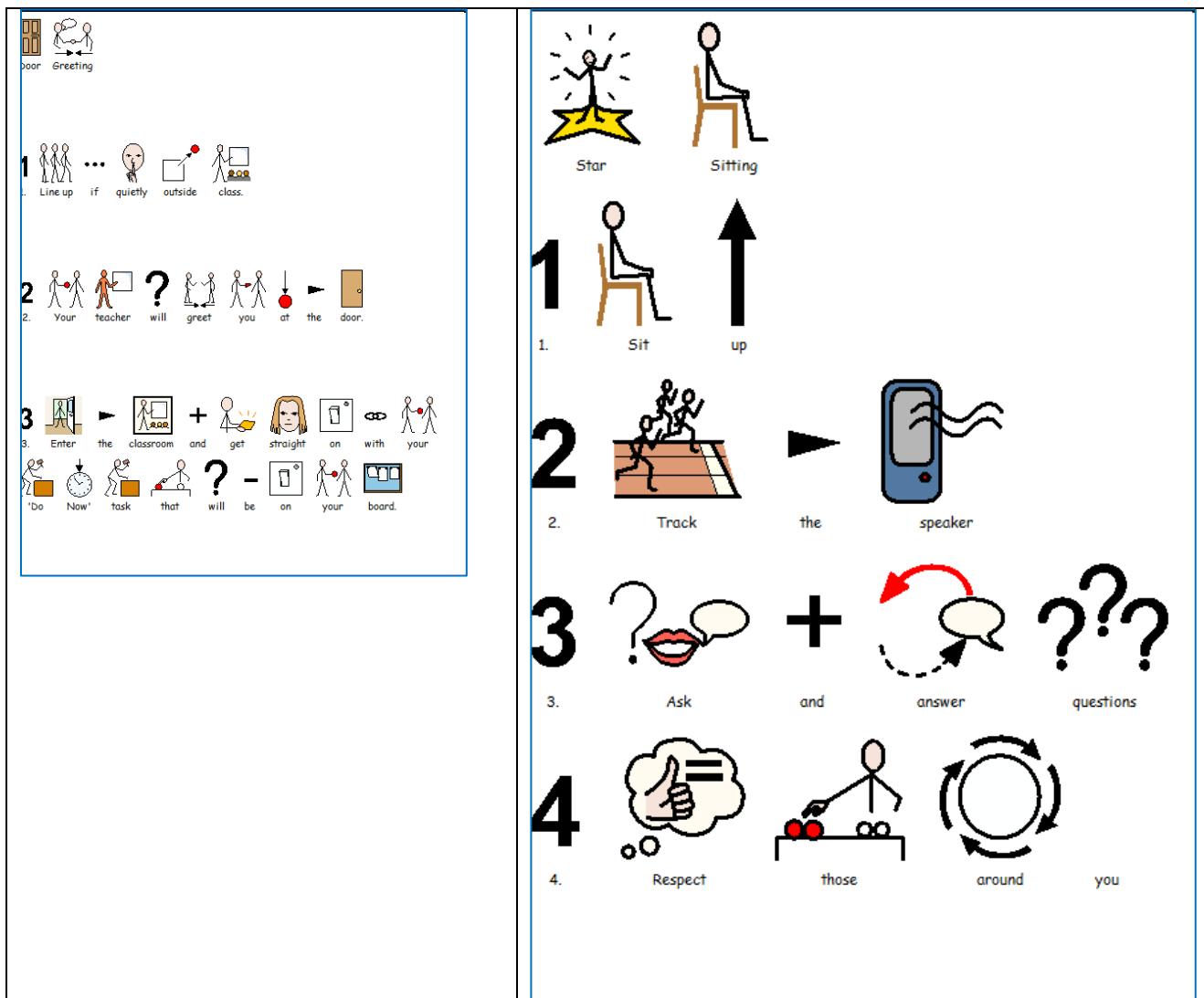
Break time toilets routine

Ask the monitors if you can go to the toilet.

Monitors allow up to 3 children at a time in each toilet room.

Other children will be asked to wait.

Door monitors will report those not following instructions to the adult on duty.



While this behaviour curriculum is for all pupils it may be adjusted to suit the needs of pupils with SEND or additional needs.

Appendix 3 Calm Club/The VIEW

1. Children will go to the Timeout area for unsafe or dangerous behaviour on the playground.
2. A member of SLT will supervise this area and hold conversations with those placed in Timeout
3. Children not meeting the school values in the classroom will be escorted to the Timeout area at the beginning of lunchtime
4. The teacher will need to inform parents/carers that their child was in the Timeout area for part of lunchtime.
5. The VIEW is led by one of our Learning Mentors who delivers a programme to children who struggle to regulate themselves on the playground. They will complete a reflection form every day and continue to do this for 2 weeks after they have finished the course.

Appendix 4 - Restorative conversations

Adults will use a restorative approach to support children to resolve issues. They will use the restorative questions (outlined on the behaviour At a Glance Sheet and detailed below) as prompts to support the children involved to find a suitable way forward themselves. They may use Comic strip conversations to support too, as a visual way to explore thoughts and feelings.(Appendix 8)

Restorative questions

- 1. *What happened?***
- 2. *Who has been affected and it what way?***
- 3. *How did this make people feel?***
- 4. *What happened before and why?***
- 5. *Let's think of what you could have done instead. Can you think of a different way to deal with your feelings? 'What would your' inner coach' say?***
- 6. *Let's decide what you will do next time you feel like this. How can we do things differently in the future?***
- 7. *What should we do to put things right?***

Appendix 5 – Self Regulation Plan

A **Self-Regulation Plan (SRP)** is a document created for children who have social, emotional and mental health difficulties or additional needs which may impact their behaviour.

A Self-Regulation Plan may contain:

- Long and short aims of the plan
- Triggers for the child's behaviour
- Barriers to behaving appropriately
- Teacher and family support - Proactive strategies – (In addition this may include a personalised reward system or contract drawn up between parent/ carers, staff and child.)
- Any reasonable adjustments necessary to the Behaviour Policy for the child.

Any behaviour support plan is created in collaboration with the child and parent/ carers.

Example of a Self-Regulation Plan



Self-regulation Plan - Autumn/Spring/Summer Term 2024-25

Name	Class	Year	SEN support/EHCP
Background context - reason for the Self-regulation plan		Observed behaviours	
Pupil Strengths		Pupil difficulties/barriers to behaving appropriately	
Aims (Long term target)	TARGETS THIS TERM		How can I help myself? How can others help me? (Strategies and Provision)
	I can		
	I can		
	I can		
What can teachers do to support me in class with my behaviour?		What can home do to support me? What strategies will home put in place to support you and the school? E.g. routines, communications, rewards	

Appendix 6 – Behaviour At a Glance Sheet



Queen's Park School Behaviour At a Glance Sheet – *A prompt sheet for staff*

To bravely navigate a changing world – with curiosity, confidence and Joy

Visible Adult Consistencies

1. Meet every child at the classroom door every transition. Greet them by with a "Good Morning"
2. Smile and say *Hello/Good morning/Good afternoon* to children when you meet them in the corridor.

Values

1. Kindness
2. Integrity
3. Collaboration
4. Excellence

Reinforcing positives

- Use of targeted praise
- Diamond Tickets
- Star of the Week

Over and Above Behaviours and improved attendance.

Hot Choc Friday with the head

Stepped Consequences

1. Reminder of our school values (*Can I remind you that at Queen's Park we...*)
2. Verbal Warning (using microscript)
3. Moved within learning environment or sent to another class for fixed amount of time to reengage with learning (with work to complete)
Lost learning will be caught up.
An adult will help the child reflect on their return to their place.
CPOMS/Arbor, if appropriate
Parent/carer informed, if appropriate.
4. Time agreed change of learning or play space e.g.
working in another class, 'buddy class', for the morning or a short time/ reflection time during play or lunchtime.
Restorative conversation on return
CPOMS
Parent/ carer informed.

Microscript

STEP ONE—recognise and name feelings

I have noticed that you are not being ... (refer to rules and child's behaviour) right now.

I noticed you looking around at the others who are working. I think you might be feeling nervous right now about your work. Have I got that right?

I wonder if you are feeling ... because

I can tell you feel...because...

I can see you seem to be moving out of the green because... (Linking to Just Right)

I'm sorry that happened to you, you must feel....

STEP TWO—label and empathise

It's ok to feel like that.

STEP THREE—limit setting (if needed)

It's not ok to behave like that / you're not being ...

Can you remember yesterday/last week when you ... (refer to previous positive behaviour)?

Can you imagine what it would be like...

I'll give you time to think things through.

This is your warning that if you continue to... (refer to next stepped consequences) I want to see you...

Or staff could give two clear choices, making sure the child is aware of these. E.g. You can either complete the work now then go to play with the class, or you will need to complete it in your break time.

Step FOUR ... and problem-solving when calm

Use the restorative questions or comic book conversations to problem solve.

Co-regulation

Be mindful that the children may not yet be in a regulated state

- Provide time and space for the child to calm. If necessary, stay with the child,
- Refer to the Just Right Zones
- Use parts of the micro script to support

Restorative Questions

Staff will speak directly to both parties and give each opportunity to explain their view of the situation through restorative questions or a comic strip conversation.

1. *What happened?*
2. *Who has been affected and it what way?*
3. *How did this make people feel?*
4. *What happened before and why?*
5. *Let's think of what you could have done instead.*
Can you think of a different way to deal with your feelings? 'What would your' inner coach' say?
6. *Let's decide what you will do next time you feel like this. How can we do things differently in the future?*
7. *What should we do to put things right?*

Appendix 7 - Emotion Coaching

Some children will need greater support to be able to self-regulate and in these cases, we offer additional help via a key adult learning mentor time. These key adults will model an emotion coaching approach.

Emotion coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It is a helpful tool for children to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour. It allows children to learn how their emotions work and how to adapt these feelings in healthy ways.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.

Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

Our microscript uses the elements of emotion coaching.

STEP ONE—recognise and name feelings

STEP TWO—label and empathise

STEP THREE – limit setting (if needed)

STEP Four - ...and problem-solving when calm

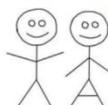
Appendix 8 – Comic Strip Conversations

Comic strip conversations, created by [Carol Gray](#), are simple visual representations of conversation.

Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message.

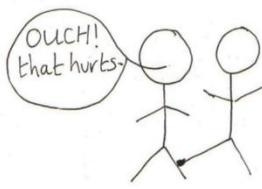
Can help to:

- develop an understanding of social situations and address antisocial behaviours
- explain their perspective of a situation
- develop an understanding of the perspectives of others
- explore choices
- become more independent

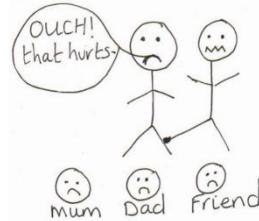


Steps for Comic Book Conversations

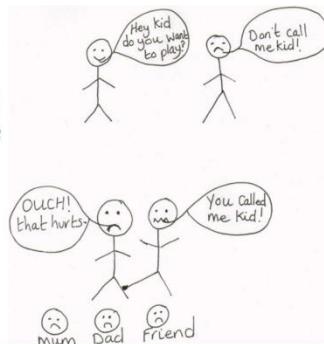
- Draw the 'incident' in the middle of the paper



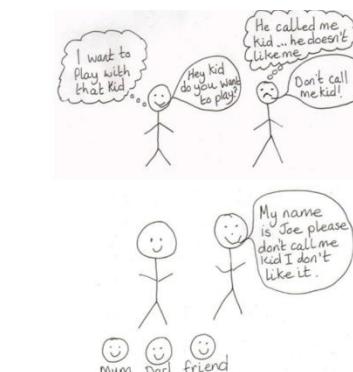
- In discussion with the child, add expressions to reflect the individuals feelings. Then add below the feelings of the child's key people.



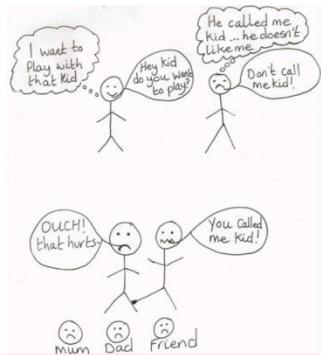
- Gather information through 'chatting' about what happened before, and add to the top of the page.



- Often referred to as the 'trigger'.



- Add thought bubbles to the top of the page to explain perspectives.



- Now start a new page.
- Re-draw the trigger with an alternative, appropriate ending for your child to use in the future.

Alternative discussion of choices

