

Queen's Park Primary School



Behaviour and Relationships Policy

“A kind and inclusive learning community with high expectations for all”

At Queen's Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.

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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 based on Guidance provided by DFE and B&H Local Authority and has included input from: members of staff, representatives from the governing body, parents/ carers, pupils and our link BHISS colleagues.

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.

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.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of this policy is to bring us all 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 is a kind, respectful and safe community in which everyone can learn.

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.

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 set an excellent example at all times.

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

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 and Circle Time.

The use of “Queen’s Park Rules” – Respectful, Responsible and Safe (see below)

Our consistent 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

Reward system using marbles in a jar (see Appendix 1)

Marbles at playtimes

Mentions in the newsletter

Giving jobs and responsibilities, such as Lunch Bunch team, playground buddies, learning council rep etc.

Whole Class marble treats.

The following reward is used for consistent “Over and above” behaviour and improved attendance.

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

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 three simple rules that we expect all adults and children to follow.

Rule	We do...	We do not ...
Respectful	We are considerate of everyone in our school community, equipment and our environment, We are polite.	We do not hurt other people with our words or actions. We do not damage equipment or our environment.
Responsible	We take pride in our work and school community. We look after equipment and our environment.	We do not stop others from learning or playing. We do not misuse equipment or our environment.
Safe	We think about our own and others' safety in all our actions.	We do not act in any ways which could endanger ourselves or others.

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 section 8 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.

Use of the restorative questions on the behaviour At A Glance Sheet (See Appendix 3)

An emotion coaching approach. (See Appendix 6)

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

Teaching children to use the 'stop it' script. (See Section 11 below.)

Having an indoor club, and the Hive for play and lunchtimes.

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 – if not now, then later.

Recognising the impact of SEND on behaviour

We recognise some children may have a social, emotional and mental health difficulties or additional needs which may impact their behaviour. We will develop a behaviour support plan which, as far as possible, will anticipate likely triggers of misbehaviour 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 4 for further details of the Behaviour Support Plans.

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.
- Providing' soft start 'an early morning club for children who find transition to school difficult. For invited children.
- Adjusting seating plans and flexible groupings to meet the needs of a pupil.
- Using social stories and comic strip conversations (appendix 7) 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 a partners with expertise

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.

For children who need a high level of emotional support, we will consider counselling. We keep a list of children waiting to see the counsellor, and when a space becomes available we prioritise who takes the space according to need.

Just Right

Across our school, we use The Just Right Program (linked with Emotion Coaching – see Appendix 6). 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

Green - Just Right, focused and ready to learn

Blue - Bored, tired, down, ill

Green is 'just right' - calm, alert and focused

Orange is 'fizzy' - bubbling, not calm, anxious, 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).

Identify ways that will help them return to 'just right' (in the green) if ever they are in the blue, orange or red.

Dealing 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.

In non-compliance situations, staff will use the behaviour At a Glance Sheet (see Appendix 5) to give a stepped response. Children will be given time to respond in between steps. Staff working with children use their voice and body language as their main tool for behaviour management. Sometimes a stern look or word from an adult is sufficient consequence to remind children of the expectations of behaviour.

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 and look for patterns, so you 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	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) Signs of disengagement or refusing to work, follow	Staff will refer to one or more of the three simple rules ('Responsible, Respectful, and Safe'). Ideally, this will be delivered as a 'drive by' and, wherever possible, privately.

		instructions or join in with activities.	
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. 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><i>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></p> <p><i>I wonder if you are feeling ... because</i></p> <p><i>Can you remember yesterday/last week when you...(refer to previous positive behaviour)? This is your warning that If you continue to...(refer to next stepped consequences)</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>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	Teacher/teaching assistant	Continuous low level disruption as above or a one off incident or more significant one off incident.	<p>It is a chance for the child to refocus. Following the move, staff will have a quick chat with the child and remind them of expectations. 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. Lost learning time will be caught up in the child's own time.</p> <p>Parent/carers will be informed.</p> <p>At the end of the session, an adult from the year group will help them to reflect on their behaviour and a restorative conversation will take place where appropriate (See Appendix 3). They will identify their next step(s) prior to re-integration back into their own classroom.</p> <p>This step will be recorded on CPOMS.</p> <p>In cases where the behaviours are persistent, teacher and SENCO should consider an individual behaviour support plan (See Appendix 4)</p> <p>Parent/ carers will meet with the teacher to agree the plan.</p>

			Adults will be mindful of any patterns in behaviour that may exist so these can be acted upon.
Time agreed change of learning or play space. E.g. working in another class for the morning/ reflection time during play or lunchtime. Recorded in CPOMS Parent's informed	All Staff	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 behaviours, Walking out of class without permission persistent disruption Unsafe behaviours	This will include the child spending a specific learning time or play/ lunch time working elsewhere in the school. Part of the time agreed change of learning or play space will involve a restorative conversation will take place where appropriate (see appendix 3). Parent/Carers will be informed In instances of persistent disruption, individual behaviour support plan will considered to reduce the likelihood of its reoccurrence (see above). If appropriate, referrals to relevant outside agencies will also be made. If behaviour is unsafe, a risk assessment will be agreed between the class teacher, member of SLT and the parent/ carer. Parent/carer may be called to resettle the child.
Fixed term suspension or lunchtime external suspension 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 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 permanent exclusion policy. Please see the 'Suspension and permanent exclusion policy' for detail of the procedures for fixed term suspension. 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 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 (see appendix 3) 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	Head	In response to serious or	Before deciding whether to permanently exclude a

move to another school, or permanent exclusion Legal sanction Recorded to pupil record	teacher	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	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.
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Dealing with a prejudice based incident

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

If a member of staff is alerted to 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.

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, Sanctions may be used in line with the relationships and behaviour 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.

Behaviour Incidents in the playground

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 (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 three rules – respectful, responsible and safe, 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 3)

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

Intervene and support as necessary –Staff will give support, where necessary. Sanctions may be used in line with the relationships and behaviour 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.

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

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

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).
- 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).

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'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)?

I'll give you time to think things through.

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

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 (appendix 7) 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 7 for Comic Book conversations.)

Restorative questions

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?*
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 bullying.

Child on Child Abuse

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

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.
- 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 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.

- 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 Relationships and Behaviour Policy and the behaviour At a Glance Sheet (Appendix 5)
- 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 rules.
- 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.

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 is required, a behaviour support plan will be created in consultation with staff, parent/carers and child. This behaviour support plan will detail consequences for behaviours.

Further details on behaviour support plans can be found in appendix 4.

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:

- 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 every term by the Key stage 2 lead.
- 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

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- Use of marbles

We use marbles as our school wide reward scheme for ongoing good behaviour, following school rules, good work etc.

All staff can hand out marbles when they see good learning or children following the rules.

Staff or the rewarded child can then put their marble in the class jar. Paper marbles are used on the playground and non-class based marble distribution then exchanged for 'real' marble for the jar.

50 marbles = 10 minutes treat time.

These 10 minutes can be exchanged straight away (i.e. 10 minutes extra play, a 10 min parachute games etc.). Or they can be banked and built up over time, for a longer more significant class treat.

There is a 'pocket' of marbles in the staffroom for people to put their 'used' marble cards in, and also to take them out when they have run out.

Appendix 2 - Behaviour Curriculum

School behaviour curriculum

Pupils are expected to:

- Follow the behaviour curriculum.
- Follow the school behaviour policy and uphold the school rules
- Uphold the school values
- Contribute to a kind and inclusive community
- Wear the correct uniform at all times

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 three simple rules that we expect all adults and children to follow.

Respectful, Responsible and Safe.

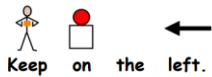
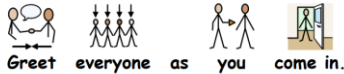
Respectful	We are considerate of everyone in our school community, equipment and our environment, We are polite.	We do not hurt other people with our words or actions We do not damage equipment or our environment.
Responsible	We take pride in our work and school community. We look after equipment and our environment.	We do not stop others from learning or playing. We do not misuse equipment or our environment.
Safe	We think about our own and others' safety in all our actions.	We do not act in any ways which could endanger ourselves or others.

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

Our Routines

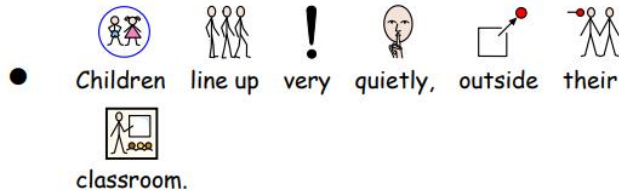
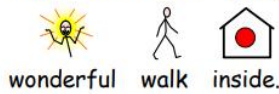
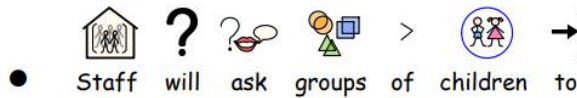
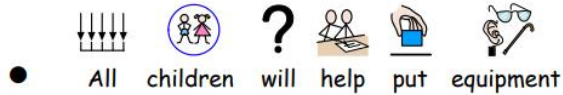
Wonderful Walking

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

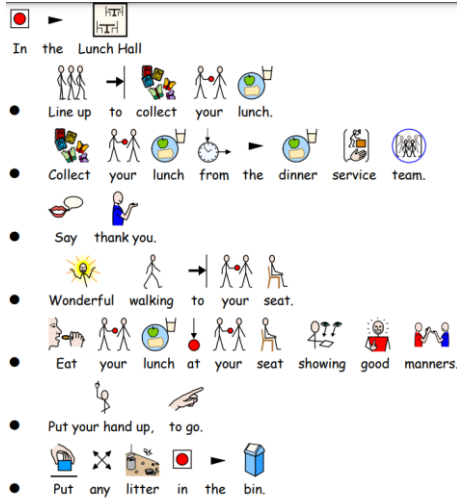


(When we are with an adult, during class time, we will be silent.)

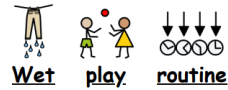
Our routine for the end of play time.



Our lunch time routine



Our wet play routine



Our end of the day routine in 5 /6

Our break time toilet routine

End of the day Year 5 & 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.

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.

Door Greeting

1. Line up if quietly outside class.

2. Your teacher will greet you at the door.

3. Enter the classroom and get straight on with your 'do Now' task that will be on your board.

Star Sitting

1. Sit up

2. Track the speaker

3. Ask and answer questions

4. Respect those around you

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 - 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 7)

Restorative questions

- 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?**
- 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 4 - Behaviour Support Plan

A **behaviour support plan (BSP)** is a document created for children who have social, emotional and mental health difficulties or additional needs which may impact their behaviour.

A Behaviour Support Plan may contain -

Individual behaviours displayed.

Triggers

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.

Signs that the behaviour is about to deteriorate.

Supportive strategies to prevent behaviour deteriorating further.

Calming strategies.

To create Behaviour Support Plans, we use Provision Mapper.

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

Example of a Behaviour Support Plan

This is accessed on Provision Map.

Behaviour Support Plan		
Key adults: <input type="text"/>	Educational Psychologist involved: <input type="checkbox"/>	SEMH Specialist Professional Involved: <input type="checkbox"/>
Key Information: <input type="text"/>	Behaviours displayed: <input type="text"/>	Triggers that affect behaviour <input type="text"/>
Signs that behavior is about to deteriorate: <input type="text"/>	Supportive strategies to prevent behavior deteriorating further: <input type="text"/>	After calming down, take the following steps: <input type="text"/>

Appendix 5 – Behaviour At a Glance Sheet



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

We are a kind and inclusive learning community with high expectations for all.

Visible Adult Consistencies

1. Meet every child at the classroom door every morning. 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.

Rules

1. Respectful
2. Responsible
3. Safe

Reinforcing positives

- Use of targeted praise
- Marble in jar
- Star of the Week

Over and Above Behaviours and improved attendance.

Hot Choc Friday with the head

Stepped Consequences

1. Reminder for the 3 school rules.(*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, 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'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)?

I'll give you time to think things through.

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

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.

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?
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?*

Co-regulation

Be mindful that the children may not yet be in a regulated state and therefore ready to find a resolution.

- Provide time and space for the child to calm / If necessary, stay with the child,
- Use parts of the micro script to support before a restorative.

Appendix 6 - 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 or school counsellor. 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

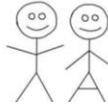
Appendix 7 – Comic Strip Conversations

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.

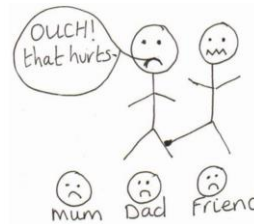
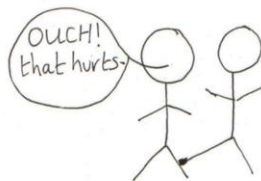
Can help to:

- 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.



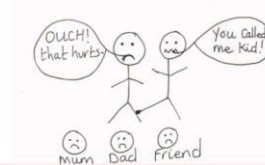
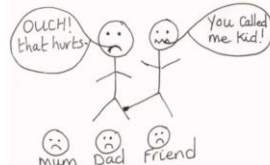
- Gather information through 'chatting' about what happened before, and add to the top of the page.



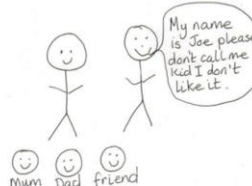
- Add thought bubbles to the top of the page to explain perspectives.



- Often referred to as the 'trigger'.



- 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

