2023-2024

Positive Behaviour Policy

| Ambition |
| Confidence |
| Creativity |
| Respect |
| Enthusiasm |
| Determination |

REVIEW TIMETABLE			
Date of last central office review:	Sept 2022	Review Period:	1 year (minimum)
Date Authorised	Autumn 2024	Owner:	Secondary and Primary Education Teams
Review Date	Autumn 2024	School ownership:	Lilli Landau – Principal Sarah Downey – Assistant Principal Ali Wells – Pastoral Lead
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

Contents

1.   Expectations

This policy sets out how Queen's Manor Primary School will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

2.   Policy Implementation

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, Queen's Manor Primary Academy is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

Pupils	Expected to take responsibility for their own behaviour and follow the School Behaviour expectations at all times.
Parents	Work in partnership with the School and take part in life of the school and it's culture to maintain excellent standards of behaviour and inform the School about any changes at home that could impact learning or behaviour in School.
All staff	Responsible for ensuring the policy is implemented in a fair and consistent manner throughout the school by setting that standards required to promote positive behaviour. Act as role models in every interaction.
Member of SLT responsible for Behaviour and Pastoral Lead	Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the School. Tracking and monitoring behaviour and consequence systems, and devising and implementing strategies to improve behaviour where required.
Principal	Responsible for the implementation and day-to- day management of the policy and procedures Reports records of serious incidents to LGB on a termly basis
Local Governing Body	Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel.

Schools should place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, schools should liaise closely with parents where practical and, if relevant, other local or national support agencies. Queen's Manor Primary School has a dedicated Pastoral Lead and Team who can provide behavioural support where necessary.

It is an expectation throughout the school and its wider community that confidentiality and privacy of pupils, families, parents, carers and staff are respected.

3.   Behaviour expectations

We want Queen's Manor Primary School to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. Our expectation of every pupil is that they demonstrate pro-social behaviour at all times. We actively discourage behaviour that would undermine learning or confidence between pupils, or pupils and staff. Outstanding attitudes to learning are the ultimate reward for good behaviour, however, we do also reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and logical consequences for unacceptable or anti-social behaviour.

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. **We seek to create a caring and safe school by:**
- Encouraging and acknowledging prosocial behaviours
- Encouraging children to take responsibility for their behaviour
- Promoting self-esteem
- Encouraging pupils to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Ensuring consistency of response to positive and unacceptable behaviour
- Seeking to develop positive relationships with parents and carers to support the development of children's behaviour
- Ensuring the implementation of this policy and the associated procedures
- Promoting early intervention

It is extremely important that parents and carers understand and support the school's Behaviour Policy and help their children understand why respecting this policy is important for the wellbeing of every student and the smooth running of the school.

Parents and carers will be expected to take responsibility for the behaviour of their child, both inside, outside of the school site and online.

There may be rare times when parents/carers do not agree with chosen consequences. In such cases, while the school will be willing to discuss the matter, we hope that parents/carers will nonetheless support the academy's decisions.

This is what exemplary behaviour looks like:

In class:
- Pupils stop and attend immediately to the stop signal.
- Listeners track the speaker.
- Pupils develop oracy skills that allow them to build on what others have said and be respectful and informed in their disagreements.
- Pupils maintain a calm, ready-to-learn state and know what tools they need if they feel dysregulated.

During transitions:
- Staff greet pupils individually with warmth, on arrival to school or into class. Staff also dismiss pupils in the same way at the end of the day.
- Staff and pupils smile and greet each other around the building.
- Pupils know what tools they need to become calm if they are dysregulated.
- Pupils move around the school quietly and calmly and always with adult permission.

During play and lunchtime:
- Pupils' play is inclusive, friendly and safe – they 'choose kindness and compassion'
- Pupils stop and attend immediately to the 'hands up signal'.
- Pupils enjoy taking on leadership roles and responsibilities so that they can support each other.
- If there is a conflict, pupils know what tools they need to cope when feeling angry, sad or worried and, when calm, are able to reflect on their behaviour.

These expectations are summarised by three rules:

Be Ready, Be Respectful, Be Safe

Our School Values are:

Our approach is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people, supporting colleagues to achieve excellence and acting with integrity in all our dealings within and beyond the organisation, in the interests of young people everywhere.

We summarise this ethos as '**the best in everyone**'.
This ethos underpins our **core values**:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause;
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – for ourselves and others in all that we do;
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests;
- **Determination** – to overcome obstacles and reach success.

We revisit our values regularly each half term and recognise our pupils weekly when they demonstrate one or more of these values in their actions at school.

4.   Who is responsible?

Throughout this policy, "we" refers to the whole school of teaching and non-teaching staff, volunteers and governors as well as all children, their parents and carers.

It is essential that parents and carers take responsibility for the behaviour of their child both inside and outside the school. We will seek to develop positive relationships with families so that we can work in partnership to maintain the high standards of behaviour expected in school.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Consistency lies in the behaviour of adults and not simply in the application of procedure.

A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel treated as valued individuals and fairly, they respect adults and accept their authority.

All staff
1. **Meet and greet** at the door.
2. Refer to **'Ready, Respectful, Safe'**
3. **Model** positive behaviours and **build relationships.**
4. **Plan** lessons that engage, challenge and meet the needs of all pupils.
5. Use a **visible recognition** mechanism throughout every lesson.
6. **Be calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with pupils.
8. Use **consistent** school approaches when dealing with any behaviour during learning

Leaders
Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Leaders will:
1. **Meet and greet** pupils at the beginning/end of the day.
2. Be a visible presence to encourage appropriate conduct.
3. Support staff in managing behaviour and having restorative conversations.
4. Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
5. Regularly share good practice.
6. Ensure staff training needs are identified and targeted.
7. Use behaviour data to target and assess interventions.
8. Regularly review provision for pupils who fall beyond the range of written policies.

5. The Conscious Discipline Approach

Aims and expectations

It is a primary aim of Queen's Manor Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Queen's Manor Primary School's behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our behaviour policy is a means of promoting relationships, so that people can work together with the common purpose of helping everyone to learn.

We believe that a positive school climate which will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'.

The school family is held together through communication skills which are taught during conflict moments and in the classroom through active learning lessons.

The goal of the school family is to create problem solvers. If the school family fails to promote pro-social behaviour, rules and consequences are implemented to motivate children to use the socially acceptable communication skills being taught, to reduce behaviour issues and increase teaching time.

More information about this approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey.

Purposes

1. To build connections. Fostering interdependence and connection. Building caring relationships.
2. To improve communication. A two-way process where people feel listened to, understood and can state their own feelings safely.
3. To develop problem solving skills. The ability to identify problems early, focussing on solutions.
4. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.
5. To be able to deal with change. Changes are acknowledged and dealt with openly.
6. To have shared values. Accept the values of others and using positive intent, seeing the best in others.
7. To develop autonomy. Taking ownership of your own feelings and actions.

Encouragements

We believe that through developing the school family, children will become intrinsically motivated displaying helpfulness, co-operation and problem–solving skills. The need for extrinsic motivation through coercion, punishment and external rewards will diminish. The school family develops a sense of belonging.
In order to build this, classroom structures that are continually developing throughout school are:

- Safe place. To help the children to remain calm and deal with anger or upset.
- Meaningful jobs / friends and family & ways to be helpful boards. To create a sense of belonging and responsibility (we are all in this together)
- Time-machine. To provide conflict resolution opportunities.
- Celebration. To see the best in others and value diversity.
- We care. To help the children accept and help process feelings.
- Reflection Time and Circle Time. To help children reflect on their choices and change.

Details of some of these structures can be found in Dr. Becky Bailey's books 'Conscious Discipline' or 'Creating the School Family'. More details about these structures are given in the Shubert's classroom tab on the Conscious Discipline website: https://consciousdiscipline.com/

Children will receive positive recognition from staff when they are doing the right thing as this behaviour will be described and the reason why it is helpful explained.

We recognise and reward pupils who go 'above and beyond' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are hardest to reach.

Expected behaviour is clearly defined and communicated to all pupils. Prosocial behaviour is valued, and the system of positive praise and rewards is used to encourage and motivate pupils. Rewards and praise will be used as much as possible to reinforce our whole school values and code, as well as class rules.

Staff will share acts of kindness and helpfulness as well as children's achievements with parents by talking informally at the beginning and end of the day and at parent consultation meetings each term.

Encouraging children to make positive choices

To encourage children to make positive choices and follow the school expectations, a number of strategies may be used:

Noticing and describing positive behaviour
- Children who have followed the instruction will be praised, with the desired behaviour being described and how it is helpful being explained. E.g. Child name you put down your pencil and looked to the front which showed your team that you were ready to listen, that was helpful. This will act as a prompt for a child who is not doing what is expected.
- ⬜For a child who is not following an expectation, their name may be said and then the instruction repeated clearly. The desired behaviour is always described, rather than the undesirable behaviour being described. E.g.Child's name, put your pencil in the pot, rather than Child's name, don't throw pencils at people.
- Two positive choices may be given. E.g. You may put your pencil in the pot, or you may put your pencil next to your book; which is best for you? These should be repeated (in a calm tone) until the child chooses one of the two options.

Choices and Consequences
- If the child does not make a positive choice when offered two options, then a positive choice and a consequence may be given. E.g., Child's name, you have a choice. You may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at breaktime. If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken should be recorded on the school's monitoring system (CPOMs).
- Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought. Children writing lines will not be used as a consequence.
- When there has been conflict between children, the 'Time Machine' structure may be used to help the children work through the incident again as a learning process. This will also be recorded on CPOMs.

Summary of Conscious Discipline approach

Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom. These skills promote a peaceful inner state in children. From this state, children are free to learn. cooperate and help each other to be successful. (Conscious Discipline, 2000, Dr Becky Bailey). The table below shows the link between these powers and skills:

Skill	Power	Value	Purpose	Brain Smart Tips	Emotional Development	Key Phrases
Composure Being the person, you want your children to become	**Perception** No one can make you angry	Integrity	Remain calm and teach children how lo behave.	The brain functions optimally in a safe environment.	Anger management is integral for social competence.	**S – Smile** **T – Take a breath** **A – And** **R – Relax**
Encouragement Building the school family	**Unity** We are all in this together	Interdependence	Creole a sense of belonging.	Social successes prime the brain for academic successes.	Relationships ore the motivation for teaming.	You did it! You _____ so _____ That was helpful.
Assertiveness Setting limits respectfully	**Attention** What you focus on. you get more of	Respect	Set limits and expectations.	Telling children what to do aligns their bodies with their willpower.	Healthy boundaries ore essential for all relationships.	Did you like ii?
Choices Building self-esteem and willpower	**Free Will** The only person you con make change is yourself	Empowerment	Empowers children while setting limits.	Choice changes brain chemistry.	Building self-esteem and willpower reduces impulsivity.	You may _____ or _____. What is your choice?
Positive Intent Creating leaching moments	**Love** See the best in others	Diversity	Create teachable moments especially for difficult children.	Thoughts physically alter cells in the body.	Positive intent improves self-image and builds trust.	You wonted -- You may not . When you wont , soy
Empathy Handling fussing and fits	**Acceptance** The moment isas it is	Compassion	Help children accept & process feelings.	Empathy wires the brain for self-control and higher cognition.	Empathy is the heart of emotional intelligence.	You seem _____. Something _____ must have happened.
Consequences Helping children learn from their mistakes	**Intention** Mistakes are opportunities to learn	Responsibility	Help children reflect on their choices and change.	The brain thrives on feedback.	Consequences help children learn cause & effect relationships.	If you choose to _____ then you will _____.

6.   Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.

At Queen's Manor Primary School, '**STOP'** is used when dealing with bullying.
Several **T**imes **O**n **P**urpose and **S**tart **T**elling **O**ther **P**eople

What is bullying?
- Cyber-bullying via text messages or the internet;
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability;
- Physical e.g. punching, kicking, hitting, spitting at another person;
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse;
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities;
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings; Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text;
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

The school will use its Anti-bullying Policy when investigating and dealing with bullying. This can be found on the school's website.

Stop Bullying

Several **T**imes **O**n **P**urpose

Start **T**elling **O**ther **P**eople

Bullying will not be tolerated at the school.

7.   Contextual Safeguarding

When implementing the school's Behaviour Policy, staff will always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Also, if staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Staff will also refer to consideration of whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements. In this instance, the school's SENCo will be involved.

8.   Responding to behaviour

Rewards[1]

We recognise and reward pupils who go 'over and above' our standards, their achievements and contributions to the school community. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. Expected behaviour is clearly defined and communicated to all pupils. Prosocial behaviour is valued, and the system of positive praise is used to encourage and motivate pupils. Praise will be used as much as possible to reinforce our school rules and core values.

Reward	How does it work?
In Class Rewards Systems	Classes can decide on their in-class reward system, this will be decided on in conjunction with pupils. It shall not detract from learning time and will emphasise the demonstration of our Core Values and School Rules.
House Points	Pupils may receive house points from any member of staff for being an outstanding member of the QMPS community, demonstrating our core values and 3 school rules.
Golden House Point	Houses may receive Golden House Tokens for demonstrating compassion, collaboration, community and cooperations during inter-house events including the half termly inter-house sports championships.
Above and Beyond	1 pupil per week is nominated for the 'Above & Beyond' special mention in Celebration Assembly.
Core Value Certificates	1 pupil from each class is nominated to receive a certificate for demonstrating the half termly core value.
Special Mentions	1 pupil will be nominated to receive a special mention and sticker for their exemplary work in Writing, Reading, Maths, Science or Sport.
Shout-Outs	At the end of each day and at the end of celebration assembly, class teachers and pupils can share their 'shout-outs' to recognise pupils demonstrating our core values, 3 school rules or acts of kindness.
Partner Class Celebrations	Pupils may receive praise and celebration from their partner class teaching staff. Stickers, shout outs and house points can be given to celebrate excellent learning, displaying the school rules and values.
Stickers/Stamps	Pupils are given stickers/stamps for their achievements
Online Platforms	Pupils can receive certificates for their achievements with their online platforms and these are awarded half termly.
House Winners	Pupils in the house that collects the most points at the end of the half term will be rewarded with a house celebration led by the House Staff Leaders.
Attendance & Punctuality	**Weekly:** Classes receive an extra afternoon break (planned in by the class teacher) if they collectively show any of the following: *Highest percentage/ Most improved / Special Mentions* **Half termly:** Certificates for excellent attendance are awarded in half -termly assemblies to classes. *Highest percentage/ Most improved / Special Mentions* **Termly:** Individual Recognition: Badges for individual recognition are awarded in termly assemblies to pupils. Collective Recognition: A collective reward organised by the Pastoral Team. *Highest percentage/ Most improved / Special Mentions / 100%*
Praise Post Cards	Class teachers will nominate a pupil each week and the senior leadership team will send home a surprise postcard to inform of outstanding positive behaviour.

The school appropriately adapts rewards that have the potential to be discriminatory to children with SEND where necessary.

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[1] Further detail is contained at paragraph 40 in the DfE Behaviour Guidance

Graduated Approach[2]

Rationale Queen's Manor Primary School is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Graduated Approach to adjustments
- **Stage 1** – Meeting with parents/carers, the pupil, Assistant Principal, SENDCo and if needed, Pastoral Lead, to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place.
- **Stage 2 –** If adjustments and specific learning strategies are agreed, the SENDCo, Assistant Principal or Pastoral Lead, will create a specific Learning Plan for the pupil. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto Provision Map, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the Assistant Principal, SENDC, Pastoral Lead and if needed Principal, may meet with all teachers to further outline the strategies and adjustments.
- **Stage 3 –** If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.
- **Stage 4 -** A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the pupil. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated on Provision Map and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Adapted time for reflection
Seating Plan adjustment	Pastoral support in the Rainbow room, when required
Short and repeated instructions	Time out card in the Rainbow Room
Use of a visual checklist on student expectations	Shorter time spent in the Rainbow Room
Private notification of warnings, including post it notes on desks	Reflection time does not roll over to the following day
Use of a fidget toy	Access to a laptop in the Rainbow room
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

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[2] Further detail is contained at paragraphs 41-44 in the DfE Behaviour Guidance

1. Sanctions[3]

At Queen's Manor Primary School, we refer to the DfE Behaviour Guidance's use of 'Sanction'. However, we also use the language of 'consequences' when responding to misbehaviour. All sanctions are proportionate to the incident and are dealt with on a case-by-case basis. Where a child's behaviour is beginning to cause concern, the SENDCo and/or Pastoral Lead will work with the parent/carer and the class teacher to devise some positive targets which are reviewed regularly. At this stage, the school may also refer to Inclusion Support for further support. If a child is placed on a Behaviour Support Plan and/or Report, or needs a risk assessment for their behaviour, they are at risk of losing any pupil leadership role or a loss of school-based privileges for a temporary basis or even permanently. This will be the decision of the Principal.

In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

Specific reference is made to how the behaviour of pupils with SEND will be responded to including where additional support will be provided to ensure pupils can achieve and learn as well as possible. This will include:
- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will
- be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

Pupils can turn their behaviour around and should have the opportunity to reset their behaviour after both break and lunch time. This is an important strategy to de-escalate ongoing behaviours. All children should have the opportunity to reset their behaviour.

The system ensures that:
- All pupils are held responsible for their behaviour and can make positive choices about their behaviour and influence outcomes.
- Pupils can turn their behaviour around and should have the opportunity to reset their behaviour after both break and lunch time.
- Staff are empowered to manage behaviour without delegating.
- Teachers integrate a system within daily teaching to promote positive behaviour and effective behaviour management skills.
- Pupils who consistently follow the rules are noticed and rewarded.

The system allows for the following:
- A **consistent** approach that can be used by all staff and pupils.
- **Least intrusive** approaches are used to manage behaviour.
- **Teaching** of specific behaviours and routines.

Expectations:
- As staff, it is our responsibility to ensure that expectations around behaviour are taught and modelled at all times.
- When raising concerns on the radio, staff with be mindful of what is shared. Information is kept to a minimum.
- Behaviour should be dealt with calmly, professionally and responsibly at all times.
- Staff follow the Staff Code of Conduct which outlines our expectations of professionalism, confidentiality and the sharing of information.
- Information is shared on a need-to-know basis.
- It is the responsibility of the adult who raised the behaviour to record the details onto CPOMs.
- If a behaviour incident is being managed by another member of staff, before intervening, read the room or ask the member of staff if they would like support. Many people and voices can often be overwhelming and intimidating for many of our children.
- We will always apply the below steps in line with any EHCP, SEND support or pastoral guidance.
- Reasonable adjustment **will** be made if necessary. These are decided by the Senior Leadership Team.

When behaviour has escalated to Step 3 and above, or where there is continuation or pattern occurring with behavioural incidents, Leaders will ask what preventative and/or de-escalation strategies have been used, which adults have been involved and if there has been a reset before reaching this step.

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[3] Further detail is contained at paragraphs 45-60 in the DfE Behaviour Guidance

Behaviour Steps

Steps	Example of Behaviours	Actions
Re-Direction (Least intrusive intervention)	• Not displaying the school rules, Be ready, respectful and safe' • Interrupting teacher during whole class • Interrupting learning time & low level disruption • Wasting time during learning and transition times. • Off task behaviour • Not work independently during an independent task	• Gentle encouragement and re-direction, a 'nudge' in the right direction, small act of kindness, remind of previous good behaviours – refer to Ready, Respectful, Safe. • **Least intrusive intervention**
Reminder	Continuation of re-direction behaviours	• A **clear, verbal reminder** of the expectations delivered privately wherever possible. • **Repeat** reminders if necessary. • **De-escalate** and **decelerate** where reasonable and possible and take the **initiative** to keep things at this stage. • If appropriate, **note** their name down for your own reference. This should not be visible to the whole class.
Step 1: In Class Reflection	Continuation of reminder behaviours after opportunity to reset and preventative/de-escalation strategies have been used, with the addition of: • Disrespectful behaviour • Unkind hands and feet • Tantrums • Eating sweets/chewing gum • Biting (developmental stage)	• Pupil engages with in-class reflection for 5 minutes • **Preventative/de-escalation** strategies (use the script) **must** be used to **avoid re-escalation. These must** be delivered **privately** wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. • Pupils **must** be given the chance to reset. • Use a 5-minute timer. • If at playtime, 5 minutes at the outside reflection table.

Step 2: Time away from class in partner class
 	
 Recorded on CPOMS & Parents informed
	Continuation of Step 1 behaviours after opportunity to reset and preventative/de-escalation strategies have been used, with the addition of:
	 • Inappropriate language
	 • Challenging authority
	 • Not keeping hands and feet to themselves
	 • Treating classroom without respect
	 • Obstructive behaviour in refusing to participate
	 • Refusal to learn/work
	 • Leaving the classroom without permission
		• Pupils should be taken (with work) to the designated 'buddy classroom' to cool down and/or to defuse a situation:
		   o EYFS/KS1 will go for **10** minutes
		   o KS2 will be up to **20** minutes.
		 • The buddy class teacher will monitor that the pupil is completing the work provided when the pupil enters the class.
		 • The buddy class teacher will never cut the time short, however, can extend the time if the pupil isn't ready to return to their normal class.
		 • Use a timer for 10 or 20 minutes
		 • If at playtime, 10-20 minutes at the outside reflection table, time in the alternative playground or with another member of staff.
		 • **Preventative/de-escalation** strategies (use the script) **must** be used to **avoid re-escalation. These must** be delivered **privately** wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
		 • Pupils **must** be given the chance to reset.

Step 3: Referral to Phase Leader **Recorded on CPOMS & Parents informed**	Continuation of Step 2 behaviours after opportunity to reset and preventative/ de-escalation strategies have been used, with the addition of: • Defiance towards adults • Disrespecting property/school property • Play-fighting	• If there is **further** concern, the pupil will be referred **internally** to the Phase Leader • The pupil will spend time with the member of staff for the remainder of lesson, break or lunch. • **Preventative/de-escalation** strategies (use the script) **must** be used to **Avoid re-escalation.** • Pupils **must** be given the chance to reset. • **Class teacher to provide learning.**
Step 4: Referral to Pastoral Lead or Assistant Principal **Recorded on CPOMS & Parents informed**	Continuation of Step 3 behaviours after opportunity to reset and preventative/ de-escalation strategies have been used, with the addition of: • Serious and deliberate rudeness or aggression to adults or children • Upsetting and name calling to other pupils • Highly disruptive behaviour • Throwing objects across the room	• If there is **greater cause** for concern, the pupil will be **referred internally** to the Pastoral Lead or Assistant Principal • The pupil will spend time with the member of staff the remainder of the morning / afternoon. • A **restorative conversation/preventative/de-escalation strategy** (use the script) **must** be used. • **Avoid re-escalation**, by ensuring children can reset. • **Class teacher to provide learning.**
Step 5: Referral to Pastoral Lead, Assistant Principal or Principal **Recorded on CPOMS & Parents informed**	Continuation of Step 4 behaviours after opportunity to reset and preventative/ de-escalation strategies have been used. or a 'serious breach'.	• The pupil will spend time with the Pastoral Lead, Assistant Principal or Principal for the remainder of the morning / afternoon. • A **restorative conversation/preventative/de-escalation strategy** (use the script) **must** be used. • **Avoid re-escalation**, by ensuring children can reset. • **Class teacher to provide learning.** • Parents will be informed and if necessary, a meeting will take place. If appropriate, a reintegration will take place.

NB All Hate incidents to be recorded on CPOMs.

For regular occurrences and concerns, a behaviour support plan/report may need to be implemented. This will be completed together with the pupil, parent/carer, class teacher and other relevant staff members, e.g., SENCO or Pastoral Lead

Serious Breaches:
In some cases, a pupil's behaviour can be so serious that the above system is overridden:

Serious Breach Grade 1	Serious Breach Grade 2
• Persistent refusal to follow the School rules and expectations/defiance to instructions/refusal to comply • Profuse verbal aggression/swearing • Deliberate physical violence • Derogatory and/or discriminatory behaviour e.g. racial/sexual/homophobic • Any form of repeated bullying • Theft • Serious property damage • Seriously injuring another child deliberately • Drug abuse or the possession of drugs or the use of any illegal substances or materials (including pornography)	• Physical violence (pupil/ staff) • Persistent refusal to follow the School rules and expectations • Persistent fixed term suspensions • Abuse of any kind • Serious threats • Extremely violent behaviour/vandalism Carrying an offensive weapon • Arson • Extortion • Drug related activity linked to the supply of drugs • Criminal behaviour • Serious violence/assault
Fast track to a member of SLT or Pastoral Lead	Fast track to the Principal

These incidents will be fully investigated and will result in at least one of the following:
• Letter/phone call home
• Meeting with parents
• Related sanction proportionate to the behaviour/pupil
• Withdrawal from lesson
• Internal suspension
• Short fixed term suspension (0.5-5 days)
• Longer fixed term suspension (6-15 days)
• Permanent exclusion

The consequence will be dependent on:
• Severity of the incident
• Impact on staff/children
• Frequency of the incidents
• Age/needs of the child

How we communicate the above to Parents/Carers:
• Information is shared on a need-to-know basis.
• The school will report to those families directly involved.
• Parent/carers will be contacted either face to face, by phone or in writing.
• Matters relating to individual pupils, their families or members of staff are not to be raised in any public forum.
• Social Media, including WhatsApp, is not endorsed by the school as a form of communication with parents/carers.
• If you have concerns about your child, please contact the class teacher in the first instance.

Allegations against staff
The school takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy. These can be found on the school's website.

Malicious accusations against staff
The school has the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. Appropriate sanctions will be given on a case-by-case basis and will be appropriate to the age, developmental stage of the child. Sanctions could include: a letter of apology, missed break/lunchtimes, school community 'pay back' or in severe cases exclusions.

9.   Supporting pupils following a sanction

Consider what strategies will be considered to help all pupils to understand how to improve their behaviour and meet behaviour expectations of the school [see paras 61-62 of the DfE Exclusions Guidance].

Zones of regulation

To help children with their emotions so that they can make positive behaviour choices, we use 'The Zones of Emotional Regulation' as a whole school approach to emotional regulation. This system helps children to articulate how they are feeling and suggests ways in which they can regulate their emotions.

The zones are divided into 4 colours to describe how the children's brain and body feels:
 **Blue Zone** – 'Running Slow', such as when they are tired, sick, sad or bored.
  Green Zone – like a green light – 'Good to Go'.
  Yellow Zone – 'Proceed with Caution' and slow down.
  Red Zone – 'Stop' – extreme emotional responses, which result in children having difficulty making good decisions.

Children are taught about the Zones of Emotional Regulation through assemblies, class briefings, PSHE lessons and specific interventions led by our Pastoral team. All staff also model language linked to this approach daily, and there is a consistent whole school visual to reinforce language associated with the zones.

Children are taught that it is OK to be in any zone and they may be in more than one zone at a time. Through discussions, children populate a tool kit of activities that they can undertake so that they can regulate to the Green Zone and are ready to learn. If children feel that their emotions are not right, an adult in school will remind them of what they need to do and what tools they can use to support them.
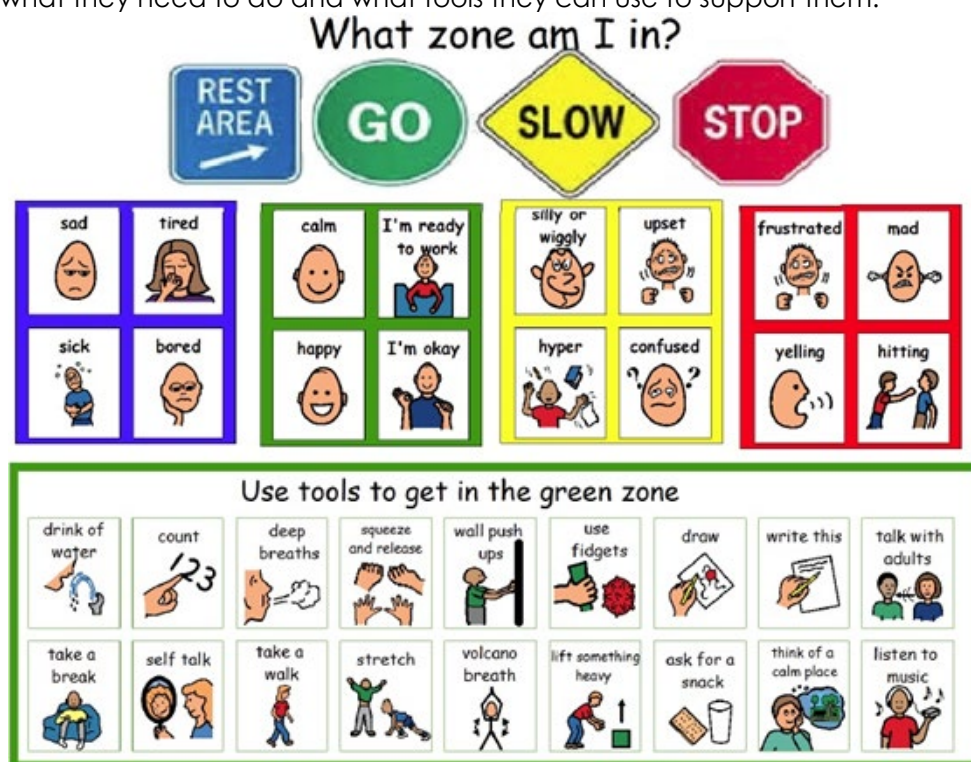
Preventative Strategies

All staff will take responsibility for using preventative strategies to deescalate and manage behaviour. Leaders and SLT will **support** when requested.

We resist endless discussions around behaviour and spend our energy returning pupils to their learning.

Wave 1 Preventative strategies

To support children in making positive choices, teachers will use preventative strategies to ensure that behaviour does not escalate to the stage where a consequence is required.

Non-verbal cues – agreed signals with children so they see they are making the right choice and to remind them of the school rules.

Verbal strategies – positive praise given to 'catch them being good' being specific so the child can repeat the positive behaviour.

Physical resources – visual timetables to be up on whiteboards, in all classes, and any reward charts to be used to support positive attitudes to learning.

Environmental controls – teachers will ensure the children are seated so they can focus on their learning and provide a safe place where suitable.

When these strategies are not effective, Secondary Preventative Strategies may be required.

Wave 2 Preventative Strategies

Directed choice – giving the child a choice to encourage them to make a positive decision (e.g. 'you can either put the toy away in your bag or leave it on my desk').

Distraction – distracting a child by using topics that they enjoy

Partner class – the child working in their designated partner class, this strategy doesn't have to be used with a red card.

To reinforce positive relationships, it is effective to have children visit their partner class when they have made a good choice.

De-escalation Strategies

If the behaviour escalates further, de-escalation techniques should be used. These may take place outside the classroom by any adult, preferably by the TA, if they have left the classroom.

Help Strategy- finding out what is wrong, trying to then help the child resolve their issue.

Prompt Strategy- prompting the child with a reward after they have made the right choice ('first come down off the fence, then we can go and do some colouring').

Wait Strategy- monitor child from a distance, then go back to one of the other strategies when calmer.

Scripted approaches which are encouraged:

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

Restorative Script

Restorative conversations at Queen's Manor Primary School are a core part of improving behaviours.

Our Restorative conversations are structured in 5 steps:
1. What happened?
2. What was each party thinking and feeling at the time? What do you think / feel now?
3. Who feels affected by this?
4. What needs to happen to put things right?
5. How can we make sure this doesn't happen again?

Time Machine

Step 1: Roll back time.

Step 2: Are you willing?

Step 3: Breathing star. Be a S.T.A.R. Everyone Smiles, Takes a deep breath And Relaxes.

Step 4: Tree of hearts. Wish each other well.

Step 5: 1-2-3. Focus on the goal.

Step 6: Sentence starters

Step 7: Hearts and globe.

10. Use of reasonable force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

Teachers and members of staff authorised by the Principal have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned.

Every member of staff will inform the Principal and Assistant Principal immediately after they have needed to restrain a pupil physically. **A physical restraint incident is completed and scanned on CPOMs once shared and signed by the parent/carer.**

The school follows Team Teach procedures should reasonable force be required. The school has several Team Teach trained members of staff. Members of staff that have been trained wear a pink badge on their lanyard. If assistance is required, staff can call, radio, or approach, 'for a member of staff with a pink badge'.
SLT: Sarah Downey – Assistant Principal
MLT: Lauren Naftis – Deputy SENCo
Class Teachers: Rosanna Lovell, Katy Dawson, Anna Lleixa Mendelez
Support Staff: Sarah Burden, Joan Fitt, Nipha Foster, Sarah Sanderson-Fisher, Sabiha Akthar, Samiya Ismail

2. Prohibited items and searches
It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items

Please also note that records of all searches carried out, including the results of any search, and the actions taken following that search, must be maintained by the school. This would be recorded on CPOMs.

The law relating to searches

Principals (or authorised members of staff) have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in Screening, Searching and Confiscation – advice for Principals, staff and governing bodies. This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" ("Specific Banned Items").

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Consequently, schools should note that it may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. If an item is **not** listed in the school's behaviour policy under this heading (or included in a separate document[4]) then a search cannot be conducted without consent from the pupil. Consequently, it is vital to include any specific banned item not on the DfE's standard list in the school's policy if it is likely to cause a problem to maintaining order in the school to the extent where a search without consent may be needed.

Only the Principal[5] or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that these is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school should inform the pupil's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent
The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:
- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list here) including drugs paraphernalia
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  i) to commit an offence,
  ii) to cause personal injury to, or damage to the property of, any person (including the pupil).
United Learning also asks all schools to include the following in this list:
- So-called "legal high" drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.

The school may also conduct a search if there is reason to believe the child has the following on its person:
- mobile phones
- cameras
- smart watches with a camera facility

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[4] If including in a separate document, this should be referenced in the behaviour policy.
[5] Schools which have different tiers / leadership titles such as Executive Principal or Head of School must make clear in their behaviour policy who can carry out the search. Schools should also be clear, through appropriate schemes of delegation, who is authorised to carry out searches in the Principal's absence).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data[6] on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then punish the pupil in accordance with this policy [and, Exclusions and Policy], where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent
The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search
The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

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[6] All schools should also have regard to DfE guidance https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Confiscation of articles
School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for Principals, staff and governing bodies' in deciding what to do with confiscated items.

3. Drugs
The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors.
The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so -called 'legal highs', and any substance pertaining to be a drug. Over the counter and prescription medicines are dealt with in the school's Supporting Pupils with Medical Needs Policy.

The school takes into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e., "dealing") this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and pupils concerned.

The school will take a contextual approach to where pupils are affected by their own or other's drug misuse which may include early access to support through the school and other local services as appropriate.

Confiscation of drugs
Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Parental involvement
Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

4. Removal from classrooms[7]
Careful consideration needs to be given to how and in what circumstances this sanction is used. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

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[7] Further detail is contained at paragraphs 79-88 of the DfE Behaviour Guidance

5. Suspensions and Permanent Exclusions

The following lists the main items to be included. This may appear as part of the Behaviour Policy or as a separate Exclusions Policy. Please also read United Learning Exclusions Guidance and the Permanent Exclusion Checklist

1.   Executive Summary or Explanatory Note

We do not wish to exclude any child from school, but sometimes this may be necessary. This would be: in response to a serious breach, or persistent breaches, of the school's behaviour policy; where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school; verbal abuse or physical assault on staff or adult: deliberately hurting another child/ren to cause injury. The decision to exclude is the Principal's alone or in his/her absence, the designated teacher in charge.

2.   Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. The school is obliged to have regard to the DfE Exclusions Guidance; Section 1of this makes specific reference to the Equalities Act.

Sanctions should be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care should be taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the school's duties under the Equality Act 2010. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and governing body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

This exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; residentials; over the telephone or online (such as on social media) etc.

3.   Types of Exclusion

Suspension

Set out examples of when a suspension (a fixed period of exclusion) may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. State that lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of suspension for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)), or where the school knows or could reasonably be expected to know, that the child has a disability, could be considered ineffective or failing to sufficiently meet a child's needs. There is an expectation that where this is occurring, schools should ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

This will normally be used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in the academy would seriously harm the learning or welfare of the pupil or others in the school.

An example of when a permanent exclusion may apply for a one-off offence could be a serious physical assault resulting in hospitalisation/significant harm to another.

This is an example and is not exhaustive.

4. The Investigation

There are two ways to approach this stage. One is simply to state that any investigation will be conducted in accordance with DfE guidance to be lawful[8], reasonable, fair and proportionate. The other is to set out the principles that will be applied which should be as follows:

To be thorough: witnesses to be questioned and statements taken; the accused to be given the opportunity to have his/her say.

Each case will be judged on the facts and the context taking into account:
- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the pupil is actually being excluded for);
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The school behaviour policy, special educational needs policy and equality law obligations.

Please note: an investigation template can be found in Appendix 4 of the Exclusions Guidance to support this process.

5. Principal's Decision

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e., is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

6. Notification

Once a decision to exclude has been made, parents will be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge. The key points in the letter will address the reason for the exclusion and what the next steps will be.

7. Role of the Local Governing Body

Roles and responsibilities of the Governing Body in the exclusion process include:
- the duty to facilitate and consider the representations of the parents;
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified);
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

8. Additional Requirements for Permanent Exclusion

Where the Governing Body has upheld the decision of the Principal to exclude, set out:
- the statutory timeframe for applying to an independent review panel;
- to whom an application must be sent, together with the grounds and evidence;
- the right for parents to request a special educational needs expert;
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

9. Independent Review Panel Procedure

The set up and process of the IRP is set out in the DfE Exclusions Guidance. The legal time frame for an application is:
- within 15 school days of notice being given to the parents by the governing board of its decision not to reinstate a permanently excluded pupil (in accordance with the requirements summarised in paragraph 131); or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the permanent exclusion.

The role of the panel is to review the governing board's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel must consider the interests and circumstances of the permanently

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[8] with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties

excluded pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

The IRP cannot compel reinstatement.

10.   Monitoring and Review
As part of the school's monitoring of behaviour, behavioural issues are regularly monitored to evaluate the effectiveness of the behaviour policy. This helps the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

11.   Managed Moves[9]
Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil.

Managed moves will only be offered as part of a planned intervention.

12.   Behaviour outside of school premises
The school's behaviour policy can extend to activities outside the school day and off the school premises- or online when the pupil is:
- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or,
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.
Preventing recurrence of misbehaviour

13.   Initial intervention following behavioural incidents[10]
The school will implement a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. This includes a system that allows relevant members of leadership and pastoral staff to work with and support any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions or whose behaviour reflects a sudden change from previous patterns of behaviour. The school will also refer to external agencies as a means of intervention.

14.   Pupil Support Units[11]

15.   Reintegration
Following a period of suspension, pupils will need to attend a reintegration meeting on the first day back to school. Parents/Carers will need to accompany their child to this meeting which will take place with the Principal. In the meeting, a behaviour plan will be agreed with the child and parents/carers which will outline expectations and the planned support/intervention.

16.   Monitoring and evaluating school behaviour[12]
Termly behaviour reports are produced and analysed by the school's senior leadership team. These are shared with the local governing body. An identified trends/patterns are then addressed through staff training and through the school's PSHE curriculum.

6. Specific behaviour issues

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[9] Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 47-51 in the DfE's Suspension and Permanent Exclusion Guidance
[10] Further detail is contained at paragraphs 96-100 in the DfE Behaviour Guidance
[11] Further detail is contained at paragraphs 101-107 in the DfE Behaviour Guidance
[12] Further detail is contained at paragraphs 109-111 in the DfE Behaviour Guidance

1. **Child-on-child sexual violence and sexual harassment**[13]

In every aspect of the school's culture, sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff have been trained on the importance of challenging all inappropriate language and behaviour between pupils. Any incidents are logged specifically on CPOMs and are monitored by the school's safeguarding team and patterns are analysed during termly behaviour monitoring.

2. **Behaviour incidents online**[14]

This behaviour policy applies to all activity online including all forms of social media and it also applies to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Instances of prohibited use could include:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school

Any incidents of misuse of social media should be reported to the Principal and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

3. **Mobile Phones**

Pupils may bring mobile phones to school, but these must be switched off whilst on the school site and handed to the main office for safekeeping during the school day.

4. **Suspected Criminal Behaviour**

If criminal behaviour is suspected, it will be decided whether there is a need to report to police and preserve evidence; whether a tandem report to children's social care is required, DSL to take lead following KCSIE; and with specific regard to Part 5 of KCSIE re child-on-child sexual violence.

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[13] Further detail is contained at paragraphs 112-118 in the DfE Behaviour Guidance
[14] Further detail is contained at paragraphs 119-122 in the DfE Behaviour Guidance

Appendix

Appendix 1: Key Definitions

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce antisocial behaviours through planned responses.

Consequence/Sanction: This could be a logical, explainable response to an anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour.

Dangerous behaviour: This is anti-social behaviour which could result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others; damage to property and behaviour which would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first occasion, the behaviour described as dangerous will be supported by evidence of severity and frequency of previous outcomes.

Difficult behaviour: This is anti-social behaviour, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Pro-social behaviour: Relating to behaviour which is positive and helpful towards others.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Appendix 2: Visuals & Reflection Sheets

Positive behaviour visuals

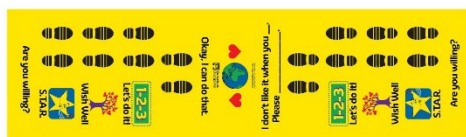### Zones of Regulation

Time Machine:

Conflict Resolution Time Machine

The idea is that when a conflict occurs, we want to immediately pretend to go back in time and learn new skills that change the behavior from hurtful to helpful. There are seven basic steps for the Time Machine:

Conscious Discipline®

Reflection sheet

Name _____ Class _____

Date _____

Blue Zone
Sad - Bored
Tired - Sick

Green Zone
Happy - Focused
Calm - Proud

Yellow Zone
Worried - Frustrated
Silly - Excited

Red Zone
Overjoyed/Elated
Panicked - Angry - Terrified

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What happened?

I was unkind to someone	
I hurt someone	
I used unkind words	
I stopped people from learning	
I didn't focus on my learning	

Why?

I was sad	
I was upset	
I was frustrated	
I was angry	
I was worried	
I don't know	
something else	

How did the other person feel?

sad	
sorry	
scared	
upset	
worried	
happy	
angry	

What can I do now?

Say sorry	
finish my work at breaktime	
fix what I broke	
write a sorry card	
change my behaviour	

What zone were you in?

☐ ☐ ☐ ☐

What zone are you in now?

☐ ☐ ☐ ☐

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Reflection sheet

Name _____ Class _____

Date _____

Blue Zone
Sad - Bored
Tired - Sick

Green Zone
Happy - Focused
Calm - Proud

Yellow Zone
Worried - Frustrated
Silly - Excited

Red Zone
Overjoyed/Elated
Panicked - Angry - Terrified

What happened?

How did this make you feel?

Why?

What zone were you in?

How do you think this made others feel?

Why?

What zone do you think they were in?

What do you think should happen next?

What would you do differently next time?

Why?

Parent/Carer Letter

Date: _____   Class: _____

Dear Parent/Carer,

Thank you for discussing the incident with me via phone/face to face meeting on _____ at _____. Please see the follow up to our discussion, below.

This is to inform you that your child _____ spent time in _____ today for the following reasons.

Not following adult instructions	
Unsafe behaviour	
Disruptive behaviour	
Not completing their work	
Emotional dysregulation	
Disrespectful or unkind behaviour	
Friendship issues	
Other:	

This took place during their:

Break	
Lunch	
Lesson time	
Other:	

During this time, they did the following activities:

Completed unfinished work	
Discussed and completed a reflection sheet	
Wrote a reflective apology letter	
Had a movement break	
Completed a zones of regulation activity	
Completed an emotional regulation activity	
Completed a restorative activity or discussion	
Completed a mindfulness activity	
Had a reflective conversation and thought about next steps	
Other:	

Please speak to your child's teacher if you require any further information.

Kind regards,

_____

Behaviour Support Plan

Name of Child:	
Date of plan:	
Review of plan:	

People involved: E.g. CT, TA, Parent, Inclusion or Pastoral Lead

Safe Place:

Trusted Adults:

Strengths and Interests:	Triggers:
1. Colouring 2. Construction 3. Enjoys reading when supported by an adult	1. Sensitive to comments and looks from other children 2. Fear of failure 3. P.E.

Scripted approaches which are encouraged:

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

Our Restorative conversations are structured in 5 steps:
1. What happened?
2. What was each party thinking and feeling at the time? What do you think / feel now?
3. Who feels affected by this?
4. What needs to happen to put things right?
5. How can we make sure this doesn't happen again?

Behaviour	Strategies/Response
Hurting others **Target:** To use friendly hands and feet To go to their safe place when they are not managing	• Make the environment safe. Move furniture and remove objects which can be used to hurt others. Ensure face, voice and body are supporting not aggressive. Guide assertively. Hold or restrain only if absolutely necessary. • Remind X that they can go to their calm place. Teach X to self-regulate using box of activities. Direct X to choose an activity from their box. • Use time to prepare X to rejoin activity when they are showing signs that they are ready. • If X is not managing in their calm space, diver and distract by introducing another activity e.g. give them a responsibility. • Use the language of safety. "The adults are here to keep you safe." • Give X opportunities to repair and rebuild relationships. Use restorative conversation later. See back page.
Refusal to follow adult instructions. **Target:** To follow adult instructions	• Stage the desired behaviours e.g. "X, sit on the chair." • Keep instructions short and simple. • Use I statements: I need you to … • Give X take-up time • Use the language of choice. Offer X limited choices to give the illusion of control. • Use the script: That's an adult decision. • Use of partial agreement: When you do x you can do y. • Use countdowns • Remind X that they can go to their safe place • Give X positive feedback when they have demonstrated appropriate behaviour. E.g. Thank you for….
Refusal to follow adult instructions. **Target:** Refusal to follow adult instructions.	• Use visual schedule to break down table activities • Build regular sensory/movement breaks • Keep instructions short and simple • Offer X regular reassurance • Consistent use of sticker chart linked to reward. Encourage X to put a sticker on their chart when they finish the work in learning time. • Give X positive feedback when they finish the work in learning time.

Reintegration meeting form

Queen's Manor Primary School
The best in everyone

Reintegration Meeting

Pupil details

Pupil's name	
Date of birth	
Year group	
Meeting Date	
Name of parent/carer(s) attending	
Staff members attending	
Any professional involved?	

If yes to any question below, give details

Is the pupil subject to a child protection plan?	
Is the pupil a looked-after or previously looked-after child?	
Is the pupil identified as having special educational needs (SEN) and/or a disability?	
Does the pupil have an education, health and care (EHC) plan?	

Attendance

Attendance this term		Attendance this year	
Number of days absent		Number of days absent	
Attendance (%)		Attendance (%)	

Academic Progress

Reading		Reading Progress	
Writing Current		Writing Progress	
Maths Current		Maths Progress	

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Details of Suspension

Date of suspension		Date of return to school	
Number of days/sessions suspended		Work given & completed?	
Reason for suspension			
Provision during suspension Include details of any: • Work provided and marked over suspension period • Alternative provision • Interventions from counselling or behaviour services, SEND support or local safeguarding partners			
Previous suspensions this term?		Total days suspended this term?	
Details of previous suspensions this term			
Previous suspensions this year?		Total days suspended this year?	
Details of previous suspensions this year			

Actions for reintegration

Actions	How will you achieve this?	How will you be supported?	Timescale/review date

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Targets for Behaviour and Learning

Target and Reason	How will you achieve this?	How will you be supported?	Timescale/review date

Feedback and Comments

Pupil's Comments	
Parent/Carer Comments	
School Comments	
External Agency Comments	

Signed and Dated

Role	Name	Signed	Dated
Pupil			
Parent/Carer			
School			
School			
External Agency			