

Updated    SEPTEMBER 25  
Review     SEPTEMBER 26



**THE QUEEN ANNE ROYAL FREE CE CONTROLLED  
FIRST SCHOOL**

**In our Christian Community we Achieve, Enjoy and Include.**

*"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness,  
gentleness and self-control." Galatians 5:22-23*

## **BEHAVIOUR Policy**

*The school promotes equality and actively challenges all ageist, gender, racist, disablist,  
homophobic, social and transphobic language and behaviour.*

*Safeguarding all of our children is at the centre of every aspect of school policy*

Authored by: Judith Street

## **BEHAVIOUR POLICY**

In line with Christian Values, we work together to support and resolution at the heart of our behaviour management. The school and home work together to ensure appropriate behaviour is in place to support learning. We engender an atmosphere of mutual respect between adults and children.

The Fruits of the Spirit (Galatians) forms a golden thread which runs through behaviour expectations of the whole school. There is a whole school focus on one Christian Value each week. Children are celebrated for demonstrating the fruit of the week. The children are encouraged to recognise when they and others demonstrate the value. At the end of each term, parents are invited to a special assembly to celebrate the children.

The Fruits of the Spirit are used to create the class rules at the start of the school year. The children are encouraged to express how their behaviour in class links to the Fruit of the Spirit.

We expect and remind the children to be *Ready, Respectful and Safe*. To support this, we have a behaviour matrix which indicates what ready, respectful and safe looks like in our school (see appendix 2)

At the start of each school year, a Home/School agreement is signed. Any concerns regarding behaviour will be discussed with the parents/carers as soon as possible.

## **PASTORAL TEAM**

In line with our Christian Foundation, we have a strong Pastoral Team, which includes a Senco, a number of members of staff who are trained in emotional support. In liaison with the parents and class teacher, the Head Teacher and Senco determine the most appropriate support for the child.

## **BEHAVIOUR SUPPORT**

Children will be praised for demonstrating the Fruits of Spirit and making good choices in line with the school's expectations, including being ready, respectful and safe.

All staff focus on praising the positive, which may include:

- verbal praise, encouragement and positive feedback
- written remarks linked to learning
- sending children to the nearest teacher for confirmation of praise
- Vision Assembly celebration
- special privileges and responsibilities
- sent to Head for specific praise
- school reports used as a vehicle for constructive criticism and praise

External 'rewards' such as stickers, certificates, 'presents' are not routinely used as incentives to work. 'Proud Cloud' is used in FS to share news with parents at home.

Support and resolution are at the heart of our approach to managing behaviour. A clear distinction is made between a minor and more concerning behaviour. We understand that children's behaviour is a means of communication and we will endeavour to support any child to regulate their emotions and support them to communicate effectively. There may be times when a child's behaviour meets the threshold and the school may consider exclusion. In doing so, the school will follow the DFE and RBWM Exclusion Policy. (appendix 4: Behaviour Grid )

Where behaviour has impacted on another child, resolution will be at the heart of the discussions. We use restorative practices to support all children involved.

Staff use sanctions, which are appropriate to the particular behaviours and age of the pupil in a flexible manner, considering individual circumstances.

Staff discourage punishment of the whole group unless this is unavoidable or appropriate.

## **CHILD ON CHILD ABUSE**

We understand that children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school/college and online.

All staff attend annual Safeguarding Training and are able to recognise the indicators and signs of abuse and know how to identify it and respond to reports.

The Queen Anne does not tolerate any form of abuse and will not allow any such behaviour to be passed off as 'banter', 'just having a laugh' or 'part of growing up'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- When an allegation is made by a pupil against another pupil, members of staff consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the designated safeguarding lead will be informed.
- A factual record is made of the allegation using CPOMS.
- The DSL will be informed and will follow the appropriate safeguarding procedures as outlined in The Queen Anne Safeguarding Policy.
- The plan is monitored and a date set for a follow-up evaluation with everyone concerned.

In some cases, the school may consider:

- Arrangements to escort them to and from the premises morning and evening
- recommend the pupil for exclusion in line with the RBWM exclusion procedures, which might result in a recommendation for permanent exclusion if they do not end such behaviour. If so, the school will follow the RBWM Pupil Exclusion procedures.

## **SPECIAL EDUCATION NEEDS**

In line with our legal duty we make reasonable adjustments for disabled children and children with special educational needs (SEN). The Senco will meet with the parents and other members of staff to create a Behaviour Support Plan. Guidance may be sought from external professionals. All members of staff will be made aware of the most effective strategies to support the child's needs and foster positive behaviour.

## **REASONABLE FORCE**

Reasonable force will be used if required to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to property, of any person, including themselves
- Prejudicing the maintenance of good order or discipline at the school, whether during teaching sessions or otherwise.

Staff will use their professional judgement and consider the

- pupil's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the pupil or member of staff
- the child's age

There are staff trained to ensure there is someone available at all times who is trained in positive handling and safe restraint techniques.

These techniques, whilst safe and suitable for using on children at The Queen Anne First School, may cause injury, including bruising in cases where the child does not settle straight away. Examples of when reasonable force could be used are staff will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, then they will be physically removed.

There is a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Schools do not require parental consent to use force on a student.




If a serious incident occurs requiring reasonable force to be used, the school will speak to parents involved.

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**BEHAVIOUR APPENDIX 1**

**Home/School Agreement**

**BEHAVIOUR APPENDIX 2**

We are the best version of ourselves when we are...		In the classroom	In the toilets	In the hall	In the playground
<b>READY</b>		<ul style="list-style-type: none"> <li>We listen to and follow instructions</li> <li>We ask questions if we don't understand something</li> <li>We always make an effort</li> <li>We do Queen Anne sitting during carpet time.</li> </ul>	<ul style="list-style-type: none"> <li>We try not to use the toilets during learning time</li> <li>We know that hygiene is important and we flush the toilet and wash our hands.</li> </ul>	<ul style="list-style-type: none"> <li>We use indoor voices at lunchtimes.</li> <li>We sit and listen during assemblies.</li> <li>We wait in line patiently the Queen Anne way.</li> </ul>	<ul style="list-style-type: none"> <li>We are role models for others</li> <li>We do not litter.</li> <li>We look after our play equipment</li> <li>We line up in the Queen Anne way</li> </ul>
<b>RESPECTFUL</b>		<ul style="list-style-type: none"> <li>We look after our resources</li> <li>We take care of our belongings</li> <li>We understand and respect our differences</li> <li>We listen to others at the appropriate times.</li> <li>We raise our hands to speak.</li> <li>We speak to everyone politely use manners such as please and thank you.</li> </ul>	<ul style="list-style-type: none"> <li>We use toilets appropriately including taps and toilet paper</li> <li>We always keep the toilets clean and tidy</li> <li>We only go to the toilet when necessary</li> <li>We ask permission to use the toilets</li> </ul>	<ul style="list-style-type: none"> <li>We wait patiently in hall for lunch</li> <li>We look after the surrounding displays</li> <li>We keep the hall clean and tidy</li> <li>We listen to the lunchtime controllers at all times and use our manners.</li> </ul>	<ul style="list-style-type: none"> <li>We are friendly to everyone and look after each other in the playground</li> <li>We look out for children on the Buddy bench</li> <li>We include others in our games</li> <li>We always follow the adults instructions</li> <li>We look after our outdoor area including the plants and trees.</li> </ul>
<b>SAFE</b>		<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves.</li> <li>We use equipment safely.</li> <li>We put classroom items back where they belong.</li> <li>We use indoor voices.</li> <li>We do Queen Anne walking when moving around.</li> <li>We wear correct school uniform.</li> </ul>	<ul style="list-style-type: none"> <li>We ask an adult before going to the toilet.</li> <li>We practise good hygiene by washing our hands and using the toilets appropriately.</li> <li>We report any issues to a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>We walk slowly and carefully through the hall.</li> <li>We use knives and forks sensibly at lunchtimes.</li> <li>We try not to drop any food and if we do, we pick it up.</li> <li>We tidy up safely by putting unwanted food in the food bin and cutlery in the tray.</li> </ul>	<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves</li> <li>We will let the adults know if we feel unsafe.</li> <li>We wear appropriate clothing for all weathers.</li> <li>We wear trainers when using the climbing frame.</li> </ul>

### BEHAVIOUR GRID

Behaviour	School Action	Consequence	Level
<ul style="list-style-type: none"> <li>Low level disruption.</li> </ul>	<ul style="list-style-type: none"> <li>A <b>clear caution</b>, making the pupil aware of their behaviour and clear communication of the consequences if they continue.</li> <li>Remind child of 3 values: ready, respectful and safe.</li> </ul>	<ul style="list-style-type: none"> <li>Move work / seating space</li> </ul>	A
<ul style="list-style-type: none"> <li>Continued low level disruption.</li> <li>Not completing sufficient work (allowances made for SEN support).</li> <li>Rudeness to children and staff.</li> <li>Refusal to follow school expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Parents to be informed by class teacher</li> <li>School and parents to consider and trial strategies to support behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning – quiet conversation between child and adult</li> <li>Time out</li> <li>Loss of time ( at teacher's discretion – part or all of lunch/play time)</li> </ul>	B
<ul style="list-style-type: none"> <li>If behaviour above persists or refusal to complete time out despite school strategies in place.</li> </ul>	<ul style="list-style-type: none"> <li>Parents to be informed by class teacher, supported by SLT if appropriate</li> <li>School and parents to consider and trial strategies to support behaviour and advice from external agencies</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate staff member to make judgement either to remove pupil from class or to de-escalate in class as appropriate</li> <li>Report to SLT</li> <li>Seek support from External Agencies</li> </ul>	C
<ul style="list-style-type: none"> <li>Damage to school property.</li> <li>Significant physical harm/ attack or abuse to other children or a member of staff.</li> <li>Repeated fighting</li> </ul>	<ul style="list-style-type: none"> <li>Parents to be informed by SLT</li> <li>Racist incidents reported to the Local Authority annually. Pupils involved not named.</li> <li>HT to inform parents of consideration of exclusion policy if repeated.</li> </ul>	<ul style="list-style-type: none"> <li>Report to the Head Teacher</li> <li>SLT report incident to parents</li> </ul>	D
<ul style="list-style-type: none"> <li>Major damage to school property.</li> <li>High Level physical harm or abuse to another child or member of staff ( see definition above)</li> <li>Repeated physical harm/attack/abuse or refusal to follow school expectations following Head Teacher warning.</li> </ul>	<ul style="list-style-type: none"> <li>Reported to parents.</li> <li>D.F.E Exclusion guidelines followed.</li> <li>Parent and child involved in creation of a Behaviour Support Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term exclusion</li> <li>SLT report incident to parents</li> </ul>	E

<ul style="list-style-type: none"><li>Continued high level of physical harm/ attack/abuse to children or staff or refusal to follow school expectations following a fixed term exclusion and a Behaviour Support Plan.</li></ul>	<ul style="list-style-type: none"><li>Reported to parents.</li><li>D.F.E Exclusion guidelines followed.</li></ul>	<ul style="list-style-type: none"><li>Permanent Exclusion</li><li>SLT report incident to parents</li></ul>	F
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