
Behaviour, Discipline
And Exclusion Policy

Of

Queenborough School

And

Nursery



Dated: September 2016
Review Date: September 2017
Created by: Senior Leadership Team
Adopted by: The Governing Body

Queenborough School and Nursery Behaviour, Discipline and Exclusion Policy

Mission Statement

At Queenborough School and Nursery, every member of our happy community is valued, nurtured and kept safe. Our contributions, big or small, are celebrated, allowing each of us to feel a sense of worth and ownership of our school. We are always ambitious, constantly striving to improve, giving and accepting only our personal best in everything that we do. We can work independently, as well as part of a team and our relationships are built on high moral standards and the mutual respect that underpins our community.

Introduction:

At Queenborough School and Nursery, every member of our community has the right to feel safe, valued and to learn to the best of their ability. In order for this to happen, there is an expected standard of behaviour and conduct which all members of our community are committed to upholding. From the earliest age, our pupils are taught to take ownership for all aspects of their learning and this extends to the choices that they make about their behaviour. Staff understand the need to balance a consistent approach to behaviour management with responding to the individual needs of every child and, therefore, this policy is not a manual for behaviour management, merely a set of agreed principles and procedures that have been formed in conjunction with staff and pupils.

Aims:

The aims of this policy are to:

- Promote and encourage behaviour which is conducive to our mission statement;
- Establish which behaviours are not conducive to our mission statement and to discourage these;
- Ensure that the behaviour of all pupils allows all members of our community to be safe and feel safe;
- Encourage pupils to respect themselves, others and the environment around them;
- Promote the use of positivity when managing behaviour;
- Demonstrate a consistent approach to teaching the causes and effects of behavioural choices, such as rewards for positive behaviour and sanctions for negative behaviour.

The Behaviour Code of Queenborough School and Nursery

The following code of behaviour has been established in conjunction with students and staff. This code sets out the behaviour expected from all members of our community throughout the school.

Our Behaviour Code:

1. We will respect and value every member of our community and welcome every visitor.
2. We will take ownership for our learning and be responsible for our own choices.
3. We will try our best in everything that we do.
4. We will keep ourselves and others safe and move safely around the school.
5. We will respect the school environment and learning resources.

This code is displayed throughout the school and staff make reference to it when dealing with all behavioural matters.

The school also recognises the difference between *conduct* and *behaviour for learning* and, therefore, Guy Claxton's model of Building Learning Power has been adopted to ensure that pupils' learning behaviour is as high profile as their conduct and adherence to the rules. Throughout this policy, the term *behaviour* will be used to encompass both pupils' conduct and behaviour for learning.

The role of adults in promoting positive behaviour:

All adults in our school, regardless of role, share the responsibility of ensuring that children's behaviour remains in line with our mission statement. Adults will do this by:

- Modelling positive behaviour and adherence to the Behaviour Code;
- Encouraging pupils to take responsibility for their own behaviour and the choices that they make;
- Ensuring that the contents of this policy are followed consistently but sensitively;
- Providing a curriculum that inspires, motivates and develops the whole child;
- Having a good knowledge of the children in their care, particularly those for whom positive behaviour can be a challenge;
- Modelling positive behaviour and respect in all their interactions;
- Having the highest expectations for themselves and their pupils in all aspects of school life;
- Involving pupils in the process of reviewing the behaviour policy and deciding consequences for inappropriate behaviour;
- Handling all behavioural incidents sensitively and calmly;
- Keeping records of serious breaches of the behaviour policy and ensuring that the Governing Body are kept informed of these;
- Ensuring they are approachable, understanding and prepared to listen to all children;
- Ensuring that rewards and sanctions are issued fairly and transparently;
- To use a restorative justice approach when dealing with inappropriate behaviour.

The role of the curriculum in promoting positive behaviour:

We passionately believe that the school's curriculum is integral to ensuring that behaviour remains in line with our mission statement. The Senior Leadership Team, together with all staff ensure that the school's curriculum:

- Is exciting, stimulating and engaging so that learning is 'irresistible';
- Prepares children for life in modern Britain;
- Places pupils' spiritual, moral, social and cultural development at the centre of all learning;
- Has a strong PSHE curriculum where issues such as behaviour and conduct can be openly discussed;
- Allows pupils to take ownership of their learning and the behaviour needed to be successful academically and socially;
- Accommodates the 'pupil voice' so that pupils recognise that their views are heard and acted upon.

Reinforcing positive behaviour: Rewards

Although pupils are encouraged to recognise the intrinsic value of positive behaviour in terms of the benefits to their learning and the safety and welfare of themselves and others, it is sometimes appropriate to reinforce positive behaviour with a small gesture of reward. When a reward is issued to a child, this must be a completely transparent process and the child should be clear about what behaviour or action has merited the reward. At Queenborough School and Nursery, rewards might take the following forms:

- Stickers;
- Certificates;
- House points;
- Visiting another teacher or Senior Leader to share their work/ behaviour;
- 'Friday Name' nominations;
- Positive phone calls home to parents;
- Small prizes from the teacher's prize pot.

Each teacher may have their own method for recognising and rewarding good work or behaviour but these need to be applied consistently and transparently.

Discouraging negative behaviour: Sanctions

In order to prepare children for life in modern Britain, it is important that they recognise that there is always a consequence for the choices that we make in regards to our behaviour. Therefore, it is sometimes suitable to issue a sanction in response to negative behaviour. When selecting a suitable sanction for a child's misconduct, staff will always:

- Ensure that a Restorative Justice approach to resolving conflict is used;
- Ensure that the child has time to calm down and reflect before the sanction is issued;
- Ensure that the sanction is proportionate to the negative behaviour in question;

- Follow the behaviour policy for addressing inappropriate behaviour including, when necessary, reporting incidents to more senior colleagues or parents.

The sanctions used by the school vary in accordance to the negative behaviour displayed. There is a clear ladder below to display the different stages of negative behaviour and what the resulting sanction might be. These were agreed by a cross section of pupils and are reviewed annually by the School Council. Following are the sanctions that the pupils of Queenborough School and Nursery agreed were acceptable:

- Missing part or all of play time or lunch time (children will never be made to miss the session in which they are due to eat);
- Writing letters of apology or lines (this will not be overused as we encourage a love of writing);
- Missing part or all of golden time or other celebration activities;
- Being put 'on report' to the Senior Leadership Team either daily or weekly until behaviour has improved;

Sanctions will never:





- Consist of any form of physical consequence that would cause discomfort to the child**;
- Be used to humiliate or degrade a child;
- Be issued without reference to the behaviour policy;
- Be issued without ensuring that all sides of the story have been heard and that the pupil has an opportunity to offer their suggestions about an appropriate sanction;

The purpose of a sanction is always to discourage the negative behaviour from reoccurring and sanctions will never be used by staff members as a means of 'executing justice' or as a demonstration of power.

**NB. On rare occasions, a physical intervention may be necessary in order to keep children, adults or the school environment safe. This is very different from a sanction and details will be found in the school's Positive Handling Policy.

The traffic light system

The Behaviour Code is prominently displayed in each classroom and around the school. A traffic light system is used in each classroom as a way or visually displaying to children when they are at risk of breaching the Behaviour Code and the possible consequences of this. The following is displayed alongside the Behaviour Code:

	I am following the behaviour code and being a great learner! My teacher is very happy with me!
	I am at risk of breaking the behaviour code. I have had to be warned about my behaviour. I need to think about how I can make it right.
	I have broken the behaviour code. I will have to give up some of my own time to think about my actions.
	My behaviour has become a serious concern. I may be affecting the learning or safety of others. I will have to work in isolation and my parents will be contacted. I will lose my free time.

Green

All children will start each day on Green. This means that their behaviour is in line with the behaviour code.

Yellow

Children who are at risk of breaching the behaviour code should be warned that this is the case. They will need to move on to Yellow. There is no consequence for moving to Yellow, but teachers might want to have a discussion with the child after the session/ event to discuss how to avoid this happening again. If the child's behaviour improves, they should move back to Green.

Red

If, after moving to Yellow, the child's behaviour does not improve, they will move to Red. The member of staff making this decision must quote the specific part or parts of the behaviour code that the child is breaking. At this point, the child will have to give up some of their free time. How much time is given up is the decision of the Class Teacher but should be made in conjunction with the child, where appropriate. It should be proportionate to the extent that the behaviour code has been broken. The free time that is given up should take place as soon after the event as possible. Once this time has been given, the child has the opportunity to move back to Yellow. From here they can earn the right to move back to Green but can also move back to Red should they break the behaviour code once again.

Black

If a child's behaviour becomes serious enough that it severely disrupts the learning or safety of others, they can move to Black. A child might move from Red to Black if it is deemed necessary. When a child reaches this stage, they should work in isolation from the rest of their class. The Class Teacher will decide whether this should be in another classroom, either that of the parallel class or a Senior Teacher, or whether the child should be isolated from all children. If a teacher wants a child to be isolated from all other children, this will need to be agreed by a member of the Senior Leadership Team. With all forms of isolation, the Class Teacher should provide work that the child can complete without assistance. If a child reaches black, they should lose a proportionate amount of free time- this could take place over more than one day. This will be decided between the child and the teacher. At the end of the day, the Class Teacher should inform the child's parents that they reached the black stage and share the consequences. The child must remain on Black until the end of the day but move back to Green the following day.

Children who repeatedly find themselves advancing through the coloured stages may need a personal support plan put into place or may be required to report to Senior Leaders on a daily or weekly basis to have their behaviour closely monitored. While we understand the importance of consistency, we recognise that some of our more vulnerable children, a more personalised approach is needed. These children will also have a personal support plan and staff will be aware of the processes involved for individual children.

Behaviour during unstructured times

We expect the same high standards of behaviour and conduct from our children at all times of the day and in all settings. Therefore, Midday Meal Supervisors are aware of this policy and ensure that it is consistently applied throughout the lunch break. In the event of inappropriate behaviour during lunch times, Midday Meal Supervisors should apply the policy in the first instance and then refer this issue to the Class Teacher as soon as possible. The child's Class Teacher is the best person to make the judgement as to the next course of action.

Children exiting themselves from the classroom or school grounds

If a child chooses to exit themselves from class or the school building without permission, a Senior Leader will be made aware. The Senior Leader will investigate the incident and decide upon the best course of action. Parents will usually be notified. As a result of exiting the classroom, a child will be placed on Red for breaching the school's Behaviour Code. If a child exits the school building (but remains on the school grounds), they will move to black as this behavior will have caused a 'serious concern'.

If a child voluntarily exits themselves from the school grounds, parents or, where necessary, the police will be phoned. At no point will a member of staff pursue a child in an attempt to bring them back to school. However, at the discretion of the Headteacher or Deputising Senior Leader, a member of staff may be asked to follow the child from a distance to ensure their safety.

Escalation

All adults should carefully consider when it is and is not appropriate to escalate an incident of negative behaviour to a more senior member of staff. There are times when Senior Leaders will need to be made aware of negative behaviour but, generally, a child's Class Teacher will have the best knowledge of the child and how to best deal with inappropriate behaviour.

Fixed term or permanent exclusion

At Queenborough School and Nursery, fixed term or permanent exclusions will always be the last resort and will be used only in extreme cases of inappropriate behaviour or when all other attempts to engage a child in changing their behaviour have failed. Only the Headteacher may exclude a child. In the event that the Headteacher is off-site, an Assistant Headteacher may contact the Headteacher who can grant permission for an exclusion to be made in her absence.

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she will inform the parent immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents of how to make such an appeal. The Headteacher informs the LEA and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

A child may be excluded for one of the following reasons:

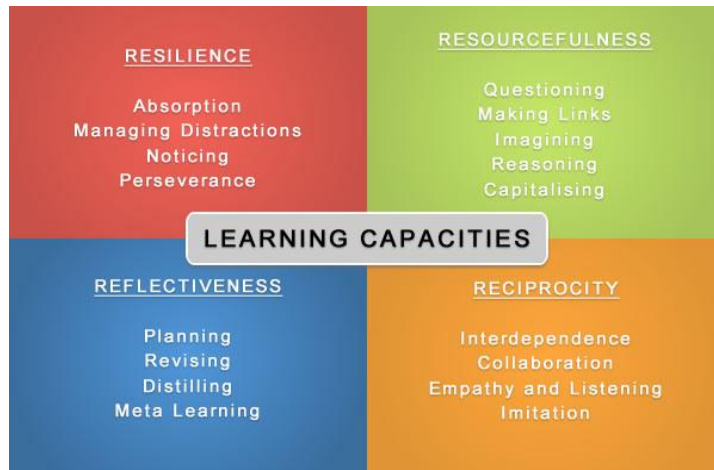
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening
- Cyber/ bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour

Bullying and discriminatory behaviour

At Queenborough School and Nursery, we have a zero tolerance on bullying and all other discriminatory behaviour. Any reports of behaviour which has been deemed as bullying or discriminatory will be thoroughly investigated by a member of the Senior Leadership Team. Through PSHE lessons and dedicated anti-bullying weeks, children are kept aware of what bullying may look like and how to recognise this. There is a strong anti-bullying policy in place which gives specific guidance on how staff should respond to bullying. There is also an e-safety and cyber-bullying policy in place.

Behaviour for Learning

We understand that pupils' behaviour for learning is of equal importance as their conduct around school. Therefore, Guy Claxton's model of Building Learning Power is at the centre of our curriculum. The following learning capacities are referenced, were applicable, in all lessons and dedicated BLP days are planned throughout the year to develop these skills.



In addition to their academic ability, pupils are assessed three times a year against these learning capacities which allows teachers and Senior Leaders to identify trends in learning behaviours across the school. Each classroom will contain a BLP display to ensure that these capacities remain high profile and assemblies will also be planned to discuss these learning behaviours.