

# Indian Queens School

Behaviour and positive  
relationships policy



Behold the day.  
It's yours to make.

## Aims and Expectations

This policy is based on a Trauma Informed Schools UK (TIS) approach and is intended to promote good relationships, enabling people to work together with the common purpose of helping everyone learn. This policy supports the school community in allowing everyone to work together in an effective and considerate way to support the social and emotional needs of our children and thus nurture positive behaviour.

At Indian Queens School, we expect every member of the school community to behave in a considerate way towards others. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our aim is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

## Values

The expectations are underpinned by a set of agreed values which are discussed, explained and taught through direct teaching, assembly content and through behaviour modelled by adults.

Our current core values are:

- Courage
- Kindness
- Trust

## What we do

We value everyone.

We communicate with respect.

We explore every opportunity to grow.

We provide an inspiring curriculum.

We are passionate about learning.

We will:

- Explicitly teach our expectations and the limits of acceptable behaviour as a whole school approach.
- Provide high quality learning in PSHCE using a developmentally progressive scheme of work – Telling Tales.
- Support children's development in understanding their own role in learning.
- Provide clear and consistent routines for children to feel safe and to remove uncertainty.
- Positively promote good behaviour by noticing these moments and giving explicit feedback and praise.
- Celebrate success throughout the school community.
- Respect the experience and feelings of all children, including those for whom learning and development is more challenging due to specific individual needs.
- Work positively together with parents in an open and respectful manner.

The school expects all adults - staff, parents, and visitors - to employ this in our relationships with each other, as well as with our pupils.

## Routines

A consistent, orderly and prompt school day provides a supportive environment in which all children can learn to manage their feelings, emotions and behaviour.

We believe all members of staff at Indian Queens School will strive to provide and maintain:

- A calm, tidy, supportive, stimulating and celebratory environment.
- An organised classroom which meets children's needs and enables independence.
- Consistent, timetabled routines for the day (a visual timetable in every classroom).
- Punctual learning breaks and lunches which are well managed.
- Transitions (movement) around the building that are conducted in an orderly and calm manner.
- Assemblies as a time for reflection, learning, celebration and exploration. Adults are to model expected behaviour and manage that of the children in a calm and consistent manner.

## Rewards

Positive behaviour is recognised and praised, as it is important to develop an ethos of positivity, kindness and cooperation.

This could be:

- Verbal praise
- Monthly good work awards
- Good work certificates are awarded by class teachers to celebrate individual academic achievements, attitude to learning and core values
- Headteacher awards are awarded for those children who, at the discretion of the adult, go over and above expectations
- Golden Tickets – awarded by lunchtime staff for kindness, manners, taking turns and sharing
- Postcards home for improved attendance, resilience
- Class DoJo - teachers and pupils build their classroom culture. Pupils choose values based on the school's core values of courage, kindness and trust and share feedback on progress with each other.

The whole class reward is designed to foster a sense of teamwork and community within each peer group. Discussions and voting for what the reward may be will help teach British Values of 'democracy' and 'rule of law'. Having a goal to work towards will help to focus children on their behaviour choices. This will allow for direct teaching on how and why the children reached this goal and highlight their achievements as a team.

## Sanctions

It is important that all behaviour is recognised as communication and yet, when necessary, a developmentally appropriate sanction may be required in order to address the reasons for, and outcomes of, the behaviour displayed.

The following are examples of responses that can be used if a child is disruptive during lessons. As previously outlined, the choice of sanction given by an adult will consider a child's emotional development and any known specific needs.

- **Verbal Reminder:** Member of staff reminds the child of the given instruction quietly and calmly and, if necessary, talks to the child about why they are not following it and to ascertain any difficulties or misunderstanding.
- **Moved to another area in the class:** The child is moved away from distractions and given the opportunity to follow instructions and complete their work.
- **Loss of learning break:** The member of staff speaks to the child to explain why the behaviour does not meet the school expectations. The child is moved to a quiet place during the next learning break. The child is expected to finish any unfinished work.
- **Removed to another room:** Children will have work to complete for a short amount of time communicated to the receiving member of staff. Before returning to class, it is important that the child is given clarity as to the reason for this sanction and how to prevent its repetition.
- In some cases, the child may be asked to work in the Head of School's office.

If a child's behaviour is the cause of greater concern or the above approaches do not work, the following options will be considered:

- A meeting with parents may be arranged to discuss ongoing concerns regarding a child's behaviour. The severity and frequency of incidents will be shared, and next steps will be discussed.
- Use of daily nurture provision will be considered to provide a child with learning centred on PSHCE, Trauma Informed School approach and creative learning. This will ensure a child has a good understanding of the school expectations before being reintegrated to their regular classroom.
- Other approaches such as small group outdoor learning may be used where appropriate.
- Internal exclusion will be used to remove a child from their classroom for a limited time period relative to the incident or repetition of incidents, measured in half day increments. This will involve the child working away from their peers for an extended period, under the guidance and support of an adult. It will be instigated by the Deputy Head or Head of School, or in their absence a senior member of staff. Parents will be informed of this sanction at the end of the day or at the earliest possible time thereafter, in the form of a letter and discussion with the class teacher.

## More serious sanctions

***‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.’ (DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2017)***

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is persistent or serious.

- If the severity or frequency of incidents is not reduced by the above approaches or if an incident is considered severe enough then, following statutory guidelines, an external fixed term exclusion will be considered. This will be put in place to seek further support for the child, the parents and the school in managing the child’s behaviour in the future. It is the school’s intention that any fixed term exclusions will be of the shortest time deemed possible, in order to seek support and put further measures in place.
- Continued fixed term exclusions may lead to a reduced timetable for the child if it is our belief that a reduced timetable would have a positive impact on the child's behaviour, prior to returning to school full-time as soon as possible. This will be discussed and agreed with the parents prior to its instigation and reported to the local authority. A clear review date will be identified, and increased attendance will always be sought during these reviews.
- Ongoing severe incidents and fixed term exclusions may lead the school to work with parents to seek a managed move to another primary setting. This may include seeking alternative provision and is an option which would prevent a child being permanently excluded.
- For the most serious behaviour incidents or in the situation where all other avenues of management have failed, a permanent exclusion will be instigated. This will be conducted within the statutory guidance and will be the decision of the Head of School following consultation with the Director of Inclusion or senior member of the Aspire inclusion team.

On occasion, the incident or occurrence may require immediate internal or external exclusion. The following is a list of DfE examples where this may be required. Please note that we will always make reasonable adjustments for all pupils with SEND to fully-support them in meeting our behaviour expectations

- a. Persistent, serious or offensive verbal or physical abuse of a child or adult
- b. Dangerous behaviour (likely to result in a serious harm or accident)
- c. Deliberate damage to property
- d. Open defiance
- e. Leaving the school site without permission
- f. Bringing an illegal or dangerous substance or object into school.

**It is important to note that the response or sanction given for any incident does not set a precedent for future responses to similar incidents of behaviour.**

The Head of School will liaise with the Director of Inclusion, or a senior member of the Aspire Inclusion Team, for support and advice regarding any points discussed in this policy.

## **Roles and responsibilities**

### **All staff to:**

- i. Model positive, consistent, professional behaviour at all times
- ii. Ensure good routines are in place and consistently applied
- iii. Remain calm at all times
- iv. Consistently seek out opportunities to reward positive behaviour choices
- v. Recognise managing behaviour as a teaching opportunity and not simply a sanction
- vi. Be alert to individual needs and if not known, seek support in managing a situation from an adult more closely known to the child
- vii. Always have high expectations

### **Staff on break and lunch duty:**

As above but additionally:

- i. Be active and engaged with the children
- ii. Be alert to playground areas, times or individual children causing concern
- iii. Ensure children line up in a calm orderly manner, ready to return to class and learn

### **SENDCo**

As above but additionally:

- i. Monitor patterns of recorded behaviours (internal/external exclusions) working towards preventing and/or reducing the necessity of them.
- ii. Discuss and agree actions in response to monitoring of incidents and individual children as part of safeguarding meetings.
- iii. Support teaching staff with parental conversations or meetings regarding behaviour
- iv. Liaise with support services to develop provision for individual children

## **Monitoring and Review**

The Head of School monitors the effectiveness of this policy on a regular basis.

The school keeps a comprehensive record of concerning behaviour.

All appropriate paperwork and documents are completed for any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Hub Council and Aspire Lead Inclusion Team to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.