



Queensbridge Primary School Behaviour and Discipline Policy 2026

Adopted by Governors: March 2026

Purpose

Queensbridge is a school where 'Every Child has a Champion'. The behaviour and discipline policy is a key piece of this ambition, supporting all children to be caring, ready and safe in school.

Objectives

1. To set out clear rules for our children;
2. To encourage children to make good choices about their own behaviour;
3. To set out clear sanctions for poor behaviour choices;
4. To ensure that all negative behaviour is dealt with calmly;
5. To ensure an equitable approach to behaviour management;
6. To make clear the rights and responsibilities of all stakeholders;
7. To involve parents in promoting good behaviour;
8. To ensure that there is complete consistency from staff in the implementation of the policy.

Procedures

The behaviour policy is built around 3 school rules:

Be Caring (incorporates the way we treat other children, staff, resources and environment)

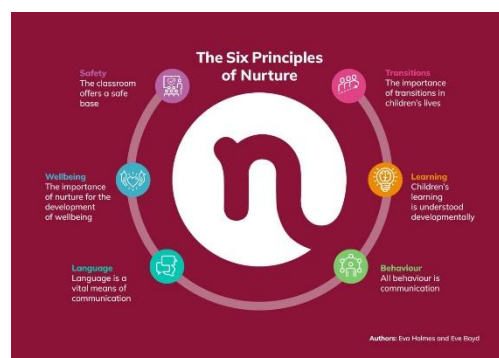
Be Ready (incorporates how we sit, listen, work and pay attention in class)

Be Safe (incorporates the way we move around school and in the playground)

Each class outlines the rules every Autumn term. These rules are broken down with the children, and regularly referred to throughout the year. For example, "Thank you for remembering our being safe rule and walking safely."

As a school, we follow the six principles of nurture:

- Safety
- Wellbeing
- Language
- Transitions
- Learning
- Behaviour



We know that when children feel unsafe they can become dysregulated and/or anxious and this can be displayed through negative behaviours. Therefore, we provide a warm, welcoming and safe environment as soon as they walk through the door. Staff take time to build genuine relationships with the children in their class, making connections and sharing interests. We use positive language to highlight the behaviours we expect and thank those who are following the rules, promoting the right behaviours and providing a positive model for others.

We know that times of transition or change can cause some children to feel dysregulated which can then be displayed through negative behaviours. Therefore, time is taken to prepare children as much as possible for upcoming changes. Transition times are managed carefully with expectations communicated clearly and effectively.

There is a zero tolerance approach to bullying, please see our anti-bullying policy.

We do not permit physical retaliation.

Rewards

We want to ensure that children meet expectations. We want to build self-esteem in children and ensure that they're proud of themselves and know how to make good choices about their own behaviour.

We do know that there are children who make a real effort with their learning or behaviour, and children who need some additional encouragement. Children can have their names written on a 'proud cloud' board in class. This acknowledges the expected behaviour such as being caring, being ready or being safe. This recognition can also encourage other children to make the right choices.

Each week, 1 child from each class is celebrated during assembly as Star of the Week. The children chosen will have made a particular effort that week and will have achieved well for them. A list of names will be shared with parents.

Whole class rewards can be used, linked to our class dojo system. A child, group of children, or class may earn a whole class reward (dojo point), which will usually convert into time accrued towards a whole class treat.

Children can be sent to any member of staff, including the Headteacher, for a 'well done' either for behaviour or learning related reasons.

On occasions, parents may receive a phone call home from a member of staff who would like to celebrate success.

Sanctions

At Queensbridge, we 'praise in public' and 'reprimand in private'. We remind staff to 'maintain the parent on the shoulder approach'. We treat children the way we'd be expected to be treated if we'd done something wrong at work. Staff will generally not raise their voice to children; this would only be done very rarely and only for effect.

We also know that poor behaviour is often a cry for attention or help. Some children may have underlying conditions which make following the rules harder to follow. Children need to understand that disrupting the classroom environment is completely unacceptable – children are here to learn and need to be able to do this.

Children who are not following the rules will be spoken to about the choice they have made and be reminded of our 3 school rules. There will be an explanation of how that rule/s are being broken. If poor behaviour continues, there are the following sanctions:

- A polite reminder
- Reflection time – this is an opportunity for the child/ren to consider their actions and how they can 'press the re-set button' and turn things around. Reflection time runs at lunchtime and is accessed at the first opportunity. For example, if a child breaks a school rule during the morning session, they will attend that same day. If a rule is broken at 2pm, they will attend the following day.
- Internal suspension – working in isolation outside of the classroom. This may be for 1 or more sessions, depending on the severity of the behaviour.
- External suspension – working at home. This may be for 1 or more sessions, depending on the severity of the behaviour.

The above is not an exclusive list

It will be classroom staff who deal with most poor behaviour in their own classroom, or children who they see misbehave around school. Sending children out of class for minor incidents can give the message that the adult doesn't know how to deal with that behaviour, or doesn't have the authority.

Classroom staff are always the first line of support and challenge for any negative behaviour. They know the children and will know if incidents are a one off or form part of a more worrying pattern. Classroom staff will only send children to SLT for negative behaviour if they have worked through the policy first. They will use their own judgement as to how serious a situation is. They are aware that there can be a danger of undermining their own authority if they constantly send children to SLT without addressing incidents first.

Children who are repeatedly needing intervention and/ or who display any of the following behaviours:

- Fighting
- Offensive language (racist, homophobic or otherwise)
- Bullying
- Stealing
- Behaviour which puts other staff / children at risk

This is not an exclusive list

will be sent to the Headteacher or another member of SLT. These behaviours may result in internal or external suspensions.

A decision to **exclude a pupil permanently** will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Adaptations

Children who continue to struggle with their behaviour, or who have a significant change in their behaviour, will have additional support. Examples include:

- A behaviour chart in class, linked to whole class rewards
- Support from the learning mentor
- Own work station
- Referral to behaviour support
- Referral to other external agencies
- Dual registration at alternative provision
- Extra support at certain times of day
- Starting the Early Help process

Once a child has been referred to an external agency, they will be on our SEN register and will, under the equalities act, be subject to reasonable adjustments. This does not mean that there will not be any sanctions for these children; more that they will be adapted. For example, an act of violence or defiance which may lead to an external suspension for a non-SEN pupil may be an internal one for SEN, or a 3 day exclusion may be reduced to 1 day.

School staff are aware that certain groups nationally are more likely to be excluded than others. Underlying reasons for negative behaviour will always be explored with the family through the early help process.

Playtimes and Lunchtimes

Playtime and lunchtime are a big part of the school day and making sure that the children are well cared for, happy and well behaved is very important.

We know that some children struggle to make the right choices at more unstructured times such as playtime and lunchtime. We will ensure that all staff outside are actively engaging with the children, and ensuring that there are activities provided.

Eating in the Dining Hall/Classrooms

Staff are there to supervise and to ensure children have a pleasant experience as they eat their lunch. They are there to offer help when necessary and to try and promote independence as much as possible.

On the playground

It is the responsibility of the lunchtime staff to supervise the children on the playgrounds at lunchtimes. We want this time to be a happy, safe experience for the children and as such we ask that staff bear the following points in mind:

- Children get the most enjoyment out of play time when they play games and socialise with their peers.
- Where fall outs happen, a restorative conversation is key to building children's ability to manage conflict.
- The staff should initiate/supervise games and get involved in playing and interacting with the children.
- Staff outside will not be stood talking to each other, other than quick questions, as this can lead to lack of supervision.

Agreed rights and responsibilities

<u>Children</u>	
Rights	Responsibilities
• To be treated with respect	• To behave respectfully to others
• To be safe	• To behave in a way that keeps self and others safe
• To learn	• To attend school regularly • To be willing to learn • To allow others to learn
• To make own choices	• To have ownership of own choices and accept the consequences of that decision • To allow others to make choices
• To be listened to	• To give opinions in a constructive manner • To listen to others

<u>Staff</u>	
Rights	Responsibilities
• To be supported by peers and line managers	• To ask for support when needed • To offer support to colleagues
• To be listened to	• To listen to others • To give opinions/ explanations in a constructive manner

To share opinions/ explanations	
To be treated courteously by all others in the school community	- To model courteous behaviour - To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/ policies/ expectations	- To seek information and use lines of communication - Follow agreed behaviour policy protocols - To actively supervise children at all times, inside and outside.
To receive appropriate training to increase skills in behaviour management	- To support others in developing their skills - To acknowledge areas of own behaviour management skills which could be developed - To try new approaches
To feel safe and respected	To show respect towards others and provide a safe environment

<u>Parents/ carers</u>	
Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress and behaviour	- To make sure that their child attends school regularly - To talk to staff if they have any concerns about their child's learning or well-being - To support staff when dealing with children's behaviour
To be listened to	To listen to others
To have access to information on the school's approach to behaviour and attendance	To support the school's approach to behaviour and attendance
To have concerns taken seriously	To share concerns constructively

Policy Review

This policy will be reviewed annually by the School Effectiveness Committee. This will ensure it remains up to date, useful and relevant. We will also regularly review it in accordance with local and national policy changes.

Signed by Chair of Governors_____

Date _____

Renewed March 2026.