QRA
Behaviour Policy

EDUCATE. EMPOWER. INSPIRE.

Version Number	Version Description	Date of Revision
1	Original	Sept 2023
2	Rebranded & reviewed	July 2024
3	Adopted by QRA on transfer to HCAT	August 2025

QRA Behaviour Policy

Queens ROad Academy believes that good behaviour is directly linked to children's academic behaviour; our emphasis in school is on hard work and positive attitudes towards learning. If a behaviour policy is to be effective, it is vital that it is consistently applied throughout school and strategies are in place to support children and staff.

This policy has been written to comply with section 89 of the Education and Inspections Act 2006.

Aims of the Policy

- To encourage respect for religious and moral values and tolerance of other cultures in a multi-racial society
- To develop core courtesy and good manners and teach children to have respect for themselves, others, and property and to develop a caring and responsible attitude towards our environment
- To help pupils appreciate the achievements, individuality and aspirations of all and celebrate their successes
- To ensure continuity and progression through effective behaviour strategies
- To ensure a consistent approach to behaviour management throughout the school
- To develop positive attitudes to learning this policy sets out to:
- Provide clear boundaries that children, staff and parents understand in relation to the HCPS Home-School Agreement
- Meet the needs of pupils who have emotional and behavioural difficulties
- Promote a positive learning environment for all learners
- Ensure a consistent approach to behaviour management throughout school

School rules and values

QRA School has created the QRA Values after input from the whole school. These are displayed in the corridors and classrooms and shared with children on a regular basis through assemblies and class circle times. These have been shared with parents through the Home- School Agreement.

We will always respect people and property.
We will always try our best.
We keep ourselves and others safe.

All classes have sets of class rules that are linked to learning behaviours in the class. These have been drawn up between pupils and teachers.

Classroom management at QRA

We have high expectations of pupils' behaviour at all times. We firmly believe that developing high quality teaching learning is the key to ensuring positive attitudes towards learning and encourage all pupils to take responsibility for their own behaviours towards learning. The school has a well-developed whole school approach to effectively managing behaviour of all pupils. Our behaviour system is built on positive relationships between staff and pupils with an understanding of children's backgrounds and previous experiences. Where behaviour presents from a SEND need, provision with be specifically referenced in the child's SEN plan. Positive descriptive praise and unconditional positive regard are the basis of our behaviour management system.

All staff will:

- Meet and greet children at the start of the day.
- Be at the door of their classroom at the beginning and end of each lesson.
- Model positive behaviours and build relationships.

- Reward children who are living up to our high expectations.
- Never walk past or ignore children who are failing to meet expectations.
- Always redirect children by referring to our school values.

SMSAs will:

- Be friendly and approachable.
- Be aware of relevant and accepted expectations and reinforcing them.
- Be consistent and fair when giving rewards or imposing agreed sanctions.
- Know the children as individuals, recognising their characters and taking this knowledge into account when working with them.
- Support children's development of behaviour skills and self-regulation, with training support.
- Have high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour.
- Encourage respectful attitudes for others, the environment, property, and equipment.
- Support children with SEMH using agreed strategies.

The headteacher and the senior leadership team will:

- Meet and greet children at the start of the day.
- Be a visible presence around the school.
- Regularly celebrate children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, house points and certificates.
- Support teachers in managing children with more complex or challenging behaviours.
- Review provision for children who fall beyond the range of written policies.
- Meet to analyse behaviour incidents and address any trends or patterns

Parents will:

- Work in partnership with school to ensure consistent messages are given to pupils about expected behaviours.
- Support the school's values, rules, and policies.
- Always make their child aware of appropriate behaviour.
- Inform school about any issues at home that might affect a child's learning or behaviour.

Pupils will:

- Work to the best of their abilities and allow others to do the same.
- Treat others with respect.
- Comply with the instructions of all members of staff.
- Take care of the school property and environment.
- Cooperate with other children and adults.

A consistent approach

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Demonstrate unconditional care and compassion 'deliberate botheredness'.

Behaviour and sanctions

All staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. If a child breaks a rule this will be discussed with the child at an age-appropriate level. When poor behaviour is identified, sanctions are consistently and fairly implemented.

When there are problems with behaviour we aim to try and understand the reasons for it so that we can deal with it most effectively. It is important to label the behaviour as the problem and not the child. If misbehaviour or bullying does occur, then the type of action taken depends on the problem.

The stages are:

1. Children are given a reminder of the school rule or the requirement (I needed you to….) Repeat reminders if reasonable adjustments are necessary.
2. Children are given a verbal warning (**1st warning**) if a school rule is broken. It is important that the child knows exactly which rule has been broken and the consequences of their actions.
3. If a child continues to misbehave, an in-class intervention may be used. Example may be moving seat, take time out of the room, removal of something, or any other intervention the member of staff chooses to fit the behaviour. (**2nd warning**)
4. If a child continues to misbehave, time will be taken from their break time accordingly **(Final warning)**
5. If behaviour continues to be a problem the teacher will contact a member of the SLT to discuss with the pupil the consequences of their actions and incidents of poor behaviour will be logged on Arbor.
6. If the behaviour continues the class teacher or a member of the SLT will contact parents to arrange an informal meeting (verbal or physical).
7. If there is still a continuation of poor behaviour a formal meeting will be held with the class teacher, head teacher, parent and child. The Home School Agreement will be referred to and discussed. At this meeting, targets will be agreed upon for child, home and school to work upon. In the most severe cases an individual behaviour plan, IBP, will be drawn up and a record of positive and negative behaviour will be kept. This will be sent home for the parent to sign and comment on, as necessary. Minutes of this meeting will be recorded and placed on the CPOMs system. A further meeting will be held if appropriate, the school SENDCO will attend this meeting to identify if there is any Special Educational Need.
8. If not resolved, fixed term exclusion procedures will be initiated in accordance with Barnsley LA procedure. Severe behaviour issues e.g., violence towards another pupil or adult in school may result in the immediate exclusion of the pupil. (See Barnsley LA guidance document Exclusion Procedure for further details). If the Head teacher excludes a chid s/he will inform parents immediately giving a clear reason.

It is important to remember the importance of a fresh start. Where incidents have escalated there needs to be some restorative work to rebuild relationships whether that be between adult and pupil or pupil and pupil.

Restorative discussions

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

Everyone must be given enough time to calm down before the restorative discussion takes place.

Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise, it must be an adult that was involved in the incident who supports with the discussion.

All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.

Discussions are held in a calm, quiet, private place.

In Foundation stage, staff model good behaviour, manners and a positive attitude towards each other. Routines, boundaries and high expectations are consistently reinforced by all staff in the setting. Foundation stage staff will verbally feedback to parents/carers at the end of each session to resolve, inform about, or discuss behavioural issues further. In the case of more serious issues, Foundation stage staff will follow the same procedures as set out for the rest of school.

Playtime supervision

All pupils will be escorted to and from the playground to ensure they start playtime in a calm manner. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

If a rule is broken at break or lunch time staff on duty will deal with accordingly, if appropriate, staff will communicate this to the class teacher who will deal with the issue in line with the steps above. SMSAs report back to the class teacher at the end of lunchtime.

Breakfast club

All children are invited to attend breakfast club, although children are free to choose from the range of activities available, we expect them to always abide by the school rules. In the case of severe breaches of these rules, the offer of a place may be withdrawn.

Extra-curricular activities and clubs

All children are invited to choose from a variety of clubs to enrich their learning experiences. All children attending will be expected to always follow the school rules. In the case of severe breaches of these rules, the offer of a place may be withdrawn.

School trips

Where children's inappropriate behaviour results in them being unable to attend planned school trips/visits due to them posing a threat to the safety of themselves or others i.e., absconding, refusal to follow directions from staff or aggression towards others, parents will not be offered refunds for any monies paid and will accept this is a consequence of their child's behaviour in school.

Each case will be decided upon individually according to circumstances and the parents will be informed as soon as possible. Where a child is unable to attend such trips/visits, as a consequence of their behaviour, alternative educational activities will be planned in school. Children are still expected to attend school and parents have a legal responsibility to make sure they do as set out under our attendance policy and in line with Government requirements.

Serious incidents

Behaviour is the way in which someone act is or behaves. It can be positive or negative. NEGATIVE BEHAVIOUR is; anti social behaviour. That is behaviour which is not acceptable by society and that can cause harm to the well. being of others and the image of the school.

A serious incident such as threats, violent and aggressive behaviour or swearing maliciously, refusal or defiance needs to be reported to a member of SLT immediately.

Parents will be informed of all serious incidents. Appropriate consequences will be issued by SLT. If required exclusion procedures will be initiated in accordance with Barnsley LA procedure. (See Barnsley LA guidance document Exclusion Procedure for further details).

Rewards and privileges

Queens Road Academy recognises the importance of positive descriptive praise when promoting positive behaviour. The school adopts a range of reward systems in order to encourage positive behaviours to learning, but also recognises that intrinsic rewards are key to promoting a culture of positive behaviours for learning. We also firmly believe in a culture of unconditional positive regard.

QRA runs a Dojo award system in school. Pupils can receive points for demonstrating positive learning behaviours and achievements.

Children are encouraged through individual class praise and rewards e.g., through the use of verbal and written praise, stickers, smartie pants and other certificates.

Parental Involvement It is vital that parents are kept informed of strategies used to help support the behaviour of pupils. Parents are expected to support staff in decisions made in order support the improvement of behaviour and keep in regular contact with the teacher involved. Parents are encouraged to discuss any issue related to behaviour, either in school or at home. Parents will be informed if a child is regularly not behaving in line with the school rules. If the problem is severe parents will be contacted on the first occasion (for example violent or racist behaviour). The QRA Home-School Agreement forms the basis of the expected behaviour of pupils in school and the roles of both parents and staff to uphold this agreement. The Home-School Agreement will be reviewed and sent out to parents annually. In severe circumstances, parents may be asked to remove their child from the premises at lunchtimes and alternative arrangements will need to be made.

Parental involvement

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Managing behaviour over time

The headteacher & SLT monitor patterns of behaviour half termly. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally, the class teacher retains responsibility for managing behaviour of children in their class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school.
- Awarding Dojo points in recognition of compliance with school expectations.
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

Recording and reporting

Behaviour incidents will be systematically recorded using Arbor to identify patterns of behaviour. By taking the action of recording incidents of behaviour we are giving a clear message to parents, staff, and the wider community that we take these incidents seriously and can become essential evidence if there is a dispute between the parties about how an incident has been handled.

The Senior Leadership Team will be responsible for overseeing all recorded behaviour incidents and adding appropriate actions where necessary.

All behavioural incidents are dealt with on a case-by-case basis and in conjunction with our Safeguarding Policy, Anti Bullying Policy, Mental Health Policy and SEND code of practice.

This table gives examples of some behaviours in-line with our Arbor recording system and how each should be supported by the class teacher. This is a guide only as resulting consequences will be context driven. Behaviour is communication, is driven by feelings and should always be seen in the context of the child: their needs, changes to routine and a range of other factors. **All best endeavours would be to start by following the behaviour policy and focusing on positive reinforcement/de-escalation and reintegration techniques.**

Staff will be best placed to understand the context and use their professional judgement to deal with the behaviour appropriately.

At all points of behaviour logging, staff should take into account age-related expectations; for example, behaviours exhibited by pupils in EYFS may be typical of children who are new to school and still learning expected and acceptable behaviours.

If a child has an Individual Behaviour Plan or specific needs, this overrides the consequences outlined below.

Level One Behaviours- Level 1 Negative on Arbor	
These **behaviours are expected to be dealt with in the moment by all staff in and around the school**. Depending on frequency and severity, staff will use professional judgement to ascertain whether this is logged on Arbor.	
Arbor Category	**Behaviour Examples**
Non-Compliance	Not following school rules /expectations, not Listening Shouting out, answering back, arguing with pupils, calling a child a name following an argument, spoiling a game, snatching someone's equipment from them, swinging on a chair, climbing on furniture, misuse of equipment
Distracting Others	Distracting others from learning, talking to children, tapping them with equipment, trying to make them laugh, going over to them
Disrespect	Pushing in a line, making unkind comments, answering /arguing back if asked to do something, saying no to an instruction

Level Two Behaviours- Level 2 Negative on Arbor

These behaviours are expected to be dealt with in the moment by all staff in and around school. Consequences might include: time 1:1 with a classroom adult; some missed break or part of lunch time.

Repeated behaviours will be identified via Arbor in order to ascertain any patterns in situations/feelings driving these behaviours.

This **may** include contact with parents by class teacher. E.g. If it has been a day where a child has acted out of character, you have seen a change in their behaviour, concerns over escalation,

Arbor Category	Behaviour Examples
Defiance	Refusal to complete work- not completing work despite having offer of support, knocking book off the table. Refusal to follow adults' instructions- not lining up despite being asked to numerous times, not taking time out, not moving spaces to avoid escalation. Refusal to engage with peers. Leaving the classroom without permission- walking out of class to avoid work Misuse of property, including throwing equipment- Flicking a rubber towards someone, hitting children with a ruler, throwing a rubber at someone, deliberately snapping pens.
Rudeness	Rude comments towards adult or peer.
Conflict	Minor physical contact / rough play- pushing in a line, shoulder barging during football, bad challenge that involves kicking, snatching ball out of peer hands.
Dysregulation SEND pupil	Flicking equipment, knocking over a chair, swiping books off the table as they walk around, kicking equipment into a wall.

	Swearing, answering back, rudeness.

Level Three Behaviours- Level 3 Negative on Arbor
These behaviours **may** warrant time out of class with a member of SLT/Pastoral team. However, a conversation between the school adult involved and a member of SLT must take place, ideally without the child present, to agree on the consequence. This will take into account the child and the context. This **may** also include an internal seclusion but this will be dependent on child/context. This **will** include contact with parents by class teacher and/or Pastoral Team / SLT. 3+ incidents in a 4 week period **will** result in a formal meeting with class teacher, Assistant Head/ SENDCO / Pastoral lead and parent. **SLT will monitor, including repeat discriminatory, racial, physical and sexual incidents. SLT will determine if these are escalated to bullying and logged separately.**

Arbor Category	Behaviour Examples

Verbal Behaviour- Peer	Use of inappropriate language directed towards peer- swearing, insults
Verbal Behaviour- Adult	Use of inappropriate language directed towards peer- swearing, insults, mimicking
Sexist Incident	Insults/stereotyping which make reference to gender in a derogatory way
Racist Incident	Insults/stereotyping which make reference to race in a derogatory way
LGBTQ+ Incident	Insults/stereotyping which make reference to sexuality in a derogatory way. Calling a child's parent/family member a name linked to their sexuality
Ableist Incident	Insults/stereotyping which make reference to a disability in a derogatory way
Physical Behaviour- Peer	Physical aggression / violence towards peers- hitting/kicking/slapping/ biting/throwing equipment directly at or to intentionally hurt a peer
Physical Behaviour- Adult	Physical aggression / violence towards adults- hitting/kicking/slapping/ biting/ throwing equipment directly at or to intentionally hurt an adult
Persistently Disruptive	Sustained loud talk, shouting across the room, out of chair, making noises with equipment e.g. a full morning/afternoon after adaptations and support have been put in place at level 2 e.g. change adult, time out, regulating activity, time in with an adult
Permission Defiance	Refusal to come in doors for a sustained period of time and after strategies have been applied
Intentional Damage to Property	Deliberately ripping up a book, breaking a piece of classroom equipment (not a child with SEND through dysregulation),
Severe Dysregulation- SEND pupils	Dysregulation resulting in severe aggression and violence towards adults/peers or property.

Level Four Behaviours- Level 4 Negative on Arbor
These are classed as severe behaviours and **may** warrant a fixed term exclusion/internal isolation including intervention/strategy to support the pupil. The length/nature of this will be determined by the Head of School. This **will** include contact with parents by class teacher and a member of Pastoral Team / SLT.

Arbor Category	Behaviour Examples
Verbal Bullying	Prolonged offensive / derogatory language towards / about an individual
Sexist Bullying	Prolonged offensive / derogatory language towards / about an individual's gender
Racist Bullying	Prolonged offensive / derogatory language towards / about an individual's race
Physical Bullying	Prolonged physical violence towards others
LGBTQ+ Bullying	Prolonged offensive / derogatory language towards / about an individual's sexuality
Ableist Bullying	Prolonged offensive / derogatory language towards / about an individual- disability
Severe Physical Incident	Pushing a child over and deliberately hitting their head against the playground, prolonged physical violence, hitting someone with an object.
Possession or use of a prohibited item	Vape, lighter, cigarettes
Possession or use of a weapon	Any item that can be considered a weapon and intentionally used to cause harm.
Theft	Stealing an item of ***value*** from a child / staff member's bag, drawer.
Severe intentional damage to property	Deliberately damaging property/building e.g. kicking holes in a wall, pulling a door off hinges - not a child with SEND through dysregulation

LEA support and outside agencies

Queens Road Academy cannot always resolve problems which are linked to wider social issues. At times, the school may need to contact outside agencies for support with these issues. Children with behavioural issues may require support from other agencies, including support for parents. Children with SEN and Disabilities, in the case where a pupil's behaviour is affected by a SEN or disability, the school behaviour policy will be followed as closely as possible. However, there may be occasions where the school has to take alternative actions or arrangements to suit the needs of the individual with the need/disability.

As professionals, we recognise that there is a close link between content and delivery of the curriculum and pupil behaviour. We aim to ensure that our teaching and learning is enjoyable, challenging and personalised to ensure that all pupils demonstrate positive attitudes towards learning. For further guidance, see DFE publication Behaviour and Discipline in Schools (January 2016) and Section 89 of the Education and Inspections Act 2006.

Additional notes

Additional guidance, DfE's publication of guidance - July 2013

Power to use reasonable force - Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff must always inform a member of the SLT if restraint has taken place.

Additional guidance, following the DfE's publication of updated guidance in 2016.

Headteachers and teachers were also given the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Para 21, Section 90 of the Education and Inspections Act 2006)

1. misbehaviour when the pupil is
    - taking part in any school-organised or school related activity
    - travelling to or from school
    - wearing school uniform
    - or is in some other way identifiable as a pupil of the school
2. misbehaving at any time, whether or not the conditions above apply, that
    - could have repercussions for the orderly running of the school or
    - poses a threat to another pupil or member of the public or
    - could adversely affect the reputation of the school.

This policy has been written in line with *Behaviour in Schools Advice for headteachers and school staff.*