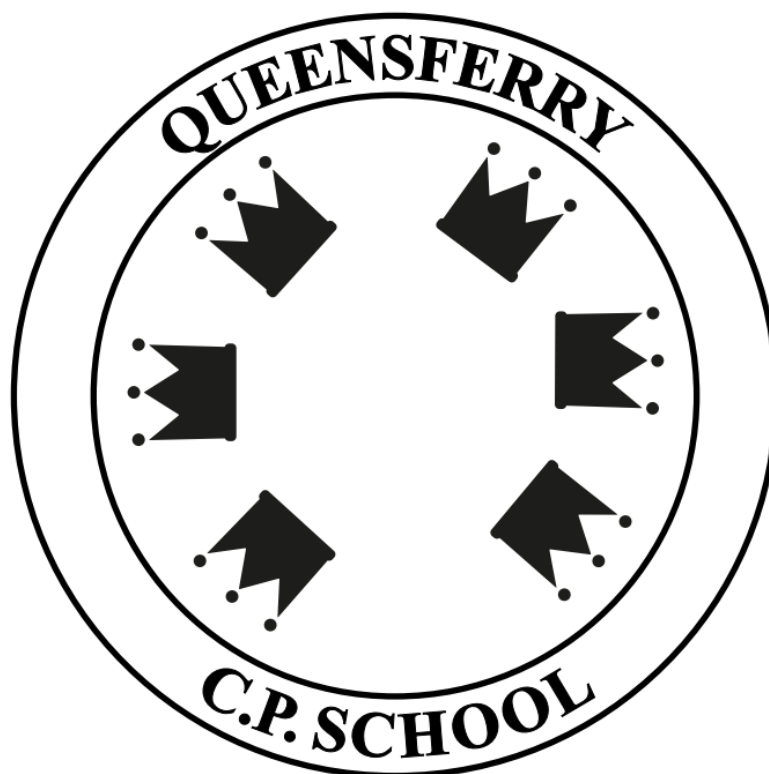




Behaviour Policy

2025-2026

Policy adopted and approved by the Governing Body on:	November 2025  Signed:_____ Chair of Governors
Review Date Annually	November 2026

Introduction

"Good behaviour is a necessary condition for effective teaching and learning to take place."

"consider how much impact could be made if every member of the school whether child or adult was committed to creating an environment where everyone was regularly listened to and encouraged, where a school made clear its commitment of finding ways to building relationships and giving respect and support to all its members."

Jenny Mosley

At Queensferry Primary School we like to work alongside parents/carers to encourage children to develop as fully as possible. We want to help our children to grow socially, personally and academically and this policy is concerned with promoting positive attitudes to behaviour.

We believe that good behaviour needs to be carefully developed. We think young children learn best when they are clear about what it is that they are supposed to do and when they are constantly encouraged to do it. This policy sets out:

- What we mean by good behaviour.
- What we think are the benefits of good behaviour.
- How we encourage good behaviour in school.

Aims of this policy

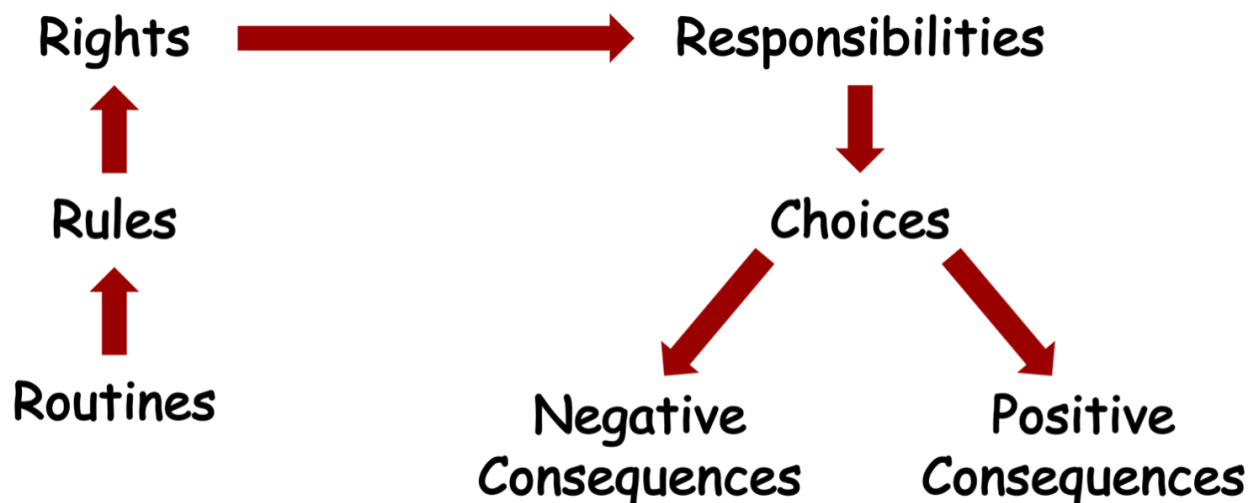
- To develop frameworks within which initiative, responsibility and sound relationships can flourish
- To enable children to develop a sense of self-worth and a respect and tolerance for others
- To produce an environment in which adults and children feel safe, secure and respected
- To create a consistent environment that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
What do we mean by good behaviour?

At Queensferry Primary School, we have a clear set of routines so that the children know what is expected of them at a given time. Our belief system for appropriate behaviour is supported by clear rules and consequences / sanctions agreed at the start of each school year which are regularly shared with the children and each class charter is prominently displayed in all classrooms.

Throughout school, children are actively encouraged to consider the consequences of their behaviour and to take responsibility for their own actions. We believe that positive reinforcement is the best way to achieve good behaviour, to reward good behaviour and to help those who struggle to make the right choices with their behaviour.

What do we mean by discipline?

Discipline is **not** control of children - many children are not easily controlled. When children's lives and behaviour are too regulated by others, they feel no need to control themselves, since others do it for them. An important long-term goal is to teach self-discipline. We believe that discipline is about leading by example, guiding, encouraging and instructing children within a framework of rights, responsibilities and rules (the 3 Rs). These should work together to create a caring community atmosphere.



Routines, Rules, Rights and Responsibilities

ROUTINES

Routines help children feel safe, develop life skills and build healthy habits. Good routines are well planned, regular and predictable. At Queensferry CP the routines of the day will always be consistent and communicated with the children.

RULES

The rules or codes of behaviour are essential for maintaining the rights. These are split into three areas:

- whole school
- classroom
- playground

Rights

All children have the right to develop their potential and be safe and happy. At Queensferry School we believe that the children are entitled to:

- be happy
- be healthy
- be kind
- be curious
- be yourself

RESPONSIBILITIES

For their rights to be maintained, children have to take on the responsibility of following the rules. If children break the rules, they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

The children and teachers have worked together to establish and draw up class charters and the whole school ready to learn policy.

We have many systems in school to accomplish our aims with the intended outcome being to highlight positive behaviour and raise children's self-esteem.

Each person in our school community should be:

- Ready to learn.
- Respectful to others.
- Safe.

'You are in charge of the choices you make' is what we teach the children to encourage them to take full responsibility for their actions and also think about the consequences if they make the incorrect choice.

Restorative Practices

Restorative practice is a strategy that can be used to resolve minor incidents that occur in our school.

In broad terms, restorative practices constitute an innovative approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Simply, it is about getting the offender together with the victim to understand the harm that the offender's behaviour has caused to the victim(s). Set questions are asked by the teacher to the offender and then to the victim, to resolve a situation:

- What happened?
- Who has been affected and how?
- How can we make things right?
- What have we learnt so as to make the right choices next time?

The teacher acts as facilitator. It is the children themselves, who come up with the solutions.

Benefits of good social behaviour

By encouraging good behaviour we know we will be supporting our ethos at Queensferry Primary School:

'through nurture, encouragement and by creating a love of learning, we aim to inspire our children to be the best that they can be.'

We encourage children at Queensferry Primary School to play an active role in their education and to develop their self-confidence. We aim to create an environment in which children can achieve their full potential and do as well as possible in their school work. We want them to have a sense of identity with their school and show a high degree of self-motivation.

As a school, we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling effective learning and teaching to take place, and our children are free to realise their potential.

The curriculum and learning

We believe that developing an ethos of behaviour role models within the classroom and the curriculum will contribute to good behaviour through motivating, involving and engaging learners. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Expectations should be clearly displayed in classrooms.

Classrooms have been organised to develop independence and personal initiative. Furniture arranged to provide an environment conducive to on-task behaviour. Materials and resources arranged and labelled to aid accessibility and reduce uncertainty and disruption.

Displays provide prompts to aid learning and to help develop self-esteem through demonstrating the value of every individual's contribution. Each class has a designated Calm Corner to support pupils to self-regulate their emotions and allow them a brain break when needed. Overall, the classrooms provide a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Reward Systems

We expect that all pupils behave well in School and follow the rules and expectations set out pupils, staff and Governors. We give praise and reward as much as possible to encourage those good behaviours.

Each class has a marble jar that staff use to encourage good choices from the children and celebrate achievement. Pupils take ownership of this and agree a set number of marbles that they want to achieve and are instrumental in selecting the reward that they should have.

Each week there will be a celebration service in school where one pupil is chosen to receive a behaviour role model certificate. These are pupils who teachers believe have set a great example to their peers.

Consequences

At Queensferry Primary School we feel it is important to have consistency for helping children who have difficulty with finding the right behaviour. There is no place for unacceptable behaviour and consequences exist to protect individuals from negative forms of behaviour in the classroom and in other areas of school life. Where rules are not followed we have a system of consequences, which is intended to deal effectively with the inappropriate behaviour.

All behaviour is a form of communication

Most incidences of behaviour are rectified with a verbal reminder. However, should the behaviour continue then we recognise that this may be a way of communicating something to us.

Therefore, our BEHAVIOUR SANCTION STRUCTURE allows pupils to think, regulate and aspire to join in again with learning.

To ensure that this happens staff at Queensferry School will do the following:

- 1) Have a quiet word with the child and a reminder of the behaviour that we expect to see in school. Provide the child with opportunities to turn this behaviour around and make a good choice.
- 2) Then issue a firm warning and a choice e.g. 'please sit down and complete your work or you will miss _____ minutes of your play time'. STAFF WILL BE CONSISTENT AND CARRY OUT THIS CONSEQUENCE.
- 3) At this point staff will also consider the emotional state of the child and whether they need to be offered the opportunity to access a calm corner or safe space. PUPILS WILL ALWAYS BE GIVEN THE OPPORTUNITY TO CALM DOWN IN A SAFE AND QUIET PLACE.
- 4) Support each other and the child by utilising a change of face/room to de-escalate. This is as follows:

Nursery/Reception/Year1	-----→	Year 2/3
Year 2/3	-----→	Nursery/Reception/Year 1
Year 4/5	-----→	Appropriate class/change of face depending on child
Year 4/5		As above
Year 6		As above
- 5) Escalate the situation to Mrs Wyn-Hughes if none of these strategies have been successful who will then speak to the child and offer them a final opportunity to change their behaviour. Mrs Wyn-Hughes will look to do an internal exclusion as a solution in order to keep the child in school. However, if at this point the child's behaviour continues to be unsafe, persistently disruptive or offensive then Mrs Wyn-Hughes will send the child home on a fixed term exclusion.

Throughout this process staff will communicate with parents and work closely with them and the child to support their needs while stressing the expectations for behaviour in school.

The Headteacher (or Deputy Headteacher in the absence of) has the right to over-ride these stages and take serious sanctions such as exclusion, in the case of severe misconduct, such as bullying or incidents causing serious disruption, damage or injury in accordance with WG guidance set out in 'Exclusion from schools and pupil referral units' April 2015.

These steps should minimise any low/medium priority behaviours. However, if children persistently display Medium/High Priority behaviours a 'Ready, Respectful, Safe' report card will be used to track behaviour. Individual targets will be set for

these pupils and at this stage parent's will be involved in the process helping to support the school. See Appendix 1

For constant High Priority behaviours, Teachers will work with TA, inclusion co-ordinator and pupil to devise a plan for shorter lesson time coupled with outdoor time and reward time.

The following tables outline the undesired behaviours:

Yellow Priority behaviours	Amber Priority behaviours	Red Priority behaviours
• Name calling/ deliberately unkind e.g. put downs • Misuse of school property • Messing about/ preventing self and others from working - fiddling/ distracting • Poor participation in class activities - not paying attention • Delay tactics such as wandering around the classroom or needlessly visiting the toilet • Swinging/ rocking on chair (repeatedly) • Lying - dependant on context e.g. in defence • Not responding to adult when called.	• Persistent repetition of Low-level behaviours • Purposeful defiance • Deliberate throwing of objects e.g. rubber, pencils & papers (exercising poor judgement) • Rough play - pinching and pushing • Misbehaviour in toilets • Lying - dependant on context e.g. in defiance • Ignoring instructions • Misbehaviour in the dining hall • Non-directed swearing • Climbing on school furniture • Cruel name calling with intent to belittle e.g. friendship issues that can be resolved with intervention • Responding inappropriately/ rudely to correction of behaviour from adult	• Persistent repetition of medium level behaviours • Absolute defiance • Wilfully damaging property or damaging property as a result of a more serious misdemeanour • Throwing dangerous objects with the intention to hurt • Swearing at member of staff • Arguing with a member of staff • Refusal to cooperate with requests • Removing themselves from close supervision i.e. running out of the class without permission/ running away from a member of staff • Racist comments • Extremely aggressive behaviour towards others • Biting

If little progress is being made to improve behaviour identified as targets, within the time frame agreed, or if additional misbehaviours of concern occur, in addition to the previous steps, a member of the Leadership Team will become involved. At this stage

it maybe appropriate to send a 'risk of exclusion' letter to parents. An IBP/ Behaviour Plan will be issued and behaviour recorded. The Head teacher will be informed and the plan discussed during half termly Multi Agency Meetings.

Wherever possible, the consequence should be appropriate for the behaviour.

Fresh Start: although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Pupils who Require Additional Support

Some pupils require additional support to encourage and/or assist them to manage their behaviour. These children will have an individual plan which will support them to develop the ability to independently manage their behaviour appropriately.

School Trips and Visits

A risk assessment will be completed for any child whose behaviour is considered to be at a level that poses risk to themselves or others.

Breakfast Club behaviour management

Children who come to Breakfast Club are expected to follow the same rules that they would during the school day.

If the behaviour has not altered, children will have their position in the club/hall changed to prevent recurrence and remove temptation.

Additional Learning Needs

In exceptional circumstances, where a pupil with additional learning needs is unable to understand or comply with this policy because of the nature of their difficulties, a different range of rewards and sanctions will be agreed between the school and the pupil's parents.

The Role of the Nurture Room and Inclusion Co-Ordinator

The Oasis room staff deliver timetabled sessions to those that need support within the school with their emotional health and wellbeing. Pupils will also visit the nurture room or Calm Area should they need time to regulate their emotions and become 'ready to learn' again. Staff are highly skilled in understanding the reasons behind choices in behaviour and work with the child to develop strategies to move forward.

We may also offer to support parents who are struggling with behaviour at home by supporting with an Early Help Hub Referral.

The Role of School Council

The School Council meets approximately once a month. The School Council consists of children from Year 1 - Year 6. All classes have two elected members on the School Council. School Councillors have their photographs on the School Council board so that they can be identified throughout the school.

As part of their duties the School Council discusses particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents/Carers

Parents and carers have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the head teacher who will take appropriate action. (Refer to School Code of Conduct for Parents 2022) If the school has to use reasonable sanctions due to the behaviour a child displays, parents

should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if the concern remains, they should contact the Chair of the governors via the Clerk to Governors, Miss Watson. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

We feel that all the above is most effectively achieved when we work in **partnership** with parents.

If parents are at all concerned with any issues regarding behaviour, the person to speak to first is the child's class teacher. The school's aim is to promptly address these issues to a satisfactory conclusion.

Parents can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the Behaviour Policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

All staff will be a presence on the corridors around school at transition times and before and after break/lunch times to encourage appropriate travelling around school.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime staff are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher

Queensferry CP is aware that good classroom organisation is a key to good behavior. Keeping a good pace and challenging pupils appropriately is key to managing good behaviour in class. Teachers at Queensferry CP are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. It is the responsibility of the class teacher to ensure that the expectations and Behaviour Sanction Structure are enforced in their class and across the school, and that their class behaves in a responsible manner during lesson time.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors will be fully informed of the policy and changes made.

Role of the Head teacher

It is the responsibility of the head teacher to lead the implementation of the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehavior on CPOMS and has the responsibility for giving fixed-term exclusions to individual

children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

Monitoring and review

The monitoring of this policy is the responsibility of the Headteacher. The work of the SLT involves supporting colleagues in this area, being informed about current developments and providing strategic direction.

*If children live with criticism, they learn to condemn,
If children live with hostility, they learn to fight,
If children live with ridicule, they learn to be shy,
If children live with shame, they learn to feel guilty,
If children live with tolerance, they learn to be patient,
If children live with confidence, they learn confidence,
If children live with praise, they learn to appreciate,
If children live with fairness, they learn justice,
If children live with security, they learn to have faith,
If children live with acceptance and friendship, they learn to find love in the world.*

Appendix 1



Queensferry CP School

Behaviour Report Card
Ready - Respectful - Safe

Name: _____

Day	Monday				Tuesday				Wednesday				Thursday	
Session	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Target 1														
Target 2														
Target 3														
Target 4														