

A photograph of two young children in a schoolyard. The child on the left is a white girl with short brown hair, wearing a blue school sweater over a white collared shirt. The child on the right is a Black girl with curly hair, wearing a light blue t-shirt. Both are smiling broadly. In the background, other children and a brick building are visible. A circular school crest is visible on the blue sweater.

Relationships and Behaviour Policy and Curriculum

At Queensbridge we aim to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, inclusive, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

RESPECT

- We are responsible for our actions
- We are empathetic
- We are inclusive

COLLABORATION

- We are able to ask for and give support
- We are articulate
- We are a team

PERSEVERANCE

- We don't give up
- We celebrate our mistakes
- We are ambitious

POSSIBILITIES

- We are globally aware
- We are forward thinking
- We are curious

Behaviour Policy Principles

Queensbridge is committed to creating an environment where excellent behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches instead of punishments



Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff will:

- Take time to welcome children at the start of the day
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- Make expectations clear
- Remain calm, consistent and fair
- Focus on positives
- Teach the behaviour we expect by using our routines
- Refer to 'Be Ready, Be Respectful and Be Safe' in conversations about behaviour
- Give their first attention to positive behaviour
- Apply the rules, routines, rewards and sanctions policy consistently
- Follow up on poor behaviour as soon as possible

In addition The Head teacher, The Inclusion Manager and The Senior Leadership Team must:

- Lead by example
- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/cards and certificates/stickers/hot chocolate Friday
- Ensure staff training needs are identified and targeted
- Monitor whole school and classroom routines and use behaviour data to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Review the Relationships and Behaviour Policy and Curriculum

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 class well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

Queensbridge principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
Be Ready Be Respectful Be Safe	Daily meet and greet Lovely lines Wonderful Walking	Recognition boards Stars of the Week Hot Chocolate Friday Phone Class home SLT Praise
Focus: Relentless Routines		
Praise in Public Remind in Private	Wonderful walking around school	Consistent language Time in NOT time out

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on childrens' ages and may be applied differently depending on individual childrens' SEND needs. See later in the document 'Supporting Children with SEND'



Behaviour Curriculum Principles

At Queensbridge we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our children to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as children practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the Curriculum

The curriculum is taught explicitly throughout the year in all year groups from N to Year 6 alongside the traditional National Curriculum and EYFS subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with children and will continue to be reinforced throughout the year.

As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Children will be taught; 'Be Ready, Be Respectful, Be Safe'- the children will be taught the meaning behind these words through clear routines and systems, PSHE lessons, assemblies and teacher modelling. At Queensbridge the children will be taught key routines to support positive behaviour.

Behaviour Curriculum

Behaviour Curriculum Level 1 Nursery

	Ready		Respectful	Safe		
	Focus	Independence	Respect	Boundaries	Resilience	Self Regulation
Aut 1	I can play on my own.	I can separate from a special adult with support.	I can tidy up with support.	I know who my special adult is and spend time with them.	I can have a go	I can accept comfort from a special adult.
Aut 2	I can play alongside others.	I can explore my environment.	I can wait for my turn with support.	I know the safe places in my environment.	I can show when things go wrong eg find my coat	I can return to an adult when I need them.
Spr 1	I can show interest in others play.	I can find things I want or need.	I can accept when my turn finishes with support.	I can recognise my own belongings.	I can be comforted when things go wrong	I can cope with small changes with support.
Spr 2	I can join in with others with support.	I can try to do things for myself.	I notice other people reactions with support.	I can follow everyday routines with support.	I can accept help when things go wrong.	I can begin to share what the problem is.
Sum	I am able to engage in sustained play.	I can follow simple routines or instructions.	I can help others with support.	I am beginning to share with support.	I am beginning to share with support.	I can show if I am happy or sad.

Behaviour Curriculum

Behaviour Curriculum Level 2 Reception

	Ready		Respectful	Safe		
	Focus	Independence	Respect	Boundaries	Resilience	Self Regulation
Aut 1	I can focus on an activity of my own choice	I can try new things with support.	I can put things back when I have finished.	I can follow simple instructions with support.	I can keep trying when it is tricky.	I can share how I am feeling with support.
Aut 2	I can stop what I am doing and listen to an instruction.	I can try new activities confidently.	I can request a turn.	I can stop and listen with support.	I can show an adult when things go wrong.	I can stop, think and do with support.
Spr 1	I can focus on an adult led activity for 5 minutes	I can talk about my ideas and listen to ideas.	I can begin to understand if someone is happy or sad.	I can use kind actions.	I can understand I may need to wait.	I can cope with small changes independently.
Spr 2	I can move to another activity when prompted by an adult.	I can organise what I need.	I know what I am good at.	I can share things with support.	I can seek help.	I can calm down with support.
Sum	I can concentrate on a task independently.	I can find a way to solve a problem.	I can show kindness to others.	I can follow simple rules.	I can learn by trial and error.	I can recognise when I am not coping.

Behaviour Curriculum

Behaviour Curriculum Level 3 KS1

	Ready		Respectful	Safe		
	Focus	Independence	Respect	Boundaries	Resilience	Self Regulation
Y1 Aut	I can concentrate on a task for 5 minutes.	I can accept responsibility for my actions.	I can say good things about myself.	I can follow some rules and understand why they're important.	I can recognise my emotions with support.	I can recognise when I am not coping.
Y1 Spr	I can remain on task with support.	I can learn from my mistakes.	I can use kind words.	I can use kind hands and feet.	I understand then I need to ask for help.	I can use my safe place techniques.
Y1 Sum	I can follow instructions by the count of 3.	I can organise myself for learning.	I can keep my hand and feet to myself.	I can take turns to talk.	I can learn from my mistakes with support.	I can talk to others politely.
Y2 Aut	I can respond appropriately when spoken to by an adult.	I can say good things about myself in a group situation.	I can put my hand up when I need attention.	I can show I'm listening to others.	I can make good choices.	I am able to ignore others behaviours.
Y2 Spr	I can pay attention to all adults.	I know when I need help.	I can respect property with support.	I can use my words when I am upset.	I can accept when things are not always fair.	I can overcome my problems with support.
Y2 Sum	I can do as I am asked first time.	I can ask for things I need.	I can use equipment safely with support.	I can think before I act.	I can keep going when finding things difficult.	I can make the right choices.

Behaviour Curriculum

Behaviour Curriculum Level 4 KS2

	Ready		Respectful	Safe		
	Focus	Independence	Respect	Boundaries	Resilience	Self Regulation
Y3	I can follow all instructions.	I am always prepared to learn.	I can prepare and tidy away independently.	I can share appropriately with others.	I can use time out with support.	I can patiently wait for my turn.
Y3	I can carry out all instructions by adults.	I can say good things about myself.	I can be where I am supposed to be.	I understand I cannot always be first.	I can seek guidance when I need it.	I can accept the decisions of adults.
Y4	I can do as I am asked even if I don't want to.	I can say good things about myself in a group.	I am always respectful to the environment.	I can respect others' personal space.	I can accept compliments and criticisms.	I can respond appropriately to how I am feeling.
Y4	I am able to repeat back instructions I am given.	I can accept responsibility for my actions.	I can use equipment safely and independently.	I can cope when things don't go my way.	I can use time out independently.	I recognise physical feelings and linked to my emotions.
Y5	I can maintain focus during class instruction.	I know when I need help.	I can accept others points of view.	I can walk away and ask for help when needed.	I can cope when I make mistakes.	I can express how I am feeling in a safe way.
Y5	I can ignore others behaviours and distractions.	I can ask for things I need.	I can treat others as I would like to be treated.	I can respect other people's feelings.	I can accept the consequences of my actions.	I can admit when I have made a wrong choice.
Y6	I can remain on task independently.	I can start and complete my work independently.	I can show empathy towards others.	I can respect and accept my own and others emotions.	I am able to come in any situation calmly.	I can calmly think my way through a problem.

Our Routines and Expectations for All

'It is the duty of every adult to help create in children the habit of self-restraint or self-regulation.' We have therefore designed a list of expectations, combined with rules that every member of the school community can refer to - these are clear and accessible for everyone

In our classrooms, you will see us:

- Using 1, 2, 3 to line up sensibly
- Starting our task as soon as we enter the classrooms
- Ensuring we are prepared for and ready to learning
- Clear, clutter free desks
- Working independently (we may take notes!)
- Staying on task
- Taking pride in the presentation of our work
- Treating our environment and equipment with respect
- Taking part in discussion, showing an interest in the ideas of others

You won't see us....

- Swinging on chairs
- Calling out
- Talking whilst the teacher is
- Disrupting others
- Fiddling with items on our desk

In the lunch hall, you will see us:

- Wonderful walking
- Lining up quietly, standing straight
- Remembering our manners
- Carrying plates sensibly
- Using indoor voices
- Using our knives and forks
- Clearing tables completely

You won't see us...

- Getting out of our seats when we don't need to
- Running
- Being silly
- Talking loudly

When playing outside, you will see us:

- Treating others with kindness
- Demonstrating respect to all peers and staff
- Trying to resolve any disagreements independently
- Taking part in different activities
- Making sure everyone feels included and valued
- Following the football rules
- Using the 'Five Minute Warning' to prepare for the end of lunchtime
- Lining up quickly and sensibly as soon as the whistle is blown
- Treating our environment and equipment with respect

You won't see us....

- Taking part in rough play
- Using unkind words or inappropriate language
- Going inside, unless we have permission from a member of staff
- Behaving in a way that may upset others

When moving around school, you will see us:

- Wonderful walking
- Holding doors open – letting others through a doorway before walking through ourselves
- Greeting people politely - saying 'Good Morning' or 'Good Afternoon'
- Using eye contact when somebody is talking to us
- Using 'please' when asking for something
- Using 'thank you' and showing gratitude when somebody does something nice for us
- Standing aside to let people past
- Being mindful of other learners around us
- Going back to our classrooms as soon as possible

You won't see us...

- Talking loudly
- Being silly in the corridors
- Wandering around

Our Routines

Our staff use a range of signals to gain the attention of the class.

This might be done by raising one hand, counting 3,2,1, using a musical instrument or call and response techniques. When pupils see this, they should respond by being silent and focussing on the adults requesting attention.

Queensbridge Walking

Know that we walk around school using **Queensbridge Walking**. This means -

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting

We know that we use **Queensbridge Walking** to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Queensbridge Listening

Know that we use **Queensbridge Listening** in class. This means -

- Sitting or standing up straight
- Tracking the teacher
- Remaining focussed at all times
- Showing respect towards others

We know that we all do **Queensbridge Listening** to ensure everybody is able to learn without distractions. We know that children who do not follow school rules will have a consequence for this.

Queensbridge contributing

Know that we expect all children to contribute in class.

Queensbridge contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Transitioning within a lesson and at the end of a lesson

Know that when the teacher signals **(1)** I should stop what I am doing.

Know that when the teacher signals **(2)** I should tuck my chair in if seated and stand up if sat down.

Know that when the teacher signals **(3)** I should move to my table/line up. Know that when I am lining up, I should be quiet.



Using good manners

Know that I should always say 'please' when I am asking for something.

Know that I should always say 'thank you' when I receive something or someone does something nice for me.

Know that I should say 'Good morning/afternoon' to adults if spoken to.

Know that it is important to show gratitude to others by thanking people for what they have done for me.

Know that a calm and polite tone is respectful.

Arriving at school at the beginning of the day

- Know that I arrive on time to school.
- Know that I walk calmly to my classroom. Know that I greet staff with a smile and a 'good morning'.
- Know that I hang my coat up, put my lunchboxes on the trolley and water bottle in the box.
- Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
- Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Playtime Behaviour

Know that I must walk from my classroom to the playground using Queensbridge Walking.

Know that I must play safely without hurting anyone.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be kind, by including people in my games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that, when called, I must line up in my lining up order straight away. Know that I must walk back to my classroom using Queensbridge Walking.

Lunchtime

Know that I use Queensbridge Walking when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any left over food into the correct bin.

Know that once I have cleared my plate, I return to my seat and wait until a member of staff raises their hand.

Know that once a member of staff raises their hand and I have finished my food, I can line up quietly.

Know that I use Queensbridge Walking when walking from the dining hall to the playground.

Completing work in books

Know that I should always work on the next available page unless told otherwise.

Know that I should date every piece of work.

Know that if I am writing a title, I must underline it with a ruler.

Know that I should always write neatly and clearly, with joined up handwriting.

Know that I should always start writing from the margin. Know that in maths I should use one digit per box.

Know that in maths I should always leave a one square space between calculations.

Know that whenever I am drawing lines, I should use a ruler.

Know how to correct mistakes by drawing a straight line through your work.

End of the day routine

Know that when my teacher signals I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.

Know that when the teacher signals (2) I should stand up and tuck my chair in or stand up if on the carpet.

Know that when the teacher signals (3) I should move to my line space quietly.

Know that I should wait quietly whilst my class is dismissed

General classroom expectations

Know that I should not be leaving my seat during a lesson unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning

Strategies to support Restorative Procedures



Every half term each class will review their data dashboard and meet with the parents of those children appearing 3 or more times to set up an individual behaviour plan which lasts for 6 weeks and is then reviewed.

This plan/meeting may sometimes need to be supported by the Phase Leader and/or SENCO.

In extreme circumstances, the DHT or HT may support these meetings.

All steps are delivered calmly and with the objective to return to the activity.

Allow child take up time at each stage.

Ignore secondary behaviours

Remind in private

Nudge

Gentle redirection - can be verbal or non verbal

Verbal Warning

Verbal warning given, linked to ready, respectful, safe.

Partner Class/ Bench (if in playground)

Pupil moved to partner class or bench for five minutes reflection time - logged on CPOMS by CT

The Hub

When the previous stages have not been effective or in the case of violence - logged on CPOMS by CT

School Uniform

At Queensbridge Primary School, our children wear school uniform. **Our uniform brings us together as a school community and makes us feel proud to represent Queensbridge. The school uniform is smart and inclusive, and has been chosen for practicality, comfort and affordability.**

We believe that wearing a school uniform has a number of benefits for our children:

- Building a sense of pride and community;
- Maintaining good discipline and standards;
- Giving a sense of belonging and removing concerns about what to wear.

Children should be wearing full uniform on a daily basis (including when going on extracurricular visits) unless it is a day when the class has PE or the school has specified otherwise.

Uniform

- Grey school trousers, skirt or pinafore (Nursery and Reception children only may wear grey tracksuit bottoms)
- White polo shirt (available with school logo)
- Blue Queensbridge fleece, sweatshirt or sweat-cardigan with school logo
- Plain black shoes or trainers (these should not have a high heel or be slip-on type shoes)*
- Black or grey socks or tights
- Plain religious headwear

School Uniform

Summer Uniform

In Summer children can continue to wear any of the above items and in addition they can wear:

- Grey school shorts
- Blue and white checked dress or playsuit
- Plain white/grey leggings can be worn under summer dresses
- Plain white socks PE Kit
- Plain white round necked t-shirt
- Black or blue shorts or leggings
- Black or navy tracksuit bottoms (outdoor PE only)
- Blue Queensbridge fleece or sweatshirt with school logo
- Plain black or white plimsolls or trainers
- Drawstring bag to store PE kit in (available with school logo)

School Uniform

Jewelry

The only jewelry that can be worn for school is small stud-type earrings. All other jewelry (including small hoop earrings) is not allowed for safety reasons. If your child comes to school wearing other jewelry, it will be put in an envelope in the office for you to collect at the end of the school day. Your child may wear a simple watch (not a smart watch).

Uniforms should be kept neat and tidy and should be washed regularly.

Headscarves should be plain black, white or grey.

Date: July 2023 E Ballantyne

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