

Relationships and Behaviour Policy and Curriculum



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.

Our Queensbridge
values are:

RESPECT

COLLABORATION

PERSEVERANCE

POSSIBILITIES

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

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

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

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 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 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 docs 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.
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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 hands 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 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	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
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 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

Strategies to support Restorative Procedures

Colour	Examples of behaviours	Reward
Green	'good enough' behaviour -following any of our school rules Whole class marble jar	Praise and green point/sticker given throughout the day to contribute towards the weekly whole class reward.
Bronze	consistently trying hard to follow school rules and showing repeated green behaviour	Certificates
Silver	consistently trying hard to follow school rules showing repeated green behaviour	Praise and quick note home (CT's to keep this own informal record of which children receive this)
Gold	outstanding behaviour choices for the individual child	Gold certificate – class teacher

Whole Class

The class will work together towards a whole class reward through collecting green points. These points will be rewarded if the pupil is still on green at the end of each day (Key Stage 2) or half day (Key Stage 1). Points can also be collected from staff outside the classroom e.g. in assembly, in the playground, during small group work time. If the class reaches the whole class total they will have a reward of up to 30 minutes 'golden time'. Green time may include; special activities, outside playtime, classroom games.

In -class Consequences (see grid below)

- Teachers use least intrusive skills to redirect behaviour e.g. firstly, a 'look' of disapproval is given with a non-verbal gesture to redirect the pupil. The desired behaviour is requested politely (this should be enough to get most children on track during your teaching session);
- Next stage a verbal warning should be given;
- If the teacher decides to change a child to amber, they must be clear with the pupil what they are doing, and what the pupil can do to change this decision;
- At least one clear verbal/non-verbal warning is **always** provided for pupils in between each stage;
- Teachers constantly help pupils make the right choices to move their card back to the green circle and beyond.

Consequences

The following colours are consequences:

Colour	Examples of behaviours	Consequence
BLUE	Low level behaviours where the pupil ignores warnings: - not listening - distracting behaviours	FIRST COLOURED WARNING First Warning This provided the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back to the green card.
YELLOW	Repeated low level behaviours where the pupil ignores warnings: - repetitive negative behaviour - calling out - misuse of equipment i.e. throwing a pencil - negative verbal comments directed at others	SECOND COLOURED WARNING This provided the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back to the blue and green.
RED	- non-directed swearing/cursing directed at peer or adult - verbal taunting	REFLECTION TIME AWAY FROM THE GROUP – IN CLASS (1-10mins) On successful completion of the Reflection Time the pupil moves back to the yellow card. Staff are looking for opportunities to move pupils back to green. (Recorded on tracking sheet to be handed in on Fridays at 4pm)
Further consequence	- Physical or verbal aggression towards peer or adult; - directed swearing/cursing directed at peer or adult	1. Reflection Time in 'buddy class' with reflection sheet no more than 15 minutes . Once pupil has returned to class they have a fresh start, but stay on red and must work their way back to green.

	- verbal taunting or bullying Non-negotiable behaviour choices: if a serious incident occurs, pupils may be excluded from school by a member of the Leadership Team, in line with the Borough's 'Exclusion Guidelines'. (see below)	2. Leadership Team involvement: Pupil name is recorded on CPOMS. Head's office. Class Teacher will contact parent. If this happens 3 times in a half term a member of the Leadership Team will meet with the parents/carers. Once pupil has returned to class they have a fresh start, but stay on red and must work their way back to green.
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* Stages may be jumped, depending upon behaviours exhibited

Further consequences

Repeated 'red' behaviours will require further out-of-class consequences.

Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

Reflection Time in partner class with reflection sheet

If the undesired behaviour persists the child is sent to paired class for set period of time, no more than 15 minutes (this must not become a habit or used for minor issues). The child is sent to the partner class with a reflection sheet (see appendix 4). The receiving teacher will accommodate the child, but would not have to ask questions about why the child is there. The child will be sent back to his/her class at the end of the session/time unless otherwise specified. Only one child at a time.

Recorded on the class tracking sheet by the pupil's class teacher. Reflection sheet is used and once completed this is kept in class Behaviour File.

When pupils return from an out-of-class consequence they remain on red.

The teacher will look to move the pupil towards green as soon as possible.

If the child's behaviour is out of control then he/she should be sent immediately to the Leadership Team or the Leadership Team will be called to remove the child.

Reflection time at playtime

If a pupil continues with the undesired behaviour after an out of class 'reflection time' then they will be referred for a reflection time at playtime.

'Reflection Time' will be lead by a member of staff in the lower hall during break time.

The pupil has to have followed the process of reflection time out of class and therefore must bring their completed reflection sheet. The staff member on duty will record the pupil name and reason for the pupil missing their break time. They will have a restorative 'chat' with the pupil about their behaviour choices.

Other passing staff members are to be discouraged from engaging with pupils who are reflecting about their behaviour choices.

Leadership Team involvement

If the pupil is unable to settle back into the classroom after reflection time out of class or they engage in severe behaviour then the pupils will be referred to the Leadership Team with the completed reflection sheet.

Please note: only severe behaviour choices warrant Leadership Team involvement. For all other types of behaviour ensure that the procedural steps of this policy are followed.

Pupil behaviour will be discussed the pupil with a view to one of three outcomes.

A. Reflection time with SMT (using restorative conversation and filling in a reflection sheet)

Pupil thinks of strategies to repair situation and reports back to deputy head teacher at the end of the day. Pupil returns to class to aim to get back to green.

If reflection time with SMT does not encourage the pupil to make the right choice or the behaviour choice is very extreme the LT will consider the following consequences:

B. Phone call or letter home

Parents/ carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class to aim to get back to green.

C. Parent / Carer meeting

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan.

Class teacher consequences:

If a pupil doesn't complete the set amount of work and the class teacher considers that it is appropriate for the pupil to miss part of their play or lunch time they must be supervised by their class teacher. This can either happen in their classroom or in the dinner hall. It is imperative that class teachers follow through these sanctions themselves so that children can clearly see and understand their class teacher has high expectations which they must meet. No children should be left in their class to do work without supervision at playtime or lunchtime. Ensure you talk to the child regarding his/her behaviour or work. Making the child aware of unacceptable behaviour and consequences

Pupil tracking

Incidents of red pupil behaviour will be recorded on classroom tracking sheets. Copies of these tracking sheets can be found on the shared T drive in the Stay on Green Folder.

These will be collected weekly by Phase Leaders by 4 pm on a Friday for the weekly Leadership Team debrief. This data will be recorded on SIMs. Tracking enables the Leadership Team to print information about each child in order to make evidence based decisions about pupil provision.

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
- Book bag, backpack or similar (available with school logo)

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)

Jewellery

The only jewellery that can be worn for school is small stud-type earrings. All other jewellery (including small hoop earrings) is not allowed for safety reasons. If your child comes to school wearing other jewellery, 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: Summer 2024

Review: Summer 2026