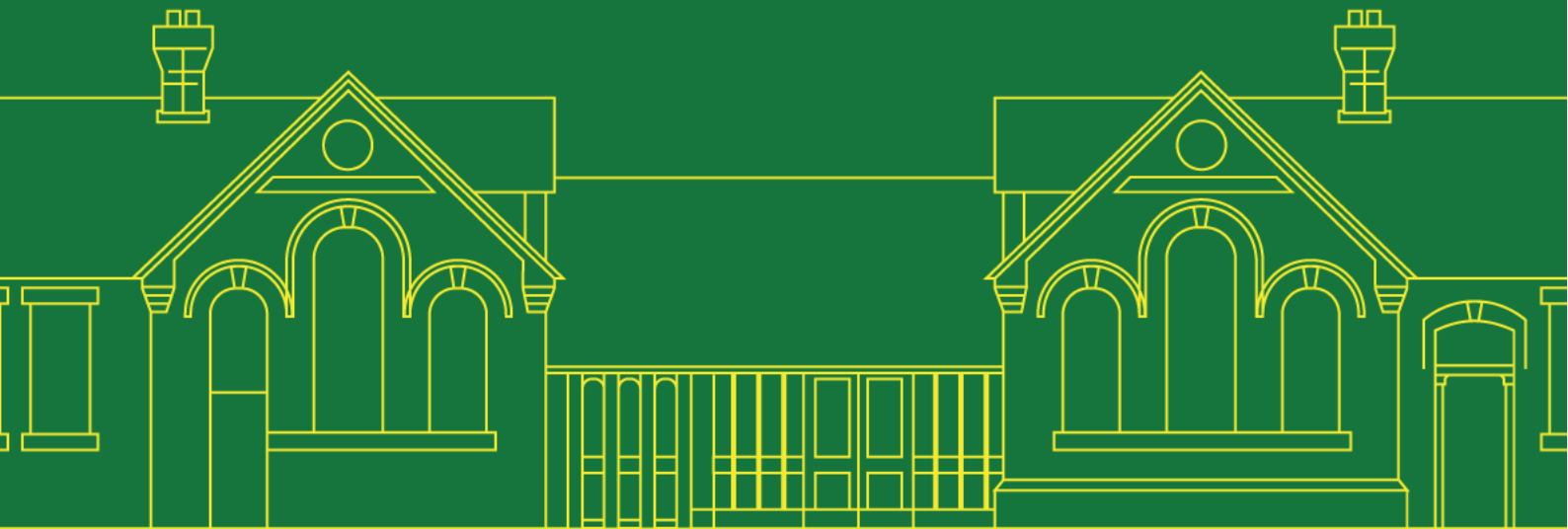




Behaviour Policy 2025-2026

September 2025 – Amended January 2026



**STOUR VALE
ACADEMY
TRUST**

BEHAVIOUR POLICY

At Queen Victoria Primary School, we care deeply for the children of Sedgley; we believe every child is worthy and capable of success and happiness and this shows in every interaction. We create the conditions for children to grow into individuals who **care** about themselves, each other and the world they live in. We strive to make a positive difference by basing everything we do on our CARE principles:

Children are at the heart of everything we do – every day, in every decision, and every action, children’s best interests and needs are put first. We have a team of compassionate staff who will move heaven and earth to ensure children get what they need to succeed.

Aspiration – We are full of hope, ambition, and the highest expectations for all children to have bright futures. Therefore, we are ambitious in the curriculum we offer and the standards we expect of ourselves.

Responsible – One of our key purposes is to help our children develop into respectful and responsible citizens who make positive contributions to life in Sedgley and beyond.

Excellence – We are relentless in our pursuit of providing excellence in education, with a balanced approach to academic achievement and personal development.

Rationale

At Queen Victoria Primary School, we have an overwhelmingly positive and deliberately calm approach to behaviour which ensures all children can thrive in a safe, calm and happy learning environment. High standards of behaviour are promoted in every moment of every day, in every aspect of school life.

We are committed to creating an inspiring and nurturing environment where children care about themselves and others and conduct themselves in the best way they possibly can. This policy echoes our school values of putting children at the heart of everything, so that they are aspirational in all they that they achieve with their learning and their behaviour; are responsible and respectful citizens of our school and the wider community and that they relentlessly strive for excellence in all that they do.

As a school, we all follow our three Golden Rules of being **Ready, Respectful** and **Safe**; all of which can be applied to situations within and outside of the school environment. Through consistently applying this approach, along with meaningful and exciting teaching and learning experiences, our children are enabled to reach their full potential, growing into accomplished and happy individuals, who are equipped with the skills to be successful within and beyond the community in which they live.

Aims

- To provide a consistent approach towards the positive management of pupil behaviour.
- To ensure all members of the school community feel valued and respected and that they are treated fairly, within a safe, secure and calm environment.
- To promote responsibility of individuals and respectful relationships between all members of the school community.
- To calmly manage incidents of disruptive behaviour in a prompt, predictable and appropriate manner.

Roles and Responsibilities

Behaviour is a shared responsibility, and every adult in school serves as a role model. Our school culture is grounded in consistent routines and expectations, helping us work together, regardless of our individual roles, as one community with common goals and values.

School Leaders:

- Be visible throughout the school day, including at the start and end, routinely engaging with pupils, parents and staff, setting and maintaining the behaviour culture so that everyone feels safe and supported.
- Ensure all staff understand the behavioural expectations and the importance of maintaining them.
- Ensure effective training for all staff to meet their duties and functions within the Behaviour Policy.
- Collect, monitor and analyse behaviour data observing and acting on whole school, cohort and vulnerable group patterns and trends.
- Regularly review support and provision for vulnerable individuals.
- Ensure new staff are inducted and supported.
- Will regularly review the policy with governors.

Staff:

- To create a culture of exceptionally good behaviour through role modelling, explicitly teaching what positive behaviour looks like and ensuring the use of relentless routines.
- Regularly communicating and reinforcing the different elements of a positive behaviour culture.
- Respond promptly, predictably and with confidence to behaviours, to maintain a safe learning environment.
- Ensure the Behaviour Policy is followed consistently.
- Treat all children fairly and consistently, showing respect and promoting good relationships.
- Ensure inclusivity, following behaviour plans to meet the needs of vulnerable pupils.
- Support pupils with the taking of responsibility for their own behaviour and any subsequent consequences.

- Immediately address and support, in line with school policy, any child who is demonstrating unwanted behaviours.
- Liaise with SLT for guidance regarding a pupil who may need support.
- Liaise with external agencies as required.
- Keep behaviour records up to date, including CPOMS entries.
- Keep individual behaviour plans updated.
- To communicate with parents where necessary.

Pupils:

- Know and follow the Golden Rules of being Ready, Respectful and Safe.
- Follow the expectations of the Behaviour Policy.
- Adhere to our school values that are taught, modelled, reinforced and shared regularly, reflecting on their own behaviour.

Parent/Carers:

- Take responsibility for the behaviour of their child both inside and outside of school.
- Work in partnership with the school to assist in the maintaining of high standards of behaviour.
- Can share any concerns directly with the school.
- Inform the school of any changes in home circumstances that may affect their child's behaviour, both in and out of school. This includes Adverse Childhood Experiences (ACEs), such as domestic violence, substance misuse, or bereavement. Sharing this information allows the school to provide appropriate support and help promote positive behaviour and wellbeing.
- Attend parent meetings with their child's class teacher and/or Senior Leader.
- Support school with any actions following any behavioural incidents or individual behaviour plans set by school, or in conjunction with external agencies.

Our Golden Rules

We have three simple **Golden Rules** that we expect all members of the school community to follow:

<p>Be ready to learn and show pride and perseverance in your work.</p>	<p><u>This means</u></p> <ul style="list-style-type: none"> • Arriving to school on time and attending school every day. • Entering calmly. • Having stationery and learning resources ready for every lesson. • Following instructions the first time. • Start learning tasks promptly. • Listening, looking and wanting to learn.
<p>Be respectful to yourselves, others and the school.</p>	<p><u>This means</u></p> <ul style="list-style-type: none"> • Taking care of yourself and honouring your own well-being. • Talking kindly to others. • Being polite to everyone, e.g. saying please and thank you and holding doors.

	<ul style="list-style-type: none"> • Using equipment in the right way, looking after it and putting it back in the right place. • Being fair and kind to others, sharing and taking turns. • Listening when someone else is talking. • Using people's names to address them. • Accepting responsibility when necessary. • Caring for the environment you are in. • Valuing similarities and differences, including beliefs and cultures.
Be safe and make the right choices, both in and out of school.	<p><u>This means</u></p> <ul style="list-style-type: none"> • Being present, punctual and making responsible choices. • Walking calmly and respectfully around school. • Using furniture and equipment appropriately and safely. • Wear the correct clothing for the activity. E.g. P.E kit. • Eating in the right places. E.g. lunch hall. • Using what I know to act responsibly online. • Staying aware of my surroundings to ensure my actions are safe for others. • Reporting any hazards to an adult

The Golden Rules are clearly displayed in every classroom and in key areas throughout the school. They are consistently reinforced and referred to, supporting a calm and consistent adult response that separates the behaviour from the child. This approach upholds the high expectations we set for everyone at Queen Victoria Primary.

Relentless Routines

Relentless Routines are used across the whole school, to secure a calm, safe and respectful environment, ensuring an acceptable code of conduct. These routines are:

Fantastic Walking	<ul style="list-style-type: none"> • Face forward • Walk calmly and quietly 	
Legendary Lines	<ul style="list-style-type: none"> • Face the front • Stand in single file • Hands behind your back • Voices off 	
Super Sitting	<p>If sitting on the floor:</p> <ul style="list-style-type: none"> • Legs crossed • Hands in your lap • Sit upright • Eyes to the front 	<p>If sitting on a chair:</p> <ul style="list-style-type: none"> • Sit upright • Feet flat on the floor • Hands on the desk • Chair still - all four legs on the ground.
Active Listening	<ul style="list-style-type: none"> • Stop to focus. • Track the speaker. • Think about what is being said. 	

Celebrating Positive Behaviour

While there is great focus upon the intrinsic reward of being **ready, respectful** and **safe** within our school community, we believe that continual praise and recognition of each child's positive behaviour for learning is fundamental. The more overwhelmingly positive we are with our language about behaviour, the more this will be reflected in the children's behaviour.

Recognition will be given to all learners who display positive behaviour, through verbal praise and non-verbal cues. Positive behaviour reflects a readiness to learn and respect for others. The acknowledgment of this behaviour encourages repetition and reinforces the school's expectations and values to all pupils.

The use of positive reinforcements and rewards will be applied clearly and fairly to reinforce the rules, routines, expectations and norms of Queen Victoria's behaviour culture. This will be explicitly recognised in several ways:

The opportunities available to all pupils:

CLASS PRAISE	Praise	Staff use both verbal and non-verbal praise to recognise individuals, groups, or the whole class whenever appropriate, both in the classroom and around the school. This includes acknowledging pupils who demonstrate helpfulness, politeness, and a positive attitude towards their learning, setting a strong example for others.
	Stickers	Used to reinforce pupil effort and improvement and to promote consistently high-quality learning.
	Positions of Responsibility	In the classroom, children can be given special roles like handing out exercise books, being a class monitor, or collecting tuck. Across the whole school, children who show positive behaviour might be chosen to represent the school in wider events.
	Positive Note Home	Positive notes will be sent home daily to share something great about each child with their parent or carer. Children who receive a note will be recognised during the Weekly Celebration Assembly. Staff will maintain a record of all children who have received notes.
	Recognition Boards	A designated 'Recognition Board' will be displayed at the front of the classroom. It can highlight a specific focus linked to behaviour or classroom expectations or be used to celebrate general positive behaviour. An A3 whiteboard will be placed on the board for staff to write children's names and add ticks as they are recognised for making positive behaviour choices. The board should be reset at the start of each day.

	Behaviour Recognition Note	Children who consistently demonstrate exemplary behaviour throughout the school day, such as appearing multiple times on the Recognition Board and have been a shining example for others to follow, will be awarded a Behaviour Recognition Note. Teachers should aim to give out one note each day and keep a record of the recipients.
LUNCHTIME PRAISE	Praise	Use of verbal and non-verbal praise is given to the individual, group or whole class at all relevant opportunities, when dining or at play. Examples include praise being given to pupils who are being helpful, polite and setting a good example whilst dining or demonstrating excellent collaborative skills during team play or group activities, caring for peers or looking after equipment.
	Stickers	Used to reinforce expected behaviours during dining and play sessions.
WHOLE SCHOOL PRAISE	Celebration Assembly	The CARE Award Assembly takes place every Friday afternoon. One child from each class is selected weekly for demonstrating the school's core values: Caring, Aspiration, Responsibility, or Excellence. Recipients are awarded a certificate during the assembly in front of their phase group, and their photo is displayed on the Recognition Board. Teachers are responsible for: <ul style="list-style-type: none"> • Selecting one child each week • Submitting the child's name and reason for the award by Wednesday • Keeping a record of children who have received the award.

Positive Behaviour Approaches

To promote the positive behaviours of all children, a range of approaches are used to encourage the appropriate words and actions of an individual; therefore, impacting more positively upon relationships between peers and with adults.

The approaches that we use:

Descriptive Praise

Descriptive praise is a way of showing appreciation and approval to encourage cooperation and motivation in children.

It involves actively noticing and commenting on the positive or appropriate behaviours a child is showing, helping to reinforce and promote the actions you want to see more of.

The adult gives praise for their effort, attitude and/or strategies used, pointing out the qualities shown.



Language Strategies

Staff should use positive and purposeful language choices to help guide pupils towards better outcomes. Examples of effective language strategies include:

- **Gain attention before speaking** – Use the pupil's name before giving instructions.
- **Frame instructions positively** – Say what you want to see (e.g., "Walk" instead of "Don't run").
- **Allow time to process** – Give pupils a moment to respond.
- **Use holding statements** – Provide step-by-step instructions or brief cues.
- **Offer limited choices** – Present a small number of options, saving the best choice for last.
- **Use presuppositional language** – For example, "Thank you for..." assumes cooperation.
- **Be specific with praise** – Clearly state what the praise is for.
- **Use descriptive praise** – Focus on what the child did well rather than general terms like "brilliant."
- **Make comments rather than questions** – Helps reduce pressure or confusion.
- **Paraphrase and clarify** – Check understanding and reinforce meaning.
- **Model appropriate responses** – Show pupils how to reply or behave through your own language.
- **Say "yes" while setting boundaries** – e.g., "Yes, after we finish this," or "That's a great idea for another time."
- **Use 'When...then...' statements** – e.g., "When we finish this task, then you can take a break."

Emotion Coaching

At Queen Victoria, Emotion Coaching is used as a strategy to help pupils manage their feelings and behaviour effectively. Emotion coaching enables children and young people to manage their own behaviour by helping them to understand the different emotions they experience, why they occur, and how to handle them. It is a style of coaching that demonstrates high empathy and high guidance.

A practical three-step approach is used for dealing with behaviour in the moment:

Step 1:

*Recognising, empathising, validating their feelings and labelling them
Communicating that their feelings are okay and that you understand how they feel*

This step:

- Recognises all emotions as being natural and normal, and not a matter of choice
- Takes on the child's perspective and reflects calm and empathic feelings back to the child
- Uses words to reflect the emotion and help them to label the emotion. At times, the adult may need to identify the emotion for them!

Step 2:

Setting limits on the behaviour

This step:

- Gives an opportunity for teaching and co-learning
- States the boundary limits of acceptable behaviour
- Makes it clear that some behaviours cannot be accepted

Step 3:

Problem solving with the child or young person about how they can move forwards, when the child is calm

This step:

When the child is calm, explore the feelings that gave rise to the problem:

- Managing our feelings by making choices about how we respond
- Scaffolding alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empowering the child or young person to believe that they can overcome difficulties and manage their own feelings and behaviour.

Regulate to Educate

To help children to feel safe, school needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately by all adults, within the context of a safe and caring environment.

Our graduated response to behaviour gives a clear structure, with consistent routines, expectations and responses. It also incorporates a restorative approach to supporting individuals with their own behaviour management.

Restorative Approach

At Queen Victoria Primary School, we take a restorative approach to behaviour, focusing on building a respectful, inclusive school community and repairing relationships when harm occurs.

Restorative means supporting the restoration of health, strength, and well-being. The core aim of restorative practice is to strengthen relationships, manage conflict, and empower individuals to take responsibility for their actions.

- Restorative practice is the consistent response used by all adults when managing incidents.
- Children are encouraged to take ownership of their behaviour, understand its impact, and work towards making things right.
- This approach supports both those who externalise emotions (e.g., disruptive behaviour) and those who may internalise (e.g., anxiety, withdrawal). All behaviour is responded to with empathy and support.

When behaviour disrupts the learning environment or harms relationships, restorative strategies help children reflect and restore trust in a calm, structured way.

Most children respond well to gentle reminders to follow the school's Golden Rules. When further support is needed, restorative conversations help children reflect on their choices and make positive changes. This approach reinforces our belief that all children can make the right choice, with guidance and support from adults.

Our restorative practice approach aligns with the Graduated Response by offering a clear, structured method of early intervention and support. It begins with universal strategies, such as gentle reminders, that promote positive behaviour and emotional well-being for all pupils. For children who require additional support, restorative strategies help staff identify emerging needs and tailor responses that foster reflection, accountability, and relationship repair. See examples of our graduated response below.

Graduated Response

1	Examples of behavioural process	Predictable Staff Response
	<p><u>Low-level behaviours/ minor infringements</u></p> <ul style="list-style-type: none"> • Calling out and interrupting. • Talking when the teacher or another child is talking. • Swinging on the chair. • Moving around the room unnecessarily and to distract others. • Making silly noises or faces to distract others. • Using classroom equipment inappropriately. • Not following instructions first time of them being given. • Minor damage to property (snapping pencil) • Name calling (teasing nicknames, mimicking, mocking, imitating to make fun of). 	<p>To be managed using tools and routines in the classroom. Always address behaviour with the child, not the whole class.</p> <p>Describe the behaviour and direct to the desired behaviour. E.g. <i>'Miriam, you are talking to... when I have asked you to work on your own. Can I help you with anything so that you can continue working on this by yourself?'</i></p> <p>Give pupil a clear choice about their behaviour. E.g. <i>'Miriam, you can either choose to work quietly where you are or move to the front of the room. Your choice.'</i></p> <p>Acknowledge the protest but prioritise the situation. <i>'Miriam, you are still talking. Pick up your book and move to the front. Thank you.'</i></p> <p>Give direction and turn away to allow the pupil to comply. E.g. <i>'Miriam, you have one minute and by the end of that minute, I expect you to be at the front table. Thank you. Your time starts...now.'</i></p> <p>Communicate consequences if necessary (Stage 2).</p>
2	<p><u>Repeated low-level behaviour</u></p> <p>As above plus:</p> <ul style="list-style-type: none"> • Repeatedly disrupting the learning of others. • Repeatedly not following classroom expectations. • Repeatedly not ready to learn. • Off-task comments during instruction or independent work time or acting disrespectfully towards others. • Minor challenges to authority (refusal to comply or complete learning). • Rough/unsafe play (causing harm without malice) 	<p>Consequences will be clarified at this point.</p> <p><i>'If you choose not to... I'll follow this up at the end of the lesson where you will spend __ minutes in Thinking Time. Thank you.'</i></p> <p>Thinking Time to take place with the adult involved. This will require a conversation during breaktime or lunchtime. The time given should be appropriate to the age/development of the child and the behaviour e.g. 5-15 minutes. Or another natural consequence: tidying up, completing missed work, being moved away from the person you keep talking to, writing an apology or practising an expectation.</p> <p>W.I.N: <i>What happened? What was the impact? What are the next steps to make it right?</i></p> <ul style="list-style-type: none"> • Follow up- tune into pupil's feelings and rebuild the relationship. • Refer the pupil to behaviour Golden Rules. • Rebuild by reminding the pupil of the expected behaviours and end the meeting on positive terms. <p>Record as 'Stage 2' on Arbor.</p>

3	<p><u>Persistent/sustained stage 1 or 2 behaviours</u></p> <ul style="list-style-type: none"> If, after tools have been used (scripts and Thinking Time), the child's behaviour does not improve, they will need to be parked in another classroom. This should be done within the year group or phase where possible. 	<p>Parking – An adult will need to ensure the transition to the classroom the child is being parked in. If there isn't an adult available, a member of SLT can be called upon to help with the transition.</p> <p>Whilst in another classroom, the child will reflect on their behaviour using W.I.N. The child should also have work they can complete independently with them. Parents/carers may be informed informally if appropriate.</p> <p>After three incidents in a short space of time, the pupil and parents will meet with the class teacher and phase leader. Support strategies will be discussed, with a focus on rehearsing positive coping skills. Record on Arbor.</p> <p>Early Intervention is planned and put in place.</p> <p>After three meetings with the phase leader, pupil and parents will meet with the headteacher or a member of SLT. Positive coping and behavioural strategies will be clarified and reinforced.</p>
4	<p>For serious incidents, children will be immediately referred to Restorative Time. These behaviours include, but are not limited to:</p> <ul style="list-style-type: none"> Threatening or violent behaviour towards pupils or staff (carried out with malice). This includes swearing. Continual defiance towards any member of staff, including leaving the classroom without permission. Isolated racist, homophobic, transphobic or sexist behaviour or language. Stealing Persistent and excessive disruption to learning 	<p>Restorative Time will take place with a senior leader.</p> <p>Carrying out a restorative conversation (See Appendix 2) with children involves several key steps to ensure that the process is productive and meaningful. By following these steps, we can conduct restorative conversations with children in a supportive and constructive manner, promoting understanding, accountability, and healing.</p> <p>Intensive Intervention or Provision is to be considered/planned.</p> <p>Record on Arbor. Parents/carers to be informed</p> <p>Where behaviours are more serious, persistent or have a intensely detrimental impact on other children or staff, children may be placed in extended restorative time away from those being impacted.</p>
5	<p><u>Serious breaches of the behaviour policy</u></p> <p>Where allowing the pupil to remain in school would seriously harm the education, welfare or safety of staff and other pupils, internal exclusions, suspensions and permanent exclusions will sometimes be necessary as a last resort. See page 21 and 22 for further details. All the above sanctions are implemented at the discretion of the Headteacher, with a child's needs being fully considered when sanctions are applied. Only the Headteacher has the right to suspend or permanently exclude a child for a serious breach of the Behaviour Policy.</p> <p>Record on Arbor and CPOMs as necessary.</p>	

Children with additional needs

At Queen Victoria, we understand that a pupil's behaviour may be impacted by a special educational need or disability (SEND). When a behaviour incident arises involving a child with SEND, we consider it in relation to the pupil's SEND, although we do recognise that not every behavioural incident will be due to their need. Each decision will be made on an individual basis. When dealing with a behavioural issue from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- Ensuring that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential (Department for Education 2015)

To meet these duties, and in line with the *SEND Code of Practice (2015)*, the school will, wherever possible, anticipate potential behavioural triggers and implement supportive interventions to prevent them from occurring.

Preventative measures will be personalised according to each pupil's specific needs, drawing on the guidance set out in the *Dudley Ordinarily Available Inclusive Provision* document, as well as advice from external professionals where appropriate. These adaptations may include:

- Adjusting seating plans – for example, placing a pupil with ADHD or autism away from environmental distractions, or ensuring pupils with visual or hearing impairments are seated near the front of the classroom.
- Providing short, planned movement breaks for pupils who find it difficult to remain seated for extended periods.
- Modifying uniform expectations for pupils with sensory processing needs or medical conditions such as severe eczema.
- Offering access to designated breakout spaces, such as *The Nest* (our nurture room), to support emotional regulation during moments of sensory overload or distress.
- Ensuring staff receive appropriate training to better understand and meet the needs of pupils with conditions such as autism spectrum disorder.

These actions reflect our commitment to making reasonable adjustments and providing inclusive support in line with statutory guidance and best practice.

When considering a behavioural sanction for a pupil with SEND, the school will carefully reflect on the following questions:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time due to their SEND?
- Is the pupil's behaviour, such as aggression, likely to be a direct result of their SEND?

If the answer to any of these questions is yes, then applying a sanction may be unlawful unless the school is confident that appropriate support has been provided to help the pupil manage or overcome the behaviour.

In such cases, the school will assess whether a sanction is appropriate and, if so, consider whether any reasonable adjustments should be made to ensure the response is fair, proportionate, and inclusive.

For pupils with an Education, Health and Care Plan (EHCP):

- The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

SEMH Support

Some children, at some point during their school life, will require support in managing their behaviour and emotions. The school has support staff who specialise in both pastoral needs and learning needs. These staff are on hand to support with distressed behaviours and emotional needs in times of crisis. Through monitoring these times of distress, via CPOMS, supportive strategies will be put in place if required.

Supportive strategies may include:

- SEMH programmes (1:1 or small group)
- Mindfulness, Relaxation & Sensory Breaks
- School-led Early Help Assessment
- Individual Plans (Positive Behaviour Plans)

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies such as Inclusive Pathways, the Behaviour Support Team and the Mental Health Support Team (Reflexions) and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Dealing with Serious Incidents

Confiscation of banned items

Using searching, screening and confiscation powers appropriately, as noted in the DFE guidance Searching, screening and confiscation – advice for schools, is an important way to ensure pupil and staff welfare is protected; and helps establish an environment where everyone is safe and pupils can learn and thrive.

The Headteacher and any designated staff member have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in their possession. Any searching of a pupil will be implemented in a consistent, proportionate and fair manner, with reasonable adjustment being made regarding the age or needs of the pupil. Any pupil being searched will be informed of how and why the search is taking place, giving them the opportunity to ask any questions.

At Queen Victoria Primary, the prohibited items list contains:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes/cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or cause personal injury to any person (including the pupil themselves), or damage to property

This list is not exhaustive list.

Any search carried out by an authorised member of staff will be recorded on the school's safeguarding reporting system (CPOMS) including whether or not an item has been found. This will allow for the identification of any possible risks and initiate a safeguarding response if required.

Parent/carers will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as possible. They will be informed of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Child on Child Abuse

Following a reported child-on-child sexual violence or sexual harassment offline or online, Queen Victoria Primary follows the general safeguarding principles set out in Keeping Children Safe in Education 2023(DfE), particularly Part 5.

The Designated Safeguarding Lead (or deputy) will decide on the initial response, with each incident being considered on a case-by-case basis.

At Queen Victoria Primary, sexual violence and sexual harassment are never acceptable, and will not be tolerated; pupils whose behaviour falls below expectations will be sanctioned.

We will not accept and will never normalise sexually abusive language or behaviour by treating it as 'banter', as an inevitable fact of life or an expected part of growing up. We vigorously promote high standards of conduct between pupils and staff; consistently demonstrating and modelling manners, courtesy and respectful relationships.

Sexually inappropriate behaviour is assertively dealt with to prevent the behaviour potentially manifesting into more challenging, abusive and/or violent behaviour in the future. Abuse that occurs online or outside of the school will be treated equally seriously.

We believe that it is essential that all victims are listened to, reassured they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward. It is crucial that a victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

At Queen Victoria Primary, pupils are aware that there is always a trusted adult that they can speak to, with a Designated Safeguarding Lead will contact support services, such as Children's Social Care and possibly the police if appropriate.

If any reports of sexual abuse or harassment are proven to be deliberately invented or malicious, then we will consider whether disciplinary action is appropriate.

As a school, if there is a need to challenge inappropriate language and behaviour between pupils, this will become a focus through assemblies and class discussion.

Use of Physical Intervention

At Queen Victoria Primary, there are very few occasions when it is necessary for staff within school to use physical intervention.

The Children Act 1989 makes clear that in any decision involving a child the paramount consideration must be the child's welfare. Paramount means it should be the first thing people think about and it should take precedence over all other considerations. For that reason, staff

need to carefully consider what is in the **best interest** of the child, both in the short term and the longer term.

In exceptional circumstances, staff may need to act in the best interest of the child and the use of reasonable force may be required to achieve this. A member of staff needs to demonstrate that they have considered and attempted alternatives, such as a range of de-escalation strategies (see Appendix 4) and that not acting could result in greater harm. As a school, we acknowledge that physical interventions, which use varying degrees of reasonable force, are only a small part of a whole school setting approach to behaviour management.

The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible.

- > self – injuring
- > Causing injury to other children, staff, parents, and visitors.
- > Causing significant damage to property

The paramount consideration is for staff to work in the best interests of the child. Reasonable force will only be used when no other effective alternatives are available. Any force used must be 'reasonable and proportionate' to the situation. Reasonable adjustments need to be made for disabled children and those with Special Educational Needs. (The Children Act 1989)

The expectation is that staff act in good faith with the best intentions.

Refer to our **Physical Intervention Policy** for more information. For the purpose of recording any incidents of Physical Intervention see *Appendix 5* for **Significant Incident with Reasonable Force record**

Bullying

At Queen Victoria Primary, we believe everybody has a right to feel safe, valued and welcome. We recognise that bullying behaviours can happen in all settings and we are committed to ensuring that all pupils are equipped with the life skills to recognise and deal with it. We take all bullying incidents very seriously, including bullying behaviours between pupils, school staff and parents/carers.

Bullying is not tolerated at Queen Victoria Primary School

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Refer to our **Anti Bullying Policy** for more information.

Pupil Voice

Pupil voice in school means a commitment to listening to the views, wishes and experiences of all pupils. It means placing value on what children and young people tell school staff about their experiences.

At Queen Victoria, we want pupils to know how valued their views on what happens at school are and that their experiences and opinions are listened to and considered. Across the school year there will be regular opportunities for children to share their views on behaviour and relationships within school. Children will be able to do this in different ways, such as:

- Individual pupil surveys
- Class discussions
- Group meetings (year group, phase and groups with responsibilities, such as Attendance Ambassadors, etc.)
- Whole school monitoring (curriculum and wider school experience)
- Informal discussions with pupils

Their views will be taken into consideration and will contribute towards changes being made that enhance their experience of school, making it a more positive one with improved outcomes for all, with better behaviour, stronger relationships across the whole-school community, a reduction in suspensions and improved attendance and attainment.

Pupil Transition

To ensure a smooth transition to the new academic year, pupils have transition sessions with their new teacher(s). It is during this time that behaviour expectations and systems within the new class are communicated to all pupils; the new class teacher will also practise and reinforce the importance of Relentless Routines.

If a pupil joins the school in-year, the behaviour expectations will form part of their induction.

To ensure the appropriate behavioural support is in place for those children who require it, information relating to pupil behaviour will be transferred to the new class teacher. Transition Handover meetings between teachers will focus upon behaviour, relationships and learning.

Information regarding behavioural needs will be shared with new settings, for those pupils transferring to other schools, including pupils transitioning to Year 7.

Training

We recognise that individuals with additional needs, social and emotional issues or are dealing with family problems, can at times demonstrate disruptive or distressing behaviours. If such needs are identified, we will do all we can to ensure that the staff receive training on managing these behaviours, as well as supporting the individual child.

Behaviour management forms part of our continued professional development; with the ongoing monitoring of behaviour indicating where future training is required, such as undertaking training on Emotion Coaching. Staff themselves will also identify their own areas for development and associated training needs, whether pertaining to the school behaviour system; their class, a group or an individual pupil's behaviour.

Training is provided by either: leaders within school, MHST staff, educational psychologists, the Behaviour Support Team or other specific external agencies, depending on the need.

Suspension and Exclusion

At Queen Victoria Primary, the decision to suspend or permanently exclude a child is not taken lightly. It is only after a serious incident or after a range of individual behaviour strategies have been exhausted, that suspensions and permanent exclusions will sometimes be necessary. This is to ensure that other pupils and teaching staff can work in safety and are respected.

When issuing a suspension or permanent exclusion, Queen Victoria Primary follows legislation, as stipulated in Suspension and Permanent Exclusion Guidance (DfE).

A school can give a suspension, where a pupil is temporarily removed from the school, for one or more fixed periods (a maximum of 45 days in one academic year). When a pupil is given a suspension for six days or longer, the school has a duty to arrange suitable full time education provision from and including the sixth school day of the suspension. Full time education must be provided from the first day of a suspension, for children in care.

During a suspension, pupils will have work set for them; this work will be marked when returned.

A suspension can also be given for specific parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

Schools must arrange reintegration meetings for all pupils following a suspension. Return to school cannot be delayed if a parent is unable or not willing to attend this meeting.

A permanent exclusion is when a pupil is no longer allowed to attend the school. The decision to exclude a pupil permanently is taken in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil themselves or other pupils or staff.

When a permanent exclusion is given, advice is sought, and guidance followed from Dudley's Local Authority Exclusion Team. Stour Vale Academy Trust and the Chair of Governors will be informed.

When a child is permanently excluded the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Bullying
- Damage including vandalism and arson
- Offences related to drugs and alcohol
- Persistent disruptive behaviour
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Physical assault against a pupil
- Physical assault against an adult
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This is not an exhaustive list

A pupil's behaviour outside school can also be considered grounds for a suspension or permanent exclusion. Reintegration meeting notes, including planned support and any related actions, are recorded on CPOMS. Fixed penalty notices may be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first five days of a suspension or permanent exclusion. Written information regarding this is given at the time of the exclusion, with the days that the child must not be present in a public place being identified.

Following a suspension, the pupil is reintegrated back into school, following an initial reintegration meeting, which is led by the headteacher or a designated senior leader. The child's parent is expected to attend the meeting; this is stipulated on the suspension letter that parent receives when the suspension is given. The meeting takes place at the beginning of the school day, on the day of the pupil's return.

A strategy to enable a pupil back from suspension to succeed, is discussed at the meeting. The strategy offers the pupil a fresh start; helping them to understand the impact of their behaviour on themselves and others; fosters a renewed sense of belonging within the school community; and builds engagement with learning. The meeting also communicates to the pupil how they are valued, and how their previous behaviour should not be seen as an obstacle to future success. It is at this meeting that any required support or intervention is planned.

Monitoring & Review

All Senior Leaders will use whole-school monitoring to identify and raise any behaviour management concerns with the wider Leadership Team. This will ensure appropriate actions are taken, such as providing targeted support for staff and/or pupils.

Senior Leaders will collectively analyse behaviour trends and individual pupil concerns across phases and the whole school. Findings and recommendations will be shared with the full Leadership Team to inform strategic planning and intervention.

Senior Leaders will ensure that class teachers and support staff attend SEMH Review meetings for children with a Positive Behaviour Plan, promoting a consistent and coordinated approach to Behaviour and Mental Health support.

Following monitoring, behaviour data analysis, or a class teacher's request, Senior Leaders will assess needs collaboratively and coordinate appropriate support or intervention as required.

The Headteacher, together with the Senior Leadership Team and Governing Board, will review the Behaviour Policy annually, ensuring it remains effective, inclusive, and reflective of school priorities.

Conclusion

This policy is based on the knowledge and understanding that relationships are complex and difficult at times. Being able to acknowledge this and develop the life skills to manage these relationships when they are difficult is what we are aiming for each individual in the school community to achieve.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Physical Intervention Policy
- SEND Policy
- Safeguarding Policy

GDPR – Personal Data

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.

DE-ESCALATION STRATEGIES

In a relatively small number of circumstances usual classroom discipline and behaviour plans may be insufficient and a different approach is needed to manage children and young people's behaviour in a way that keeps them, the other children in the class and school staff physically and emotionally safe. Underpinning the success of managing the diverse needs that will be present in each classroom is the skill of the teacher in intervening early to de-escalate situations calmly when they arise.

However, de-escalation is difficult, often the techniques go against our natural fight-or-flight reflexes. Remaining calm, professional and objective is not always easy and therefore it is a skill that will need to be practised in order to respond in a different way when a challenging situation occurs.

Reasoning with an angry child is not always possible, the aim of de-escalation is to reduce the level of agitation so that at an appropriate time discussion becomes an option, and a better outcome can be achieved.

When to de-escalate

De-escalation techniques are most successful when used early, before the child or young person becomes physically challenging or dysregulated. To do this, it is necessary to be aware of and spot early signs of agitation such as:

- Balled fists
- Fidgeting
- Shaking
- 'Eye-balling' another child
- Head thrust forward
- Clenched jaw
- Speech becoming more rapid or high-pitched

Non-verbal strategies

The large part of what we communicate is through body language, much is through the tone of our voice and there are estimates that just 7% is through the words that we use. It is useful to remember this when you are trying to de-escalate. Ensure you are modelling the behaviour you want the child to emulate, relaxed and open body language can be helpful.

Non-verbal techniques include the following.

- **Appear calm and self-assured.** Make sure you are not displaying the same signs of agitation that can be seen in the child, unclench your fists, do not hold eye contact for too long and avoid standing square to the child.
- **Maintain a neutral facial expression.** Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled.
- **Allow space.** Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive.
- **Control your breathing.** When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal strategies

- **Lower your voice and keep your tone even.** It is hard to have an argument with someone who is not responding aggressively back to you.
- **Distraction and diversion are extremely useful.** When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window.
- **Give choices,** repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you.
- **Acknowledging the child's feelings** shows that you have listened to them, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'
- **Use words and phrases that de-escalate,** such as:
 - I wonder if...
 - Let's try...
 - It seems like...
 - Maybe we can...

- **Tell the child what you want them to do** rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'
- **Give the child take-up time following any direction** and avoid backing them into a corner, either verbally or physically.

Things to avoid

- **Do not make threats or promises** you cannot carry through, such as threatening to exclude the child.
- **Do not be defensive or take it personally.** What is being said may seem insulting and directed at you, but this level of aggression is not about you.
- **Do not use sarcasm or humiliate** the child.

Sometimes, no matter how carefully and skilfully you try to de-escalate a situation, it may still reach crisis point.

If required send for a colleague to support, or for 'a change of face', as this may be a positive intervention for the child.

After any outburst or incident, always make time to debrief, repair and rebuild the relationship, without this the relationship is likely to continue to deteriorate. Problem-solve the situation and teach new behaviours where needed.

Ensure any sanctions are appropriate to what has happened and remember that it is the certainty that behaviour is challenged that is important rather than the severity of what happens.




Resolving conflicts is one of the most important skills to model.

Restorative Time Conversation

Carrying out a restorative conversation with children involves several key steps to ensure that the process is productive and meaningful:

1. **De-escalate** and wait until the child is regulated. (See appendix 1.)
2. **Preparation:** Before the conversation, gather relevant information about the incident or conflict, including who was involved, what happened, and how it has impacted those involved. Prepare yourself to approach the conversation with empathy, openness, and a willingness to listen.
3. **Setting:** Choose a neutral and private setting for the conversation where the child feels comfortable and safe to express themselves. Avoid any distractions or interruptions that may hinder the communication process.
4. **Introduction:** Begin the conversation by setting a positive tone and explaining the purpose of the restorative conversation. Let the child know that the goal is to understand their perspective, address any harm caused, and work towards finding a resolution together.
5. **Active Listening:** Encourage the child to share their thoughts, feelings, and experiences related to the incident. Practise active listening by giving them your full attention, maintaining eye contact, and showing empathy and understanding towards their perspective.
6. **Clarification:** Ask clarifying questions to ensure that you fully understand the child's perspective and feelings. Avoid making assumptions or jumping to conclusions and give the child ample opportunity to express themselves without interruption.
7. **Acknowledgment of Harm:** Acknowledge any harm that was caused by the child's actions, whether intentional or unintentional. Validate the feelings of those affected by the incident and express empathy towards the impact it has had on them.
8. **Taking Responsibility:** Encourage the child to take responsibility for their actions and acknowledge the consequences of their behaviour. Help them understand the impact of their actions on others and why it is important to make amends.
9. **Reparation:** Collaborate with the child to come up with a plan for making amends and repairing the harm caused. This may involve apologising, offer community payback, or take actions to prevent similar incidents from happening in the future.
10. **Agreement and Follow-Up:** Reach a mutual agreement on how to move forward and prevent similar incidents from occurring in the future. Set clear expectations and follow-up on any commitments made during the conversation.
11. **Closure:** Conclude the conversation by expressing gratitude for the child's participation and reaffirming your commitment to supporting them in resolving conflicts and making positive choices in the future.

By following these steps, we can conduct restorative conversations with children in a supportive and constructive manner, promoting understanding, accountability, and healing.

<p style="text-align: center;">Step 1- Reminder</p> 	<p>What this looks like:</p> <ul style="list-style-type: none"> ● Calling out in class ● Talking when someone else is speaking ● Swinging on your chair ● Moving around without permission ● Making silly noises or faces ● Not following instructions the first time ● Teasing, name-calling ● Using equipment inappropriately <hr/> <p>What the adult will do:</p> <ul style="list-style-type: none"> ✓ Give you a kind but clear reminder ✓ Offer you a choice to help you get back on track ✓ Give you time to make the right choice <p>What you can do:</p> <ul style="list-style-type: none"> ✓ Listen, make a good choice, and carry on learning.
<p style="text-align: center;">Step 2 - Thinking Time</p> 	<p>If Step 1 behaviour keeps happening:</p> <ul style="list-style-type: none"> ● Repeatedly interrupting or distracting others ● Not following class rules ● Refusing to do your learning ● Saying unkind or rude things ● Arguing with adults <hr/> <p>What the adult will do:</p> <ul style="list-style-type: none"> 🕒 You'll have a Thinking Time conversation during break or lunch: ● What happened? ● Impact: Who was affected? ● Next: What can you do next time? <p>🗣️ Your teacher and phase leader will talk to you and your parents. 👤 We will help you practise better ways to manage your behaviour. 🏠 You will be <i>parked</i> in another classroom and complete a W.I.N activity to reflect on your choices.</p> <p>What you can do:</p> <ul style="list-style-type: none"> ✓ Talk honestly, try new strategies, and rebuild trust.
<p style="text-align: center;">Step 3- Restorative Time</p> 	<p>For serious behaviours like:</p> <ul style="list-style-type: none"> ● Hurting or threatening others ● Swearing at staff or pupils ● Refusing to follow adult instructions ● Leaving class without permission ● Racist, sexist, or hurtful language ● Stealing <hr/> <p>What happens next:</p> <ul style="list-style-type: none"> 👤 You will meet with a senior leader. 🗣️ You'll have Restorative Time to fix the harm. 🗣️ We'll work together to help you understand, take responsibility, and move forward.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on guidance from the Department of Education (DfE) on:

- [Behaviour in schools \(September 2022\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement \(Sept 2023\)](#)
- [Searching, screening and confiscation – advice for schools](#)
- [Use of reasonable force – advice for headteachers, staff and governing bodies](#)
- [Mental health and behaviour in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability 0-25 years code of practice.](#)
- [School Inspection Handbook \(grade descriptors evaluating behaviour and attitudes\) September 2023](#)
- [Keeping Children Safe in Education](#)
- [Working together to safeguard children- guidance](#)
- [Respectful School Communities Self Review and Signposting Tool](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people 2020](#)
- [When to call the police \(NPCC Guidance\)](#)

Legislative Links:

- [Equality Act 2010 and schools](#)
- [Children and Families Act 2014 \(sections 42 & 66\)](#)
- Sections 88-94 of the [Education and Inspections Act 2006](#) (sections 88 – 94) which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property