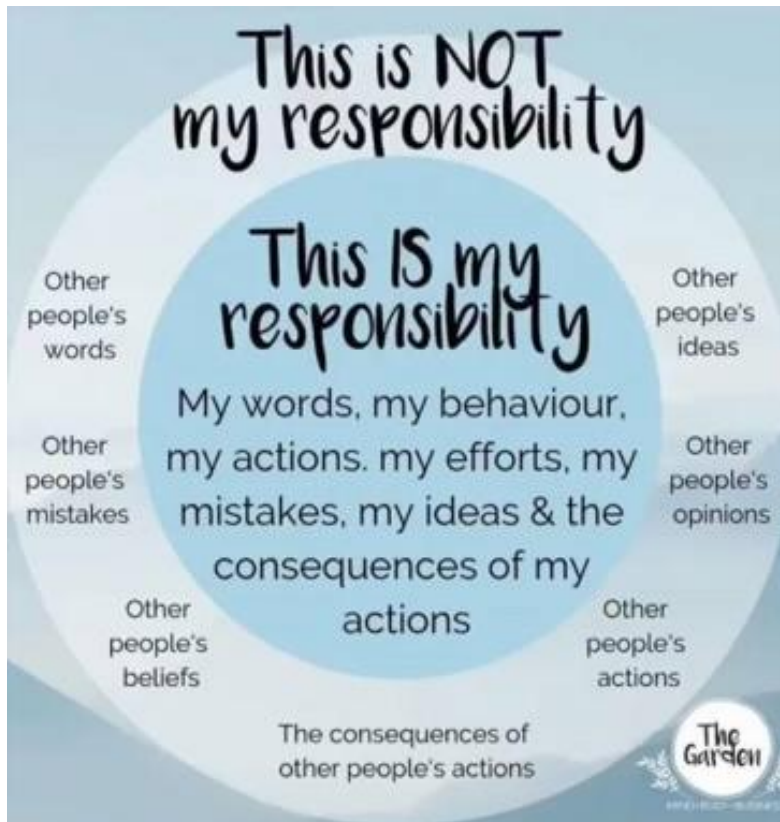


Introduction

We aim to create a welcoming, caring environment where relationships are based on respect and where children are expected to develop a sense of right and wrong, tolerance, honesty and self-discipline. Good pupil behaviour is fundamental to each child's happiness, well-being and successful learning. All members of the Queen Margaret Primary School team are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience at Queen Margaret Primary School.

It is our aim to promote a school ethos which is underpinned by **core values**. These values support the development of children as reflective learners within a calm, caring, happy and purposeful atmosphere. We believe that it is our role to guide our children to become self-aware, self-regulating and intrinsically motivated individuals. We therefore use a Restorative approach to conflict where we guide the children to think through conversations using the following as a guide:





Pupils are encouraged to consider the consequences of their actions with guidance from staff.

As a direct consequence of the Behaviour Policy:

Children will:

- Build strong relationships.
- Experience what it means to live as a member of an open, generous and forgiving community.
- Benefit from a calm and secure learning environment.
- Be fully involved in regular reviews of the Behaviour Policy (through School Council etc).

Teachers will:

- Model respect and the possibility of restoration and a new beginning in their relationships both with adults and with children.
- Be able to convey clearly and with confidence expectations of behaviour.

- Benefit from a calm and secure environment in which to teach effectively.
- Build positive relationships with parents and the whole school community.
- Develop personally and professionally
- Challenge children's understanding and thinking when using words in a derogatory way

Parents will:

- Be fully informed about the school's ethos, approach and the Behaviour Policy.
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by The 4Bs and the school's values.
- Be confident that their child is developing personally, socially and academically
- Feel welcome in school to discuss their child's progress in a positive atmosphere.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and consequences

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, 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
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Agreed and Consistently applied rules

Everyone in our school will use the agreed reward and sanctions procedures and children will at all times be expected to follow a direct instruction given by an adult.

The 4B's

The 4B's will form the basis of our behaviour management and will be written by the children and reviewed annually in the summer term. They will be displayed in strategic positions around the school and in every classroom. The children will be expected to follow them and will be rewarded when there is evidence that they are being followed.

- Be the best you
- Be respectful
- Be kind
- Be safe

In the Playground

In the playground at playtime and lunchtime, the 4B's apply. Additionally the following apply:

We use the playground equipment and respect apparatus.

We only use the field with an adult's permission.

We stand still and listen when the whistle is blown

We line up sensibly/respectfully at the end of break and lunchtime.

School Practice

- All adults are expected to set good examples and be excellent role models.
- Public and private praise is an integral part of our behaviour management
- Adults must have a consistent approach
- Children will be given time to appraise their own behaviour (through role-play, circle time, & 1:1 intervention with the Pastoral Team).
- Activities set will be appropriate to the individual's ability in order to prevent unacceptable behaviour being used as a diversionary tactic.
- Children will be taught strategies for independent working.
- Regular circle time will encourage a greater knowledge of and respect for peers, to enhance self-esteem and foster a caring ethos.

The core of our behaviour policy is as follows:

- **CLEAR** - children need to know what is expected of them, where, when and why.
- **CALM** - To guide effectively we need to understand and consider children's emotions and viewpoint. To achieve this effectively we all need to remain calm and focussed.
- **CARING** - We care enough to be firm and/or compassionate as required. We also know that a child who feels loved, appreciated and respected is more likely to behave well than one whose self-esteem is low.
- **CONSISTENT** - to enable children to make the right choices regarding their own behaviour, they need predictable and consistent responses from adults around them.
- **CHEERFUL** - All individuals respond more effectively when approached positively, when supporting our children we will endeavour to approach behaviour in a positive way.

We believe that all children have the right to develop their potential, be safe and happy. As a whole school we live by our values (as seen below) alongside our 4B rules. It is the responsibility of everyone to assist in the promotion of socially acceptable ways to behave.

Guidelines: Our school values:

We show RESPONSIBILITY around school

We show THOUGHTFULNESS towards others

We show TOLERANCE in a range of situations

We show GENEROSITY to others

We are KIND to ourselves and others'

We are HONEST in all situations

We PERSEVERE when things get tricky

We show FORGIVENESS when things go wrong

We are RESILIENT with our learning

We show PATIENCE when interacting with others

We show UNDERSTANDING towards others

Our Reward System Principles

The rewards are simple. The reward systems are separate from the sanctions. They are based on positive celebration of good behaviour/attitude/work. They relate to the 4 Bs. They are interlinked. They have individual year group interpretation but have the same consistent skeleton. Rewards cannot be removed once they have been given - Appendix 1 goes into more detail about the system.

1. A house point system

Oak, Beech, Rowan and Maple

Every child and adult will belong to a house. Siblings will all belong to the same house. House points will be awarded for attitude to learning, effort, work produced, home learning/attendance, behaviour and good

manners.

Monitors will collect House points weekly (each Friday afternoon) and the totals for each house will be announced in Celebration Assembly. A house point's chart will be created in the Hall. Each classroom will consistently record individual house points and house totals.

Y6 children will be selected democratically to be House Captains and Vice Captains. Each term the winning team will be awarded a cup.

Celebration Assembly

Celebration assembly is on a Friday.

2 certificates are awarded per class to children. 2 Values vouchers winners are also chosen to attend the Headteachers Tea Party which is held at the end of each term.

2. Head Teacher Awards

Children can be sent to the Head Teacher's office daily to share their good work or behaviour where a Head Teacher Award Sticker will be given. When any adult sees a child wearing this sticker, please congratulate the child and ask why they got it.

3. Classroom rewards-

In class rewards systems in line with our policy. An example of classroom rewards could be raffle tickets, stickers, moving up the reward chart.

Unacceptable behaviour

When children's behaviour is not acceptable

- Adults must try to discover the reason for the behaviour – health, learning difficulties or home circumstances.
- Adults must try to enforce good behaviour through praise and/or restoring the child's self-esteem and image
- Adults should consult SLT/previous teacher/Headteachers for any relevant information about the child.
- Adults should
 - check child's understanding;
 - establish whether they know the behaviour is unacceptable;
 - explain the effect that such behaviour has on others;
 - examine strategies for avoiding same situation; – encourage child to think of or offer some other alternatives.

• Adults must challenge children's understanding and thinking when using words in a derogatory way

Remember - It is the behaviour that is unacceptable – not the child

Consider the deed not the perceived reputation of the child

Prior to the sanctions being imposed please ensure that you have tried the following primary preventatives

See **QMPS Class Behaviour System – Appendix 1** for further details and explanation

The following provision is available for children who need to be taught positive behaviours:

- Class circle time
- Positive behaviour charts (Charts are available to any pupil as a positive support for all children to prevent the need for further sanctions, these can be implemented by the class teacher in conjunction with SLT).

All situations that include poor behaviour choices or conflict are dealt with in a **restorative way** with circles and discussions held to reach a resolution.

Roles and Responsibilities

The Governing board

The Governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with governing body, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school's high expectations of behaviour reflecting the Values based ethos of the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil Expectations alongside our 4B's

Pupils are expected to reflect the Values-based ethos of the school by:

- ▣ Behaving in an orderly and self-controlled way
- ▣ Showing respect to members of staff and each other
- ▣ In class, making it possible for all pupils to learn
- ▣ Moving quietly and sensibly around the school
- ▣ Treating the school buildings and school property with respect
- ▣ Wearing the correct uniform at all times
- ▣ Accepting consequences when given
- ▣ Refraining from behaving in a way that brings the school into disrepute, including when outside school
- ▣ Behaviour when outside of school is expected to be of the same standard as inside
- ▣ Walking visits should expect the children to walk in an orderly manner supported by the Class teacher and other adults

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. 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 and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Frequent behaviour concerns:

For those children whose behaviour is having a significant impact on either their own or their peers learning, or who are displaying exceptional behaviours the class teacher/year group lead/inclusion team may decide to put in:

- A positive behaviour chart.
- A behaviour contract.
- A positive support plan (PSP) – if a child becomes at risk of exclusion this will elevate to a PSP+.

These should be completed alongside a member of the Senior leadership team who will draw upon the advice of others (eg. pastoral team, ATS) as needed. Ideally, these are implemented sequentially but it may be necessary to go immediately to any of the stages above. From the positive behaviour chart stage onwards all evidence should be saved in CPOMS and relevant staff alerted.

Safeguarding Children

The School's legal responsibility for safeguarding the welfare of children addresses child protection procedures. We have a duty to ensure that the safeguarding permeates all activities and functions. This policy complements and supports the safeguarding policy. As each child is unique and has specific needs, this policy will be differentiated to meet individual need

The Use of Reasonable Force to Control or Restrain Pupils

Reasonable force may be used in the following circumstances:

- Where action is necessary in self-defense or because there is an imminent risk of injury.
- Where there is a developing risk of injury to the pupil, significant damage to property or if it is to prevent the pupil from causing disorder.

If possible all incidents of 'restraint' should be witnessed by another responsible adult.

All incidents must be recorded as soon as possible on CPOMS and a printed version is placed in a physical file in the Headteachers office (Physical File named 'Hands on')

The Head Teacher authorises class teachers and the SLT to use reasonable force to restrain pupils if

the circumstances of the particular incident warrant it in order to keep children safe . The degree of force must be in proportion to the circumstances. Any force used should be the minimum needed to achieve the desired result (section 550a Education Act 1996). Both the headteacher and SENDCo are trained using Team Teach method and these are the people that should be called to an incident.

Other members of staff are authorised to use reasonable force to restrain pupils as a last resort when they are unable to refer to the Head Teacher or SENDCo and the same procedure applies in that the incident is recorded on CPOMS and then printed out.

Degrees of Physical Contact

Touching - Everyday acts of communication by physical means to indicate approval, affection, sympathy or to assist teaching

Holding - The use of physical contact applied with a minimal degree of force to direct or calm a child, which does not restrict liberty or restrain

Restricting liberty: Pupils should be removed to an area which is overlooked or has open access

Restraint: A positive application of sufficient force by physical means alone to ensure that a child does not injure them self, a member of staff, another pupil or property.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
 - Hurting themselves or others
 - Damaging property
- Incidents of physical restraint must:
- Always be used as a last resort
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported to parents

What is not acceptable

Holding a pupil in any way that might apply pressure to the chest area.

Holding a pupil by neck or collar, or in any way that might restrict breathing.

Slapping, punching or kicking a pupil.

Twisting or forcing limbs against a joint

Tripping up a pupil

Holding or pulling a pupil by their hair or ear

Holding a pupil face down on the ground

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Complaints Procedures

A pupil wishing to complain should be treated courteously and without prejudice. A member of staff not involved in the incident should record the complaint, verify and read through with the pupil.

If a complaint is received from a parent or carer alleges some form of pupil abuse or injury, whether inflicted during the restraining of a pupil or not, the Head or designated person must record the complaint in writing, if the parent has not already done so. This recorded information must include where and when the incident occurred, and include as much detail of the alleged injuries or abuse as possible. At this point, it is important that the Head confirms to the complainant that a full and detailed investigation will be conducted immediately.

If a complaint is received from a member of staff who has been verbally or physically assaulted, the head should:

- offer immediate support and help to the member of staff to deal with any trauma and re-establish confidence
- offer medical support if any physical injury has been sustained and recommend a visit to the doctor
- report the incident to the Director of Education and to the Chair of Governors

QMPS Complaints procedure should be followed.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body annually. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually

Prepared by: Sara Bennion (Head teacher)

Approved by: Full Governing Body Meeting 21st September 2023

Date: September 2023

Review due: September 2024

Approved by;



Sara Bennion Headteacher



Emily Bytheway Joy Pegg
Co-Chairs of Governor

Appendix 1:

Written statement of Behaviour Principles

Queen Margaret Primary School endeavours to take into account considerations of race, religion, belief, gender, ethnicity and disability equality in developing and applying this document.

Our behaviour policy reflects the school's values based ethos

Rationale and purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 (updated 2011) and DfE guidance (Behaviour and Discipline in Schools, January 2016) and is to be taken in conjunction with the school's behaviour policy and home school agreement which are reviewed regularly by the governing body.

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children at Queen Margaret Primary School as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice; which is to be found in the school's behaviour policy that has taken account of these principles.

Principles

The Governors at Queen Margaret Primary School believe that high standards of behaviour lie at the heart of a successful school and that this is achieved through positive behaviour management in line with the school's values-based ethos.

A successful school enables:

- a) all its pupils to make the best possible progress in all aspects of their school life and work
- b) all staff to be able to teach and promote good learning without undue interruption or harassment

At Queen Margaret Primary School:

All pupils have the right to feel safe at all times at school. There should be a mutual respect between staff and pupils and between each other.

- All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- All members of the school community (pupils, staff and visitors) should feel free from discrimination of any sort. (Equality Act 2010)
- Staff, volunteers and visitors set an excellent example to pupils at all times.
- Through the values-based ethos, pupils are helped to take responsibility for their actions.
- The behaviour policy is understood by staff and pupils.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The responsibilities of families with respect to children's behaviour is outlined in the Home School Agreement which families are given when a pupil joins our school.
- Children are helped to understand their responsibilities during their time in school, the local community and in preparation for their life after school.
- Rewards and consequences are used consistently by all staff, in line with the behaviour policy. These are regularly monitored for their effectiveness.
- Exclusions, particularly those that are permanent, must only be used as a last result. All sanctions are monitored for their proper use and effective impact.

The Governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

QMPS Class Behaviour System - Appendix 2

Believe in yourself - everything is possible.



The Traffic light system and our 4Bs will form the basis of our behaviour management in the classroom and in and around school. The children will have discussed and written our core behaviour values (4Bs) at the start of each academic year and these will be displayed in each classroom and regularly referred to. These 4Bs will be what makes up our 'green behaviours'; the children will be expected to follow them and will be rewarded if they have been followed.

Believe in yourself to.....

Be the best you

- **Be kind**
- **Be respectful**
- **Be safe**

Our Reward Systems

The rewards we use are separate to sanctions from amber or red behaviours. They are based on positive celebrations of good behaviour/attitude, following our 4B's and learning.

- Class Dojo points are given for behaviour in class (for which you will receive a notification)
- Dojo points are given for Silver (3 Dojo's) and for landing on the Beehive (10 Dojo Points) - these are then transferred to House Points at the end of the week and feed into the total for Celebration Assembly.
- Values vouchers are given out as separate rewards for those children demonstrating their values above what is expected

Children can move up through the behaviour system and gain house points as well a positive visit to the Headteacher if they get to the Bee Hive. What we are aiming for is for children to be positive about doing the correct thing and remaining on green behaviours.

Unacceptable Behaviour

When a child's behaviour is not acceptable

As a school we refer back to a restorative approach to the managing of behaviour. We always make sure that adults understand why a particular behaviour might be happening within the classroom or out in the playground.

When there is an issue we use the following as a support:



We talk about:



The traffic light system is used consistently in the classroom and prior to being used for any sanction being given, in line with our school restorative approach adults will ensure they have followed the preventative strategies and steps outlined below:

	Steps	Actions	
1	Redirection	<ul style="list-style-type: none"> Gentle encouragement; a 'nudge' in the right direction; a small act of kindness This can be delivered to the whole class in general terms or discretely to a single pupil Distract child Engage child in a discussion Target questions 	<ul style="list-style-type: none"> Swinging on a chair Interrupting or calling out Loss of concentration Silly noises Pushing in the line Being in the wrong place (e.g. staying in cloakroom/wandering in the classrooms)
2	Reminder	<ul style="list-style-type: none"> A reminder of the expectations /rules - delivered privately wherever possible (always refer to the 4B's when issuing a reminder) Distraction techniques used for younger children 	<ul style="list-style-type: none"> See above and the 4B's expectations Use hypnotic language - 'I know that you will do this sensibly' rather than 'don't do this.....'

		<ul style="list-style-type: none"> • Endure children have eye -contact when talking with the children • Make eye contact • Move closer to the source of the behaviour 	
3	Restorative	<ul style="list-style-type: none"> • Use of fair restorative approach throughout dealing with children in the classroom or out on the playground • Listen carefully to issues children are concerned about which may be the cause of the behaviours 	<ul style="list-style-type: none"> • Gain SLT support if you are unsure about the approach

If once these steps have been taken the child is still showing unacceptable behaviour then sanctions can be implemented using our class traffic light system.

Exceptional Circumstances

Children may be issued an automatic amber or red by a member of SLT because the nature or severity of their behaviour.

- ▣ *Violent behaviour (child intends to physically harm others or themselves)*
- ▣ *Use of proven racist remarks*
- ▣ *Repeated use of swearing/use of inappropriate language/using words offensively.*
- ▣ *Using words in a derogatory way- staff must ensure that they check the children's understanding of why this would be offensive and report to SLT.*
- ▣ *Graffiti, vandalism or serious defacing of property*
- ▣ *Bullying behaviour towards others*
- ▣ *Urinating outside*
- ▣ *Intimidating or threatening behaviour towards children or adults*
- ▣ *Stealing*
- ▣ *Possession of/or participation in, the intake of tobacco, alcohol and drugs.*
- ▣ *Possession of knives, other dangerous weapons or materials*

We also have a Suspensions and Exclusions Policy which should be referred to in serious circumstances.

Our Sanctions - The Traffic Light System

The sanctions are separate from any reward system we use in school and reflect the age of the child involved. This system is used consistently across the school and they relate directly to the 4Bs that make our 'green' or expected behaviours for our children to follow.

Procedure within the classroom

Every child starts the day on **Green** - a reset each day.

A clear verbal warnings should be given to a child that if their behaviour continues or is repeated

then an **amber** will be given. If a personal correction of the same behaviour is seen by an adult then the child should be put back from a warning to the step before (either warning 1, green). Children cannot, however, come back from an Amber or Red sanction only Amber or Red warnings.

Amber

A template letter to be completed to inform the parents/carers circling the behaviour that has been shown. The child will lose 5 minutes of their break/lunchtime for KS1 and 15-minute of their break/lunchtime for KS2.

Red

A further clear verbal warnings should be given to a child who is already on amber before a red sanction is given. There are times when a child's behaviour warrants an automatic red sanction - see above. All reds to be immediately reported to SLT and a letter circling the behaviour shown will be given to inform the parents/carers. The child will lose 15-minute of their break/lunchtime the same day for KS1 and 30 minutes for KS2.

Additional notes:

At the discretion of SLT detentions may be at the next playtime and lunchtime to avoid additional stress for the child that may trigger further behaviours.

Teachers will be expected to complete an amber and/or red letter and give this to the parents at the end of the same day. Should this not be possible then a picture should be taken of it and it should be uploaded onto Class Dojo to communicate with parents. Teachers may also want to make a phone call home if they know the parents are not as active on Class Dojo.

Teachers are expected to log any amber or red behaviours on CPOMs. SLT will regularly monitor this and elevate any children onto a Behaviour Chart should it be needed with parents input. SLT will also update and 'flag' any concerns weekly in staff meetings.

Amber and Red Behaviours - Appendix 3

Green Behaviour Our 4Bs...	Amber Behaviours	Red behaviours
Be the best you	Showing you are not being the best you by; <ul style="list-style-type: none"> ➤ Not putting effort into your learning ➤ Distracting yourself and others from learning 	Deliberately not being the best you by; <ul style="list-style-type: none"> ➤ Refusing to do learning ➤ Preventing others from learning ➤ Disrupting the physical classroom environment ➤ throwing chairs, ripping displays etc. ➤ Taking things that do not belong to you
Be Kind	Showing you are not being kind by; <ul style="list-style-type: none"> ➤ Being unkind to others ➤ Not keeping hands and feet to yourself 	Deliberately not being kind by; <ul style="list-style-type: none"> ➤ Speaking in a verbally aggressive manner ➤ Swearing aggressively ➤ Being deliberately unkind ➤ Being physically aggressive ➤ Using words in a derogatory way understanding is clear
Be Respectful	Showing you are not being respectful by; <ul style="list-style-type: none"> ➤ Not showing respect to the person talking to you ➤ Not being completely honest ➤ Not listening to what others say ➤ Not following instructions ➤ Not looking after school equipment 	Deliberately not being respectful by; <ul style="list-style-type: none"> ➤ Lying ➤ Answering back ➤ Ignoring instructions ➤ Deliberately damaging school equipment
Be Safe	Showing you are not being safe by; <ul style="list-style-type: none"> ➤ Throwing things that should not be thrown ➤ Being physical to another child or adult ➤ Refusal to follow instructions 	Deliberately showing you are not being safe by; <ul style="list-style-type: none"> ➤ Climbing a school gate/fence ➤ Climbing on any surface that should not be climbed on ➤ Hitting/ kicking /punching a member of staff or child with intent ➤ Threatening behaviour

Amber Behaviour Notification

Date _____

Dear Parent/carer,
 Unfortunately, today _____ has shown unacceptable behaviour in the classroom and, despite warnings, has not shown our 'green' 4B behaviours that we expect at all times.

- Be the best you
- Be respectful
- Be kind
- Be safe

Amber Behaviours
Showing you are not being the best you by; <ul style="list-style-type: none"> ➢ Not putting effort into your learning ➢ Distracting yourself and others from learning
Showing you are not being kind by; <ul style="list-style-type: none"> ➢ Being unkind to others ➢ Not keeping hands and feet to yourself
Showing you are not being respectful by; <ul style="list-style-type: none"> ➢ Not showing respect to the person talking to you ➢ Not being completely honest ➢ Not listening to what others say ➢ Not following instructions ➢ Not looking after school equipment
Showing you are not being safe by; <ul style="list-style-type: none"> ➢ Throwing things that should not be thrown ➢ Being physical to another child or adult ➢ Refusal to follow instructions

As a sanction and in accordance with our behaviour policy, your child has missed 5/15 minutes of their play today.

We thank you for your continued support and should you have any queries please do get in touch.

Kind regards,
 The QMPS Team

Red Behaviour Notification

Date _____

Dear Parent/carer,
 Unfortunately, today _____ has shown unacceptable behaviour in the classroom and, despite warnings, has not shown our 'green' 4B behaviours that we expect at all times.

- Be the best you
- Be respectful
- Be kind
- Be safe

Red behaviours
Deliberately not being the best you by; <ul style="list-style-type: none"> ➢ Refusing to do learning ➢ Preventing others from learning ➢ Disrupting the physical classroom environment ➢ Throwing chairs, ripping displays etc. ➢ Taking things that do not belong to you
Deliberately not being kind by; <ul style="list-style-type: none"> ➢ Speaking in a verbally aggressive manner ➢ Swearing aggressively ➢ Being deliberately unkind ➢ Being physically aggressive ➢ Using words in a derogatory way understanding is clear
Deliberately not being respectful by; <ul style="list-style-type: none"> ➢ Lying ➢ Answering back ➢ Ignoring instructions ➢ Deliberately damaging school equipment
Deliberately showing you are not being safe by; <ul style="list-style-type: none"> ➢ Climbing a school gate/fence ➢ Climbing on any surface that should not be climbed on ➢ Hitting/ kicking /punching a member of staff or child with intent ➢ Threatening behaviour

As a sanction and in accordance with our behaviour policy, your child has missed 15/30 minutes of their play today.

We thank you for your continued support and should you have any queries please do get in touch.

Kind regards,
 The QMPS Team

