

Queen Eleanor's Church of England Junior School
An Academy in the Good Shepherd Trust
Queen Eleanor's Road, Onslow Village, Guildford, GU2 7SD



BEHAVIOUR MANAGEMENT POLICY

Date	Review Date	Responsibility of
November 2024	November 2025	Leadership Local Committee Lead: Safeguarding

Introduction

We believe that Queen Eleanor's School should provide a secure environment in which a child can grow in self-confidence and learn tolerance and mutual respect. Through this, children will learn to take responsibility for themselves and others.

We are a caring school and are proud of our distinctly Christian ethos where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain a close partnership between children, parents and staff so as to develop children who will be lifelong learning and responsible citizens.

We believe that a child cannot learn effectively unless they feel secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

All of us have a responsibility for encouraging children to obey the school rules and to behave well at all times – to ignore misbehaviour is to condone it. Staff presence and vigilance will encourage high standards of behaviour, in the classroom and around the school.

The purpose of our behaviour policy is:

- To help us maintain a consistent approach which supports the aims and values of the school
- To create a positive and orderly atmosphere which supports teaching and learning
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- To ensure consistent implementation of this policy from all staff especially in the delivery of rewards and sanctions
- To ensure that staff, pupils, parents, local committee members and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour

Our School Rules

At Queen Eleanor's we have developed with the children and staff a set of rules designed for everyone to follow which we refer to as the Golden Rules.

Queen Eleanor's Golden Rules

- Respect the school, its pupils and staff and their property
- Treat others as you would like to be treated
- Be polite to everyone
- Celebrate everyone's success
- Always try your best
- Be a friend to anyone who needs one
- Keep ourselves and others safe

They are clearly displayed in every classroom and around the school. At the beginning of each school year, the class teacher and teaching assistant go over the Golden Rules with their class to ensure all children are familiar with them and understand what they mean. Children are taught to observe others following the rules (acting as role models) and to refer to them if mistakes are made. The rules are often referred to in Collective Worship and all staff take responsibility in ensuring that children follow them.

General Principles

1. Setting the Standard

It is the responsibility of all staff to model the standards of behaviour, uniform and expectations expected of the children. Whenever possible, all staff should deal with discipline problems themselves when and where they happen. Every effort should be made to listen and investigate, keep calm, consistent and try to diffuse the situation. Anything that tends to lower a child's self-esteem E.g. shouting, use of sarcasm or humiliating punishments will not be used. Teachers may implement additional rewards/ sanctions in their classrooms as appropriate.

2. Teaching Good Behaviour

Children have to be taught and staff have to teach children the behaviour they expect. They should clearly and consistently state expectations to the children. If a child does not behave appropriately, explain to the child he or she has chosen not to and therefore certain consequences will follow. All staff should praise pupils displaying good behaviour and following the school rules.

3. Involving the Children

At the beginning of every school year, teachers will discuss with their class the school rules and what they mean. Additional classroom rules (displayed with the school golden rules) may be developed if deemed appropriate by class teachers. It is also important to discuss and display any procedural rules e.g. where to put finished work etc. Discussion in the classroom will be followed up in and reinforced by the SLT during whole-school assemblies. This will help the children to develop a sense of “ownership” and commitment to good standards of behaviour.

4. Teaching and Learning

High standards of classroom management and teaching and the provision of interesting but challenging work matched to the ability of the child are most important in securing good behaviour in the classroom and minimising opportunities for disruption.

5. The Role of Parents

It is vital that we build a partnership with parents to gain their support for our policy on behaviour. A booklet setting out our expectations in terms of behaviour is given to new and existing parents and all parents are asked to sign a contract committing them to supporting our policy and reinforcing at home the standards of behaviour expected at school. Parents appreciate being told if their child has done well and letters, notes or telephone calls home are a good way to do this. Similarly, they want to know if their child is not adhering to the school rules and expectations.

Rewards

We believe that positive strategies are most effective in ensuring good behaviour and therefore it is important that praise and reward be used to the fullest possible extent to reinforce and acknowledge positive behaviour. Reference should frequently be made to children who are good role models to others e.g. thank you Mary for putting your hand up, well done John’s table for working quietly etc.

Golden Time

Children at Queen Eleanor’s have 25 - 30 minutes of golden time per week as their reward for keeping the school rules. It is important that the activities chosen are ones the children want to do so that they are positively encouraged to behave well during the week and not lose time because they have broken a school rule.

Class Rewards

Class Teachers use a wide range of motivation strategies within their class to support the children in achieving their full potential. These may be targeted towards whole class rewards or individual motivation.

However, all classes operate the following in-house systems:

- Teacher award
- House Points
- Class Tokens
- Positive comments in marking, homework diaries/reading records
- Phone calls home for praise by class teacher or Head Teacher if requested by the teacher
- Half-termly phone call home from SLT
- Showing good work/achievements to the Head Teacher

Individual Rewards

Individual children will also be rewarded for good behaviour (as well as good work or effort). This could include:

- Specific praise
- Award of house points, tokens and certificates.
- Mentions in Collective Worship (including the whole school Celebration Collective Worship)
- Being sent to the Head Teacher, member of SLT, Phase Leader, Subject Leader or a previous class teacher
- Informing families

Extra responsibilities

Children at Queen Eleanor’s are encouraged to use their voice to help make the school a better place. There are a number of opportunities for children to make a difference including becoming a house captain or sports captain (Year 6 only); a wellbeing ambassador; a member of the Faith Team or the Eco-Team; or a Science monitor. All these come with extra responsibilities and the children are expected to be role models for the other children. If the school feels that the child’s/children’s behaviour is not appropriate, these extra roles and responsibilities can be taken away on a temporary or permanent basis as deemed appropriate.

House Points

The use of House Points at Queen Eleanor’s enables the children to develop a sense of community as well as fostering and encouraging healthy competition.

The children are able to earn House Points that count towards a personal reward as well as contributing to the House Cup, which is awarded every year. House Points are earned for behaviour and effort that is above the normal expectations held for each individual child. House Points can also be issued at lunchtime. In Collective Worship each week, the updated house point totals are read out and changed accordingly. At the end of term, the House with the most House Points will receive a House Treat of an exclusive mufti day.

The House Points children earn per term will go towards a certificate and end of term reward. The number of House Points they earn in a single term will determine the colour of certificate they receive. Below is a list of the certificates the children can earn and how many House Points they need to gain that certificate.

BRONZE	SILVER	GOLD	PLATINUM
30 House Points	80 House Points	120 House Points	200 House Points

All house point certificates will be given out to the children at the end of each term.

Class Tokens

A class token is a whole class reward. A class can be awarded a token for producing outstanding work or an exceptional display of behaviour. These tokens will be added to the class token tube, which will be displayed in each classroom. When the class reach their token goal (decided upon as a class as the beginning of the year), then a token treat will be arranged by the class teacher. Examples of this are movie afternoons, class parties, visits to the local rec, a mini Olympics, cooking etc.

Sanctions

A yellow and red card system operates at all times (in classes, collective worship, during break and lunchtime, school-led after school clubs, QE meadows and school trips/ visits) for children who exhibit less than satisfactory attitudes or behaviour during work or play.

First warning

A first WARNING is given for breaking a Golden Rule, unacceptable behaviour or attitude towards work or poor manners. The child will be asked if they understand what the warning is being given for and will be asked to think about how they can make a better choice and not repeat the behaviour. If the child is unable to explain, the teacher will calmly and carefully explain why it is given and the impact of the unacceptable behaviour.

Second warning

A second WARNING is given for a repeat of the above or similar behaviour, warning that the behaviour is not acceptable.

Yellow Card

A yellow card is given for a repeat of the above or similar behaviour. A yellow card can also be given for a more serious behaviour, which does not meet threshold for a red card (see below). For example, rudeness to adults or drawing on school property. This needs to be written in the child's homework diary so that parents/ carers can see what has happened and sign for the next school day. In the event that the child does not have their homework diary in school, an email will be sent to the parent/ carer. Fifteen minutes will be taken from break/ lunchtime or Golden Time.

Red Card

A red card is issued for violent or seriously unacceptable behaviour. The Head Teacher, Deputy Head or Assistant Head will use their discretion in relation to violent incidents that occur between children. Should a child reach the red card stage, they are to be removed to the Head Teacher or Deputy Head's office, Senior Leader's classroom or suitable supervised area. The Head Teacher, Deputy Head or Assistant Head will discuss the issue with the child and will record the child's name and the nature of the incident on CPOMs. At this stage, parents will be contacted directly regarding the incident. Time will be taken from Friday's Golden Time or a ban from playtime may be given; however, depending on the nature of the behaviour, other appropriate sanctions may be given.

For extreme behaviour such as deliberate or thoughtless harm to others, bad language, or rudeness to staff, children will be referred immediately to the Head Teacher, Deputy Head or Assistant Head and parents notified as soon as possible.

Suspensions

Fixed term suspensions can only be carried out by the Head Teacher, or in her absence, by a member of the Leadership Team. Generally, they would only be used in cases of very serious incidents of misbehaviour such as the use of violence or persistent verbal abuse towards children and/or staff and after every other possibility had been exhausted.

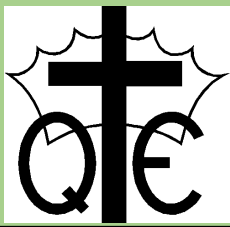
Permanent exclusion can only be carried out by the Head Teacher, has far-reaching consequences and would follow local and national guidelines.

See appendix 1 for more information.

Recognising the impact of SEND and additional needs on behaviour

The schools recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND needs. Decisions on whether

a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupil with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.



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The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavors to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

Anticipating and removing triggers

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of strategies used to anticipate and remove triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as Autism Spectrum Disorder or Attention Deficit Disorder
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

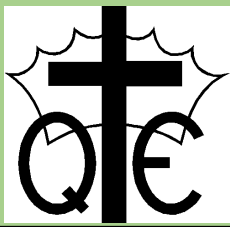
If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Restorative Practice

At Queen Eleanor's, there may be occasions where a member of the Senior Leadership Team decide to use a restorative approach, at their discretion, which focuses on repairing relationships rather than providing a consequence. This approach allows those involved in a behaviour incident to help resolve conflict and tackle the root of the problem.

This often takes the form of a restorative conversation. Often, conversations will revolve around restorative questions, such as:

- What happened?
- What did you think or feel as the situation happened?
- Who has this affected and how has this affected them?
- How can things be put right or restored?



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This might end with an opportunity for the child(ren) to do something to put things right. The hope is that by addressing the incident, the emotions and thoughts behind it and the effect it has had on others, children may recognise the impact of their choices. Crucially, the restorative conversation will seek to restore and mend relationships and self-esteem. This approach is particularly effective if the children have had a breakdown in friendship or a rare incident has occurred between friends.

Playground at Playtime

Every effort should be made to create a positive atmosphere in the playground. Those children who behave well, play safely, are kind and considerate and share the outdoor space in a friendly manner can be rewarded with praise or house points.

At playtime, children who misbehave will be issued with warnings, yellow or red cards accordingly.

Wet playtimes

At the beginning of each school year, teachers will so share ground rules for wet playtimes and these should be displayed in the classroom. As part of this, class teachers should make sure that children know where things for wet playtime are kept and what they can use.

Additional information that the duty teacher or lunchtime staff should know can be written on the board.

Before leaving their class during wet break or lunchtime, teachers should ensure that the children are settled and occupied.

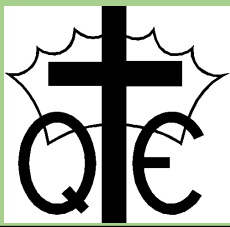
School trips and residential

The same standard of behaviour in school is expected during school trips and residential. For local visits and day trips, our in-house policy (as detailed above) will apply. During residential trips, if unacceptable behaviour is exhibited, in the first instance, the children will given a warning and explanation as to why their behaviour needs to change. If this behaviour, or similar, is repeated, the child may need to sit out of an activity. If a very serious behaviour were to occur, parents/ carers may be contacted and requested to collect their child.

Peer on Peer Abuse

Sexual violence and sexual harassment can occur between children of any age and sex from primary through to secondary stage and into colleges. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children. In our Trust, we maintain an 'it could happen here' approach.

Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.



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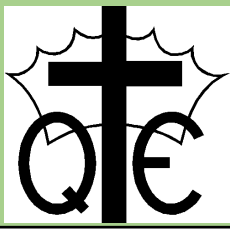
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Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, and school staff are supported and protected as appropriate.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school.

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE (2021) and following recommendations from the [Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance \(DfE 2021\)](#). [KCSiE states that it is more likely that girls will be victims and boys' perpetrators, but all peer-on-peer abuse is unacceptable and will be taken seriously.](#)

We have a zero-tolerance approach to sexual violence and sexual harassment and do not accept that it is an inevitable part of growing up. It will not be passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys". We will act as though this may be happening at our school, even when we receive no reports.



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We will minimise the risk of peer on peer/child on child abuse by: -

Prevention (procedures to minimise the risk)

- Taking a whole school/college approach to safeguarding & child protection.
- Providing training to staff.
- Providing a clear set of values and standards, underpinned by the school/college's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.
- Engaging with specialist support and interventions.

Responding to reports of sexual violence and sexual harassment

Children making any report of sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported. They should be able to safely express their views and give feedback. (KCSIE 2021)

If the report includes an online element staff will be mindful of the [Searching, Screening and Confiscation: advice for schools 2018](#) and [Sharing nudes and semi-nudes 2020](#) guidance.

Staff taking the report will inform the DSL or the Deputy DSL immediately and must make a follow-up, factual report on CPOMS. If possible, take the report with two members of staff present.

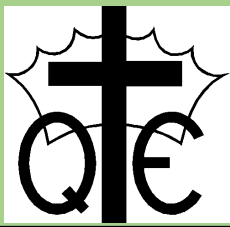
Listen carefully, reflect back (using the child's language) being non-judgemental and not asking leading questions. Give the child your full attention.

Staff taking a report will never promise confidentiality but will provide reassurance.

Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the C-SPA securely email: cspa@surreycc.gov.uk or telephone 0300 470 9100, as appropriate.

Decisions on action will be made on a case-by-case basis with the DSL taking a leading role and using their professional judgement, supported by other agencies, such as C-SPA and the police, as required.



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Risk Assessment

Following a report, the DSL will make an immediate risk and needs assessment that should be recorded and kept under review.

The risk assessment will consider;

- The victim, especially their protection and support.
- Whether there may have been other victims,
- The alleged perpetrator(s), their support needs and any disciplinary action.
- All other children at the school/college.
- The victim and the alleged perpetrator sharing classes and space at school/college.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school/college's approach to supporting and protecting children.

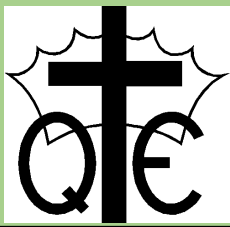
Support regarding risk assessments can be accessed from the [Education Safeguarding Team](mailto:education.safeguarding@surreycc.gov.uk) – education.safeguarding@surreycc.gov.uk

Action: The DSL will consider

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options:

- Manage internally.
- Early Help intervention.
- Request for support to the C-SPA.
- Report to the Police (generally in parallel with a request for support to the C-SPA).



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Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school/college premises and on transport, where appropriate. See KCSIE pg. 106.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school/college would seriously harm the education or welfare of the victim (and potentially themselves and other children).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school/college will, if it has not already, consider any suitable sanctions considering their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the Head Teacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

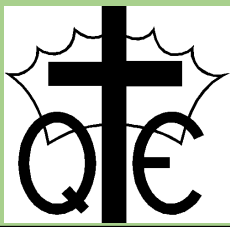
The victim, alleged perpetrator and any other children and adults affected will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.

The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child/person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. A referral to C-SPA may be required. If a report is shown to be deliberately invented or malicious, the school will consider whether disciplinary action against the individual is appropriate.

Ongoing support will be provided to the victim, in accordance with their needs and wishes. Support will be tailored on a case-by-case basis.



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Physical Abuse

While a clear focus of peer on peer/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority.

References:

[DfE Keeping Children Safe in Education 2021](#)

[Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance \(DfE 2021\)](#)

Bullying Behaviour

See separate Anti-Bullying Policy.

Monitoring and Evaluating

If our behaviour policy is to be fully effective, it must be consistently implemented. The responsibility for this is as follows:

Local Committee	By observation and discussion with staff, children and parents
Leadership Team	Through classroom and around the school observations Induction of new members to the SLT or Year Group Leaders to ensure understanding of policy
Phase Leaders	Through classroom observations Induction of teachers, either new to the school or the year group, to ensure understanding of policy
All Staff	Through implementation of behaviour policy and assessing its effectiveness in promoting high standards of behaviour