

Indian Queens School

Managing and Supporting Positive Behaviour



Courage, Kindness, Trust

2024-2025

Aims and Ethos

Rational

The school's managing and supporting positive behaviour policy aims to promote an environment where everyone in our school community feels safe, secure and ready to learn within an environment of mutual respect. This policy is designed to promote good behaviour, rather than merely deter antisocial behaviour.

As an integral part of our school community, parents play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership with parents in order to support positive behaviour both in school and at home.

At Indian Queens Primary School, we expect the highest standards of behaviour, and we acknowledge, praise and reward behaviour that is good. As a school community, we understand the importance of feeling safe. Our focus is to ensure that all pupils feel safe within the school and develop trusting, positive relationships with all members of the school community.

At the heart of our approach is the importance of positive relationships and the development of positive social, emotional and learning behaviours.

Aims and Objectives

We aim to ensure that our approach to behaviour teaches, supports and reinforces the skills and behaviours a pupil needs to succeed in learning. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

Through an ethos that values every child, we aim to actively promote high self-esteem and high aspirations for all pupils. We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school.

Clear, timely and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this.

Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?' Trauma Informed Schools UK.

Trauma Informed Schools Ethos

An understanding of trauma and childhood adversity informs our approach to relationships within our academy community. We are committed to ensuring that our school develops an approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning.



There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

Whole School Approach

Providing an environment that has safety, connection and compassion at its heart ensures that our Academy members act to maximise protective factors through the conscious use of our relationships, in line with KCSIE (2024).

It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future. This is particularly pertinent for children on the record of need.

Academy Rules

At Indian Queens Primary School all children are encouraged to show respect and consideration for themselves, for others and for property. We believe that good behaviour is the hallmark of a good academy. Our aim is to maximise teaching and learning time. All members of the academy community follow the academy rules:

Be Ready

Show Respect

Show Kindness

Our agreements are expressed positively. This underlines our understanding that children learn best within positive, trusting relationships. Pupils spend time exploring in an age-appropriate way what the expectations mean through a variety of ways e.g. stories, Circle Time, drama, photographs, dance, art, PSHE. Adults recognise their changing role from assertive to supportive care, developing pupils' insight and language of sensations and emotions, building understanding of self within a community based on inclusion and acceptance.

Roles and responsibilities

All staff must adhere to the school's positive behaviour policy and follow it with fidelity. Senior leaders must monitor behaviour across the school, promote good behaviour and support colleagues to implement the policy, through regular staff training on behaviour management including as part of the induction process.

What we do



Indian Queens Primary School & Nursery

Our core values are embodied in our three school rules. School staff review these together on a yearly basis. These are revisited with children and throughout the year are regularly discussed and encouraged.

Our School Rules – Be Ready, Show Respect, Show Kindness

Be Ready	Show Respect	Show kindness
<p>Being Ready includes:</p> <p>We are ready to learn.</p> <p>We arrive at school on time.</p> <p>We have the correct uniform and PE kit.</p> <p>We have our equipment ready.</p> <p>We show that we are listening and are ready to try our very best.</p> <p>We have a healthy snack and water.</p>	<p>Showing Respect includes:</p> <p>We track and listen when others speak.</p> <p>We respect the property of our friends and our school.</p> <p>We respect the world environment.</p> <p>We respect that other people have different ideas, beliefs, backgrounds and needs from our own.</p> <p>We respect the law and the rules of school and society.</p> <p>We move around school in a respectful manner: walking, keeping to one side, holding doors open.</p>	<p>Showing Kindness includes:</p> <p>We keep our hands, feet and unkind words to ourselves.</p> <p>We use manners and think of others.</p> <p>We use equipment safely together.</p> <p>We make kind choices with our friends.</p> <p>We stay safe online and make kind choices in our community.</p> <p>We discuss things with kindness.</p>

Special Celebrations, Roles and Responsibilities

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example, at lunch times, encourages positive interactions and aspirations.

Assemblies and all class-based lessons provide high quality opportunities for praise linked to deeper learning. Assemblies involve an element of positive praise and celebration, with each teacher giving explicit praise during Celebration Assemblies.

We recognise the importance of positive comments, respectful interactions and role modelling for the children. The school expects all adults - staff, parents, Hub Councillors and visitors - to employ this in our relationships with each other, as well as with our pupils.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a

community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed.

Children will be supported in self-regulation and this represents that good learning has taken place.

At Indian Queens School there is a consistent approach to behaviour. All children are encouraged to be their '**Personal Best**' by aiming to use their '**Gem Power.**'

Our positive reward system focusses on installing desired behaviours and values in the children as they develop the three core areas of 'My Personal Best.'




In order to achieve the above we will:

- Explicitly teach the class rules and why they are important (communication)
- Provide opportunities for children to be active participants in their own learning and development (behaviour for learning)
- Clearly state the boundaries of acceptable behaviour (rules)
- Respond promptly, developmentally appropriately and consistently to children who test these boundaries (expectations)
- Promote good behaviour in a positive way (rewards)
- Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging (inclusion)
- Work with parents where additional support is needed or to celebrate positive achievements and progress through our open and respectful partnerships (partnership)

- Keep records of rewards and sanctions to identify strengths and areas for development as the basis for effective action (self-evaluation and school improvement)

Indian Queens School's positive reward system

We've got the power!







I've got the power to be trusting.

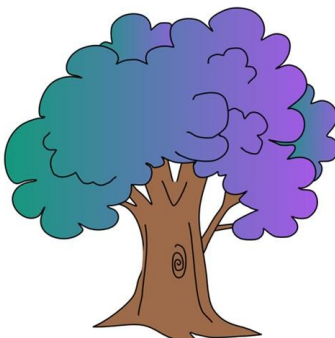
I've got the power to be honest.

I've got the power to be curious.

Our new reward system will focus on installing positive behaviours and values. These values are grouped into three areas: Healthy me, Social me and Thinking me. When the children demonstrate one of these values they will earn a gem. They will put this gem into their class gem pots, working towards a collective reward.

Social Me Gems – Blue – Sapphire Power Gratitude, Empathy, Fairness Trust, Respect, Encouragement, Co-operation, Communication	
Healthy Me Gems - Green - Emerald Power Self-Belief, Courage Honesty, Resilience, Self-motivation Responsibility, Self-discipline	
Thinking Me Gems – Purple – Amethyst Power Imagination, Curiosity, Concentration Reflection, Resourcefulness, Evaluation, Decision Making, Problem Solving	





Sky high - They will move to Sky High for exceptional demonstrations of gem power. Resulting in a certificate and an assembly shout out.

Tree top - They will move up to the tree top for continuing to show their gem power. They will be rewarded with a sticker.

Branches - They will move up to the branches for using their gem powers.

Tree trunk - Everyone will start on the tree trunk every day.

Roots - 1st warning for showing undesired behaviour.

Off the tree - 2nd warning for showing undesired behaviour. Further consequences if behaviour continues.

- Thinking time
- Loss of playtime
- Meet with a member of the leadership team.

Alongside our positive rewards, there will be a clear consequence system in place. This will encourage positive choices and opportunities to reflect on behaviour. Children will be given the opportunity to make a different choice. This will be modelled through a tree.

The children will be celebrated through the gems they win, stickers and certificates.

All adults in the school will celebrate the childrens' successes and ask which power they have used.

If your child comes home with a sticker or certificate we encourage you to ask them which power they used.

Rewards

All staff within our school will make an effort to praise each and every child for their work, effort, attitudes, behaviour or achievements. Our system is flexible to take account of individual circumstances.

Moving up the tree, earning a 'Treetop' sticker and positive praise are rewards that take place daily. Weekly reward assemblies celebrate certificates awarded to those achieving 'Sky High'. Head Teacher Awards are given termly for children who have been exceptional in any area of school life.

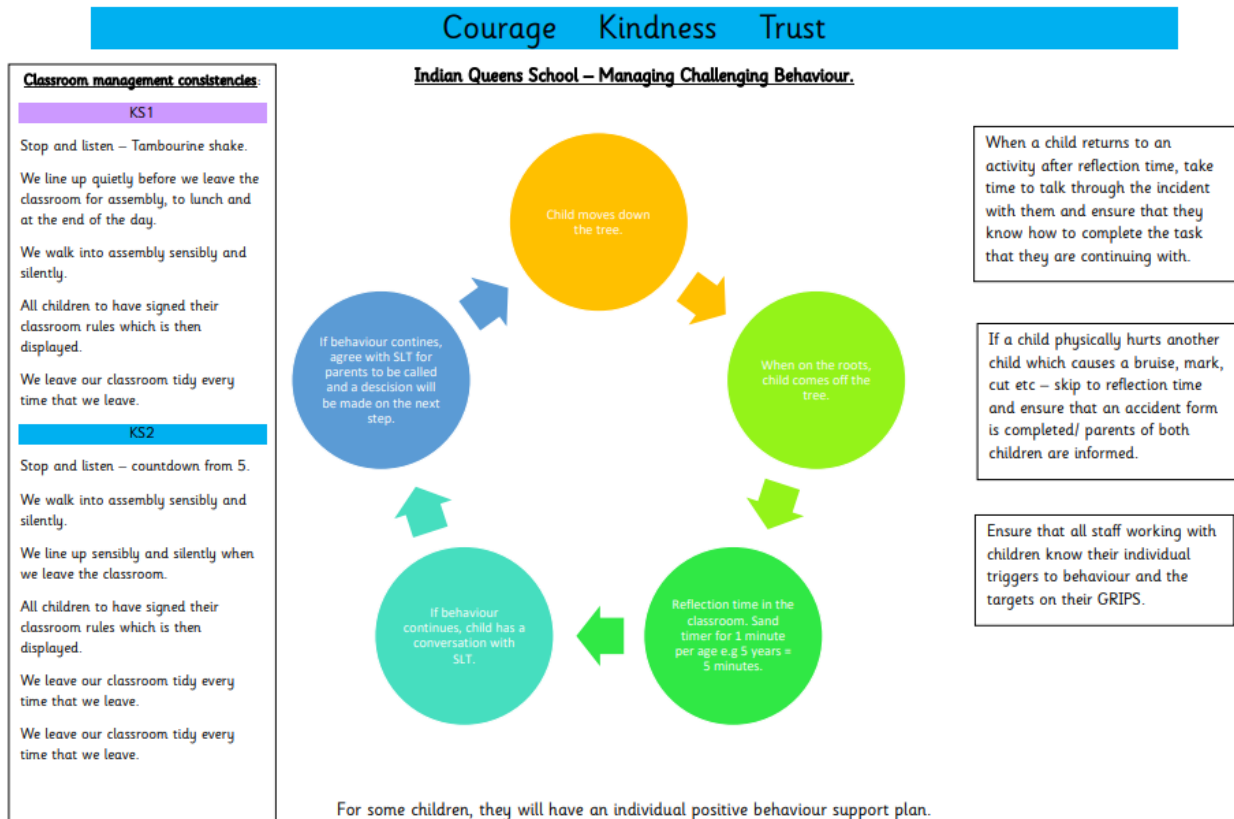
Rewards are never to be taken away once earned.

Consequences

We want children to be aware that for poor behaviour, there are consequences.

1. Verbal reminder – Dialogue and reminder of how to improve.
2. Gem Tree (visual reminder) - Dialogue and reminder of how to improve.
3. Thinking time – If undesired behaviour persists, time to reflect on the behaviour will be given with the adult who gave the consequence.

4. Child to meet with a member of the senior leadership team.
5. If behaviour does not improve parents/carers and child to meet with Head of School to discuss an individual behaviour plan This system is followed by all staff at all times.



For some children, particularly those with additional needs, a bespoke behaviour support plan and reward system may be required to scaffold success. This policy can be adapted for individual pupils where exceptional circumstances requires it, e.g. an identified SEND need.

Positive handling

At Indian Queens School safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. The use of Team Teach will be reasonable, proportionate and necessary.

Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that all stakeholders remain safe.

If Team Teach has been required, the staff member will log the incident on MyConcern and parents or carers will be informed.

Certain behaviours will not be tolerated in school. The following are incidents that may lead directly to internal or external suspension:

- a) Persistent, serious or offensive verbal or physical abuse of a child
- b) Verbal or physical abuse of an adult
- c) Dangerous behaviour (likely to result in a serious harm or accident)
- d) Deliberate damage to property
- e) Open defiance
- f) Leaving the school site without permission
- g) Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

A decision to suspend a pupil should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All of the above are sanctioned by a trust director.

If all other avenues of behaviour management and support have failed to have an effect, permanent exclusion or a managed move may be implemented. If a child's needs cannot be met at Indian Queens, we would look for a suitable setting for that child as a preference.

Links to Other Policies

- **Safeguarding and child protection policy**
- **Peer on peer abuse policy**
- **Staff Handbook - Code of conduct**
- **Anti-bullying policy**

Mobile phones

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Indian Queens Primary School discourages pupils bringing mobile phones to school due to potential issues. When a child needs to bring a phone into school, it must be switched off and stored in a secure box within the classroom for the duration of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Indian Queens Primary School accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school. We ask that parents talk to their children about the

appropriate use of text messages and social media platforms as they can often be used inappropriately.

Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office.

Review

This policy is to be reviewed every two years by staff, parents and pupils.

Revision Log

Date	Version No.	Brief detail of change
7.9.23	1	
18.12.24	2	Added table