



Behaviour Policy

January 2026

Behaviour Policy
QUEENSGATE FOUNDATION PRIMARY SCHOOL

Policy Review

This policy is reviewed in full by the Governing Board on an annual basis.

The policy was last reviewed and agreed by the Governing Board on 11th February 2026

It will be reviewed again on February 2027

Approved

Signature: Head Teacher

Date:



Signature: Co-Chair of Governing Board Date:

Policy control

Date	Amendments / additions	Reason
July 2021	Addition to policy of Zones of Regulation	Update
July 2022	Addition of 4.5 and 4.6	
July 2022	Section 5 Legal framework updated	To reflect new guidance
July 2022	10.2 Re-worded	To reflect update
July 2022	10.5 deleted – 10.6 reverts to 10.5 and was re-worded	To reflect update
July 2022	Section 15 – additional bullet point	To reflect record keeping
July 2022	Addition of Prevention Strategies	To reflect update
July 2023	Section 1 – Behaviour in Schools	To reflect new guidance changes
July 2023	Section 1 – KCSiE	To reflect new guidance changes
July 2023	Section 1 – Searching, Screening and Confiscation	To reflect new guidance changes
July 2023	Section 1 – Suspension and Permanent Exclusion	To reflect new guidance changes
July 2023	Section 18 – Physical Intervention	To reflect update
July 2024	Update to Legal Framework	DfE updates

1. Statement of Intent

Queensgate Foundation Primary School is committed to creating a safe, respectful and nurturing learning environment. This policy outlines the expectations, systems and support structures that promote positive behaviour and ensure consistency across the school.

Our approach is rooted in our five core values:

- **Collaboration** - We Work together, valuing everyone's strengths and learning from one another is key at Queensgate Primary. Pupils are encouraged to support their classmates and contribute positively to their teams, while staff work closely with families and the wider community to create a united environment. Through shared projects and teamwork, children learn that success is something we achieve together - 'working together for a successful future'.
- **Creativity** - We encourage every child to think imaginatively, express themselves and explore new ideas across all areas of learning. We see creativity not just as art or music, but as an open-minded, original approach that builds confidence, innovation and adaptability. Our curriculum is designed to spark curiosity and provide rich, joyful experiences that inspire children to use their imagination.
- **Courage** - We support children to face challenges with confidence, embrace mistakes and keep going. Pupils are encouraged to step outside their comfort zone, ask questions, speak up for what is right and stay true to their values. We celebrate resilience and teach children to view challenges as opportunities to grow, developing learners who try new things, learn from setbacks and become stronger every day.
- **Curiosity** - We inspire children to explore, question and investigate the world around them. Learning stretches beyond the classroom into nature, technology, literature and real-life experiences. By nurturing curiosity, we help pupils think deeply, take ownership of their learning and enjoy the process of discovery, not just the answers they find.
- **Compassion**- We show kindness, respect and care for ourselves, others and the wider world. Children learn to be empathetic, appreciate differences and act with integrity. We encourage pupils to help others, show patience and be a positive influence.

2. Aims of the Policy

- Promote a positive, safe and inclusive learning environment.
- Promote a culture of praise and encouragement in which all pupils can achieve.
- Encourage self-discipline, responsibility and respect.
- Ensure consistent and fair responses to behaviour.
- Support pupils in understanding the impact of their actions.
- Embed Queensgate core values into daily school life.
- Create a community where all its members feel valued and respected and where building positive relationships is paramount.

3. Roles and responsibilities

The Governing Body will:

- Review and approve this behaviour policy in conjunction with the Headteacher
- Monitor the effectiveness of this policy
- Hold the Headteacher to account for its implementation
- Consider parents' representations about exclusions

The Headteacher will:

- Review this policy in conjunction with the governing body
- Ensure the school environment encourages positive behaviour
- Monitor the policy is implemented by staff consistently with all groups of pupils
- Work with the school community to create an ethos that makes everyone feel valued and respected
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- Ensure the health, safety and welfare of all children in the school
- Make decisions, in line with DfE exclusion guidance, to exclude pupils for either a fixed term period or a permanent exclusion

Staff are expected to:

- Create a calm and safe environment for all pupils
- Establish and maintain clear boundaries of acceptable behaviour
- Implement the behaviour policy consistently with all pupils in the school
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behaviour needs of particular pupils
- Communicate any behaviours with parents or carers

Pupils are expected to:

- Follow the Queensgate Core values at all times
- Follow the behaviour policy and classroom expectations at all times

Parents are encouraged to:

- Have good relations with the school
- Support their child to adhere to the Queensgate core values
- Ensure that children arrive punctually for the start of the school day and collect on time at the end of the day
- Ensure regular attendance at school and avoid unnecessary pupil absence
- Inform the school of any changes in circumstances, which may reflect their child's behaviour

2. Key principles to Queensgate approach

We all share the responsibility for creating a safe, caring and happy learning environment, built upon strong and trusting relationships. All staff recognise that behaviour is a form of communication, and that supporting pupils effectively is not about everyone receiving the same (equality), but about ensuring each child receives what they need to thrive (equity).

Staff approach behaviour with curiosity rather than judgement, seeking to understand the underlying needs that may be influencing a child's actions. Empathy, respect and emotional attunement guide all interactions.

By prioritising positive relationships between staff and pupils, the school promotes mutual respect, upholds our values, and creates the conditions in which every child can succeed socially, emotionally and academically.

3. Classroom management

Teaching and support staff at Queensgate Primary School play a vital role in setting the tone and creating the conditions for positive behaviour. While there are many effective approaches, at Queensgate we place particular importance on fostering a strong sense of belonging through warm, supportive relationships with our children. This includes greeting pupils positively each morning, ending the day with encouragement, and ensuring every new day begins afresh.

Our learning environments are inclusive, calm and purposeful, while still stimulating curiosity and engagement. Classrooms are organised so that all children can participate fully and feel safe, valued and ready to learn.

Clear classroom rules, routines and behaviour expectations are communicated consistently both verbally and non-verbally so that every child understands their role in contributing to a positive, respectful and effective learning environment. Staff use positive reinforcement to highlight and celebrate good behaviour, and they respond to low-level behaviours with calm, proactive strategies that support children to make positive choices.

4. Break and lunch times

Some pupils may find it more challenging to manage their behaviour during unstructured times such as break and lunchtime. At Queensgate, staff are expected to maximise opportunities to interact positively with pupils during these periods, ensuring children feel supported, included and engaged. Staff actively encourage and facilitate appropriate play and social activities so that all pupils can enjoy safe, purposeful and happy unstructured times.

Our Games Makers promote positive play across the playgrounds, ensuring all children are included, treated fairly, and supported to have fun. Our Anti-Bullying Ambassadors act as positive role models throughout the school; they are trained pupils whom other children can approach if they need help, reassurance, or someone to talk to. Together, these pupil leaders help foster a safe, respectful, and welcoming environment for everyone.

5. Responding to expected or above expected behaviour

When a child meets, or goes above and beyond, the expected behaviour standards, staff at Queensgate Primary School will acknowledge this through positive recognition and reward. These moments allow all staff to actively reinforce the school's ethos and the values that underpin our culture.

Positive reinforcement and rewards are used consistently, clearly and fairly to strengthen the routines, expectations and norms that support positive behaviour across the school.

At Queensgate, positive behaviour may be recognised and rewarded through:

- Verbal praise, with reasons made clear to the child
- Showing their work in class/to other adults in the school
- Stickers
- Dojos
- Star Badges
- Good news cards home

- Focused learning celebration assembly
- Golden Time
- Time with school dog

6. Responding to behaviours that do not meet our expectations

When behaviour falls short of the expectations staff respond calmly, consistently and proportionately. Our aim is always to help children reflect, repair and make better choices, while maintaining a safe and positive learning environment for everyone.

The Queensgate Behaviour Pathway sets out both the behaviours we expect and those that are not acceptable. It clearly shows the steps and consequences linked to different behaviours, helping children understand how their choices influence what happens next. The pathway emphasises that children can always make a positive choice and move onto a different, more constructive pathway at any time. It is used consistently with all pupils so that everyone is fully aware of the expectations and the consequences that follow their actions. (see Appendix 2 & 3)

If a child persistently displays inappropriate behaviour, parents or carers will be informed as appropriate. A two-week review period will then be implemented, during which the class teacher will check in regularly with the child and gather their voice, using the process outlined in Appendix 5.

If the behaviour continues or escalates to a more serious level, a Behaviour Support Plan will be introduced in partnership with the child's parents or carers to ensure a consistent and supportive approach.

7. Suspension and Permanent Exclusion

Suspension and permanent exclusion may be used in response to serious incidents such as the possession of banned items (e.g. knives, vapes or stolen items) or in cases of persistent behaviour that does not improve despite appropriate support and intervention. These measures are always considered a last resort and are only used when all other strategies have been exhausted.

In some circumstances, exclusion may be the immediate and necessary response. This includes situations where a child's behaviour poses a significant risk to the safety of other pupils or staff. In such cases, the Headteacher will refer the matter to the Governing Body, providing a clear account of the actions taken by the school to date, supported by recorded evidence.

Further details can be found in our Suspensions and Inclusion Policy (Nov 2024).

8. Restorative Approach

Our PSHE (Personal, Social, Health and Emotional) curriculum prepares children for life by helping them to understand and value who they are, how they relate to others, and how to navigate an ever-changing world. At Queensgate Primary School, we are committed to using a restorative approach to behaviour. This supports children in recognising the impact of their actions, particularly when behaviour has fallen short of expectations, and helps them develop empathy, responsibility and positive relationships.

A restorative approach promotes a respectful and relational school climate, encouraging honesty, accountability and an understanding of others' feelings and perspectives.

To enable this approach, staff are expected to:

- Build respectful and trusting relationships with pupils

- Listen and respond calmly, empathetically and without judgement to all sides of an issue
- Create a sense of emotional safety so children feel able to share openly
- Encourage pupils to express their thoughts, feelings and needs appropriately
- Recognise how thoughts, feelings, beliefs and unmet needs can influence behaviour
- Support those involved in a situation to identify their own solutions and agree ways forward

In accordance with our Behaviour Pathway and restorative approach, once any unacceptable behaviour has occurred and the child is regulated and ready to engage, a supportive conversation with an adult will take place to repair the relationship. This ensures the child feels the matter has been addressed fairly and that a positive, fresh start can follow. The adult will use Appendix 4 as a template to record the child's voice during the restorative conversation.

We use the Zones of Regulation as a tool to help pupils recognise and manage their emotions. This supports our restorative approach and helps children return to a place where they can learn. The Zones are not used as a behaviour management system or as a consequence pathway.

9. Attachment and Trauma

Some children may have experienced attachment difficulties or trauma that influence how they respond to situations in school. These experiences can affect a child's ability to regulate emotions, form trusting relationships, and feel safe within routines and expectations. At Queensgate Primary, we recognise that behaviour is often a communication of an underlying need, and we respond with sensitivity, consistency, and a focus on connection. Staff use trauma-informed and attachment-aware approaches to help children feel secure, build positive relationships, and develop the skills needed to manage their emotions and behaviour effectively.

10. Physical intervention

In line with the school's Positive Handling Policy and the updated DfE guidance on restrictive interventions, trained staff may use reasonable force only when it is necessary to prevent a pupil from causing harm to themselves or others, causing serious damage to property, or to maintain immediate safety and good order. Any use of force must be proportionate, time-limited, and the least restrictive option available. Physical intervention is always a last resort, used only when de-escalation strategies have not been successful or when staff judge that immediate action is essential. Wherever possible, a second member of staff will be present to support and witness the intervention.

Following any restrictive intervention, including the use of reasonable force, the pupil will be taken to the headteacher and parents or carers will be informed as soon as possible. The incident will be recorded on CPOMS and reported in accordance with statutory DfE requirements and the school's procedures for recording restrictive interventions. Where appropriate, the headteacher may issue a suspension in line with DfE guidance. Pupils will only be sent home once direct contact has been made with a parent or carer.

Violent or threatening behaviour will not be tolerated and may result in a fixed-term exclusion, at the headteacher's discretion and in accordance with the school's Suspension and Exclusion Policy.

When considering the use of any restrictive intervention with pupils who have SEND or medical needs, staff will take particular account of their vulnerability, ensuring that decisions are informed, proportionate, and sensitive to individual needs. Preventative and de-escalation strategies will always be prioritised.

11. Seclusion

Seclusion may be used only in exceptional circumstances as a non-disciplinary safety measure when a pupil is highly dysregulated and at risk of harming themselves or others. It is never used as a consequence or threat of punishment.

When seclusion is required, the space must be safe, appropriate, and non-threatening, with the pupil supervised at all times. The restriction will last only for as long as the immediate risk remains, and the pupil will be allowed to leave as soon as it is safe to do so. All incidents involving seclusion will be recorded and reported on CPOMS.

12. Recognising the Impact of SEND on Behaviour

At Queensgate Primary School, we understand that a child's behaviour may be influenced by a special educational need or disability (SEND). When behaviour occurs that does not align with our expectations, we will always consider whether the child's SEND may be a contributing factor, while recognising that this will not be the case for every incident. All decisions are made in line with the Equality Act 2010 and the Children and Families Act 2014.

In meeting these duties, we aim to anticipate, as far as reasonably possible, any likely triggers for behaviour and put proactive support in place to reduce the chance of these arising. This includes making thoughtful adjustments to the curriculum, learning environment and equipment to meet the needs of children with sensory or other specific needs.

13. Considering Whether a Child Displaying Challenging Behaviour May Have Unidentified SEND

We recognise that challenging behaviour can sometimes indicate unmet or unidentified special educational needs. When concerns arise, the Special Educational Needs Co-ordinator (SENCO) may carry out further evaluation to explore whether a child has underlying needs that require additional support.

Where appropriate, we will seek guidance from external professionals such as:

- Speech and Language Therapy
- School Nursing Team
- Educational psychologist
- Education welfare team

or other specialist services to help identify specific needs and ensure the right support is in place.

If significant or acute needs are identified, we will work closely with external agencies to develop a tailored support plan. Parents and carers are central to this process; we will collaborate with them to shape the plan and review it regularly. All agreed support and strategies will be recorded within the child's passport or Education, Health and Care Plan.(EHCP)

14. Monitoring Arrangements

At Queensgate, we routinely gather a wide range of information to understand and strengthen our behaviour culture. This includes data on behaviour incidents, attendance, suspensions and permanent exclusions, the use of alternative provision or managed moves, and the views of pupils, staff, parents and carers.

This information is reviewed every half term by the Senior Leadership Team, ensuring that a range of perspectives informs our understanding. The analysis helps us to check that we are meeting our responsibilities under the Equality Act 2010. Where patterns, trends or disparities between groups of pupils are identified, we will take appropriate action, including reviewing and refining our policies or practices.

Monitoring This Policy

This behaviour policy is reviewed at least annually by the Headteacher and the full Governing Body. Reviews may take place more frequently if required, for example in response to emerging trends in behaviour data or feedback from stakeholders. Each review will be formally approved by the Governing Body.

Appendix 1 - Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited following:

Education Act 1996

Education Act 2002

Equality Act 2010

Education and Inspections Act 2006

Health Act 2006

the School Information (England) Regulations 2008

DfE (2018) 'Mental health and behaviour in schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'Use of reasonable force

Voyeurism (Offences) Act 2019

DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'

DfE (2024) 'Mobile Phones in Schools'

DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

DfE (2023) 'Keeping children safe in education 2023' DfE (2023) 'Searching, Screening and Confiscation: Advice for schools'

DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

DfE (2024) September – new KCSIE This policy operates in conjunction with the following school policies:
School Code

This policy is in conjunction with the following school policies:

Anti-Bullying Policy

Special Educational Needs and Disabilities (SEND) Policy

Child Protection

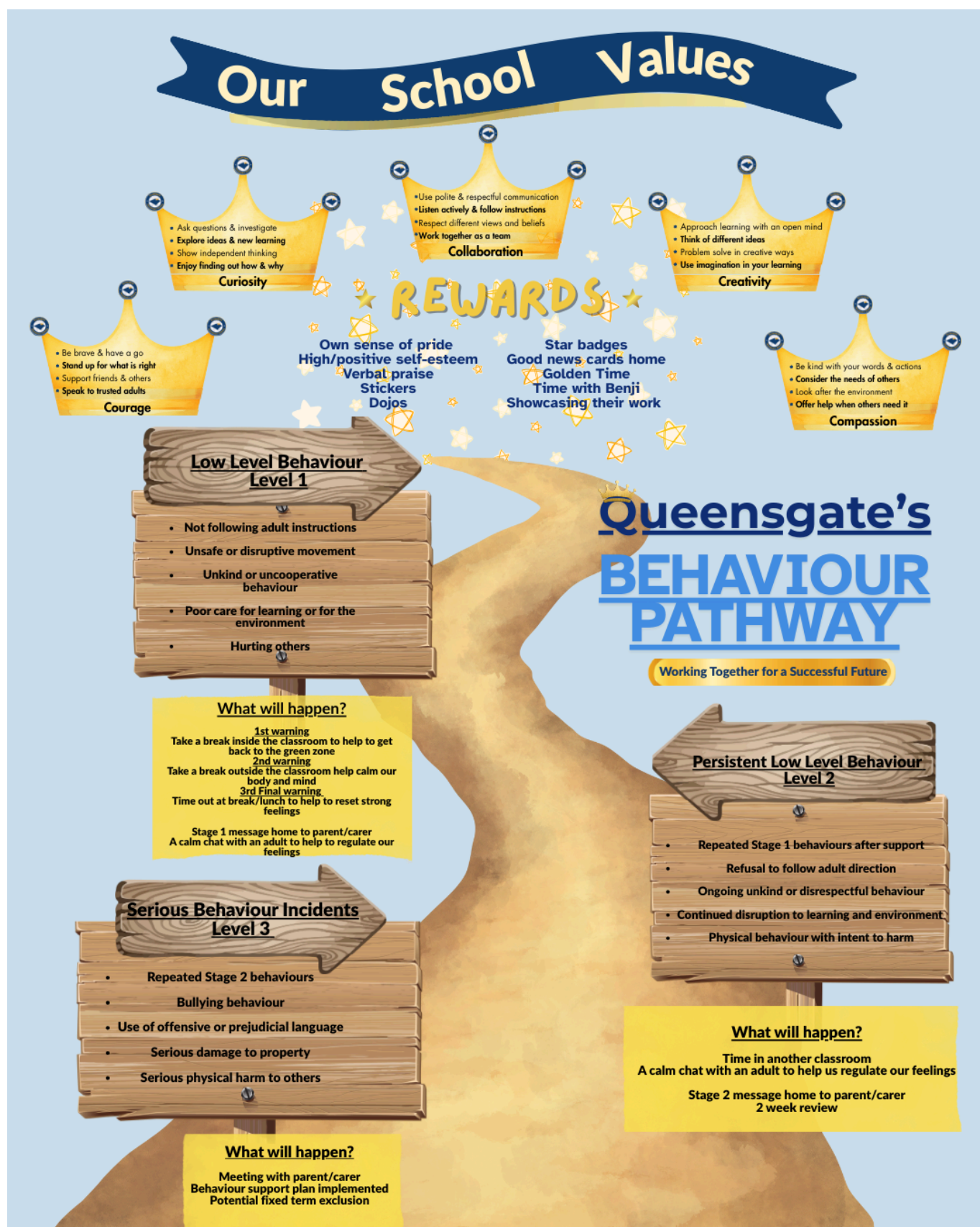
Safeguarding Policy

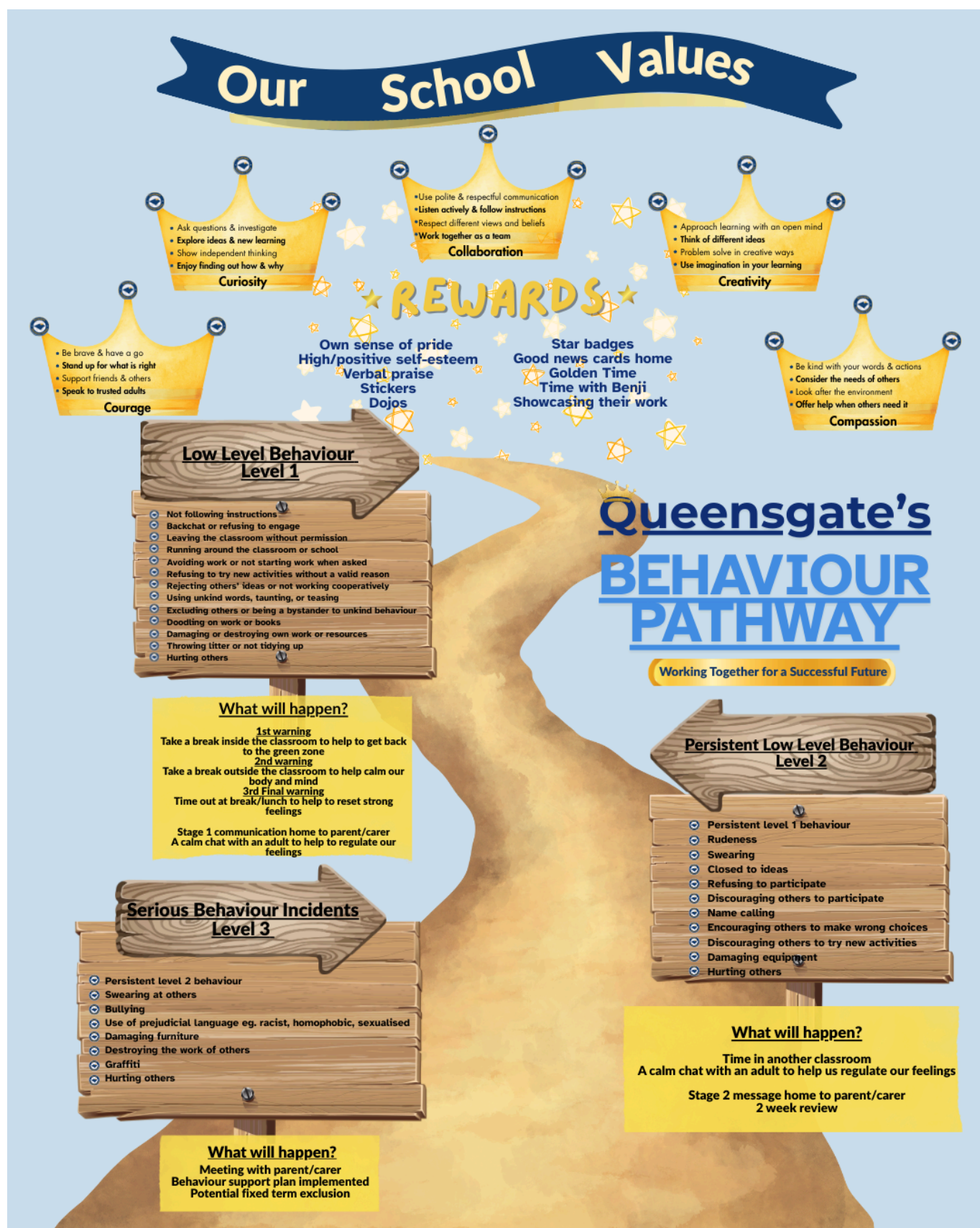
Suspensions and inclusion Policy

Positive Handling Policy

Complaints Procedures Policy

Social, Emotional and Mental Health (SEMH) Policy





Appendix 4 - Let's have a chat



Let's have a chat



Working together for a successful future

Draw or write what happened...



I hurt someone



I refused to join in



I used unkind words / sounds



I destroyed property

How did it make you feel?



Angry



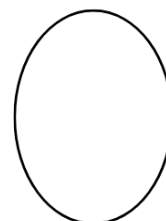
Sad



Embarrassed



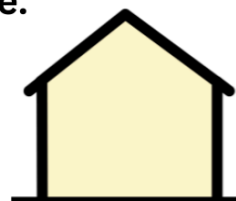
Scared



Draw or write how you could behave differently next time.



Walk away / ignore



Go to a safe place



Find a safe person



Use my words



How is my week going...

Name:	Class:
Date week 1 :	Date week 2:

	Morning check in	After Break check in	After lunch check in	Before Hometime check in
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				



	Morning check in	After Break check in	After lunch check in	Before Hometime check in
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				