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Approved by:	FGB December 2023
Last reviewed on:	8.9.23 Senior Leadership Team
Next review due by:	1.9.25

Changes since last review	

[For a one page overview of this policy click here](#)

[For a pupil friendly version click here](#)

Vision

The Quinta is committed to creating an environment where exemplary behaviour is at the heart of productive learning. This policy is applied for all pupils in the school from 2-11. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We adhere to the values of being: 'Ready, Respectful, and Safe' at all times.

Aims of the policy

- To clearly share the vision, expectations, rationale and systems that are employed here at The Quinta to create the best possible learning environment for our pupils.
- To allow a consistent approach when teaching excellent standards in behaviour and attitudes to learning.
- To create a safe environment where authentic care develops meaningful relationships with pupils.
- To ensure that above and beyond behaviour is recognised while excellent standards of behaviour are acknowledged and appreciated.
- To provide a stepped, restorative process for all staff to follow so that every child is treated fairly and equally in a calm, consistent manner.
- To create a structure of support for all pupils in developing successful strategies for successfully managing their emotional response to their everyday experiences.

How will we achieve our aims

- Authentic Care: One of our 4 keystone values is authentic care. Every interaction we have with pupils and families will be underpinned by this care. A care to understand, a care to support and a care to communicate sensitively.
- High level support: We expect our pupils and families to require different levels of support in order to reach the highest levels of behaviour and attitudes. This bespoke support will always be there to guide our pupils and their families to achieve the highest standards.

Examples of support include: training, additional 1:1 sessions, small group work, higher visibility, additional parent meetings, specialist agency work

- Consistency: Every member of staff has and will continue to receive high level behaviour support training so that the school's policy is strictly adhered to and training provided at school, phase and individual level.
- Communication: When communicating with pupils, families and between staff, our intentions will be clear or advice timely, positive and research led.

Consistency not confrontation

- The first step to high quality behaviour is high quality provision. This starts with excellent planning and high expectations for all.
- Staff will be present and organised. A member of staff will meet the children: at the start of the day, after break and lunch.
- Shouting is banned. Staff will not raise their voice to a child unless there is a dangerous situation or the environment/lesson requires - for example projecting in drama or outside during sport.
- Whole class detentions will never be used as a sanction.

Rewarding the positives

We understand that positive reinforcement is central to successful teaching. We aim to build positive relationships with all of our pupils and families through regular check-ins, strong emotional connections and an attitude of listening in order to better understand.

<u>Praise and Rewards</u>	
<u>Individual</u>	
<u>Verbal praise</u>	Staff will verbally praise pupils for following our rules.
<u>Notes home</u>	On Seesaw, your child may occasionally get a positive note home from a member of staff who has been particularly impressed by a child's attitude.
<u>Special responsibilities</u>	Pupils are given special responsibilities by staff if they have demonstrated their commitment to the standards and can take on extra roles.
<u>Above and Beyond</u>	Pupils are nominated by the staff in school for a special above and beyond award. The award is for consistently demonstrating our 3 behaviour standards - 'Ready, Respectful & Safe'.
<u>Quinta Star</u>	Pupils who have previously been nominated for an Above and Beyond can be nominated for our highest award - 'A Quinta Star'. Pupils will receive a golden badge and take a special place in the following assemblies. Parents will be invited into school to see their child receive this award during our celebration assembly.
<u>Team</u>	
<u>Class points</u>	Pupils earn class points by following the standards. The points go towards a class total and then reward afternoons are rewarded when they achieve the agreed celebration total.

<u>Consequences and Additional Support</u>	
<u>Low level</u>	- Quick reminder of 'Ready, Respectful, Safe'.

	(warning given - 1 behaviour point removed for the session.)
<u>Low continuous or Medium level</u>	- Child has restorative conversation in their next period of free time (2nd warning - 2 behaviour points in total removed for that session)
<u>Medium / High</u>	- Additional reflection time with a member of staff (break / lunch)
<u>Intensive support</u>	- Where senior leaders believe the pupil's behaviour is concerning enough to be escalated to a behaviour support plan. A pathway to positive will be introduced. This will be shared with key staff and parents. The pupil will be allocated a champion who will be regularly checking in to support the pupil in making great choices.
<u>Unsafe /violent behaviour</u>	Suspension or exclusion. - Pupils who are extremely violent either intending to or actually causing harm to a member of staff or other child may be suspended or permanently excluded from school. This will be the decision for the headteacher.

When behaviours do not improve over time.

Where behaviour does not improve over time, the school will implement more bespoke measures which may include special education needs support. See appendix 3

Pupils will be supported through a 'Pathway to Positive'.

Pathway to Positive

Pathway to Positive is the bespoke program the pupil will move through during reflection time. The pathway is constructed with the pupil and any other relevant staff who may be able to offer support and understanding. It is then shared with the pupil's family for any further input and support.

When a pupil is part of the pathway to positive program they are immediately allocated a 'champion'. This is a senior leader who has responsibility for regular engagement, check-in and support to give the pupil the best chance to achieve the positive outcomes.

If learning time is lost due to poor behaviour

If a child misses learning time due to their poor behaviour, they are expected to take their book home and the parent will be expected to complete the work with their child so that they are in the correct place and understanding for the next lesson.

Extreme behaviours

Where the behaviour is extreme, staff members reserve the right to bypass the early stages of the consequences and move to immediate additional support.

These behaviours include but are not limited to: Deliberate refusal, swearing, violent behaviour, deliberate destruction of property, insolence.

Bullying

The Quinta's approach to bullying is outlined in the [anti-bullying policy](#).

Appendix 1

Example conversations

Step 1 - The reminder

A short reminder of the expectations for learners of Ready, Respectful, Safe delivered privately to the learner. The staff member makes them aware of their behaviour. The learner has a choice to do the right thing.

Examples:

- 'I see that you're talking to others and have not started your work yet. One of our school values is to be ready and you are expected to come and start promptly. Please begin working quietly. Thank you.'
- Can you tell me what has just happened? Our school rules are ready, respectful and safe. You need to show me that you are being respectful and safe when playing with your friends. I will keep a lookout to see you making good choices in future.

Step 2 - The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Walk away and allow them the chance to decide their next step. Resist getting into a back and forth discussion. Focus on the positive learners.

Examples:

'I have noticed you have still not started your work and this is the second time I have spoken to you about this. You are not following our value of being ready and you will need to complete this at break if it is not finished. Do you remember yesterday you started your work straight away and got it done? That is what I need to see today. Thank you for listening.'

'Thank you for speaking to me. Can you tell me what happened with xxxxx? I have noticed that you are not making good choices today. Do you remember on Tuesday when you were showing me xxxx and we talked about your dog. You were making good choices and being respectful and safe. I really need to see those choices today so that you can have a fun and safe time today. Thank you for listening so well. I look forward to seeing you make good choices. Let me know if I can help you make good choices.'

**Step 3 -
Calming
time/time
out**

The learner has not engaged and needs time to cool down or redirect their behaviour. If the child can be moved to work in a different area of the room after speaking to the adult then do this. Every moment a child is out of class is lost learning so them leaving the classroom is a last resort.

If the child does need to leave the classroom for their own benefit (and the benefit of the class) then send them with their work to one of the designated teachers.

If the child refuses to leave, call the SEND/Safeguarding or Leadership Team on the walkie talkie setting 9

Examples -

‘You have not engaged with the lesson and it is affecting our class and their ability to get on with their own work. You will need to move to this place here by me in order to allow everyone to work.

‘xx xxx please can I have a chat with you away from the others. We have had a chat 3 times now and you are still struggling to make good choices. I am going to speak with your teacher and ask them to let your parents know that you have struggled today. Let’s have a short walk and you can tell me what is happening today that means you are unable to make good choices because yesterday you had a super break’

‘Xxxx please can you come and talk to me about this away from your friends. We must always be respectful towards each other and when you did xxxxxx it made me feel upset as I know you are very polite and respectful when you make good choices. I am going to speak with your teacher and ask them to let your parents know that you have struggled today. Let’s have a short walk and you can tell me what is happening today that means you are unable to make good choices because yesterday you had a super break’

A phone call or face to face conversation with parents must take place for children reaching step 4. Explaining the circumstances, expectations and how the parent can support the pupil to make the right choices in future.

***If there is a staff member covering the class in the session after break/lunch they may offer to make the call if they are regularly in the class otherwise the call is made by the person who reported the behaviour.**

**Step 4 -
Behaviour
specialist
support to
de escalate**

For persistently poor behaviour or extreme behaviour, a member of the SEND/Safeguarding or Leadership Team should be called on the walkie talkie setting 9

For example

“I can see that you are still struggling to make good choices. I will need you to speak with someone to help us understand why you are struggling today”

“Xxxx I need you to have some time to consider the choices you have made. I will need you to speak with someone to help us understand why you are struggling today”

A phone call or face to face conversation with parents must take place for children reaching step 4. This will be had in most circumstances by the person witnessing or reporting the behaviour. For repeat offenders, key stage leader Mrs Gratton KS1 or Ms Stones KS2 will have the conversation explaining the circumstances, expectations and how the parent can support the pupil to make the right choices in future.

<p>Step 3-4</p> <p>Restore/ Repair Conversation</p>	<p>This may be a quick chat on the playground after the lesson or a more formal meeting . In this stage, we ask questions and we demonstrate that this meeting is not a punishment, it is a conversation to understand, support so that they can make better choices in future. These are the questions to ask the child in this time:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected and how can we help put right what we have done?
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Appendix 2 - Summary of possible consequences

Step	Potential Consequences	Reason
1	- Conversation in private in the classroom	Encouragement to make good choice and realign expectations
2	- A few minutes of free time missed at the end of the session. - Work sent home to complete	Realign expectations, build/repair relationship and further encouragement to make good choices Catch up on missed learning as a result of poor choices
3	- Conversation with pupil - Work sent home to complete -	See above See above
4	- Immediate removal from class/area - Conversation with parents (phone call or face to face) - Reflection time with behaviour team member - After school reflection time	To protect others. To raise awareness of concerns and seek additional support for the pupil to make the correct choices / connect home and school. To have dedicated intervention time with behaviour specialist to repair, restore and reflect in order to improve the potential for lasting change For a longer period of dedicated reflection and support which leads into home time therefore allowing an immediate break period between pupil and potential triggers.

5	<ul style="list-style-type: none"> - Internal fixed term suspension - External fixed term suspension - Permanent exclusion 	<p>Short period of time away from class to restore and repair relationships, receive intensive additional support and allow more control of the immediate environment /stimuli for the pupil.</p> <p>In addition to the above, further reduce potential triggers, build in additional time for restore and repair and ensure the safety of other pupils and staff</p> <p>For the safety of staff and pupils as the school is unable to keep staff and pupils emotionally or physically safe from harm</p>
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Appendix 3 When behaviour does not improve

For some children, their behaviour may not be addressed by the steps we take in our whole school behaviour policy. For whatever reason a pupil may need further steps in order to address their behaviour. If a pupil's behaviour comes to a point where parents/guardians are regularly being contacted at step 3 then an escalation of measures for the child's behaviour may be necessary.

Options available to the behaviour team can include:

- Observations (additional monitoring of the pupil)
- Staff training around specific behaviours
- Additional adult support for example at flash points
- Reduction of free time
- Increased supervision
- Adult intervention support. For example emotional literacy support
- Parents meet with the staff member and a member of the behaviour team.

- For serious and extreme behaviour the school may move immediately to exclusions if the safety of other pupils and/or adults is at risk.

Please refer to our exclusions policy for further information on this.

Link to [Exclusions Policy](#)

Appendix 2 - The Quinta Preschool

Our aims

- At The Quinta Preschool we aim to enable all children to develop confidence, self-esteem and a positive attitude towards their own learning and towards others.
- We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of toddlers.

- We believe in working closely with parents/carers. This enables a consistent approach to behaviour management.

Our beliefs about children's behaviour

- We believe that behaviour is learnt, we can therefore teach children to be kind through staff acting as positive role models.
- The way this is encouraged is through planning, resources and play.

Our environment

In order to achieve our aims we will:

- Begin each session with an awe and wonder activity which engages, inspires and creates ideas for exploration and interaction.
- Provide an age appropriate environment with stimulating activities, using observations in our planning.
- Ensure that the environment is safe, attractive, welcoming, inviting, and include activities for children that focus on their interests and their choices.
- Encourage good communication between staff to ensure the smooth running of sessions.
- Always speak to children at their level when addressing poor behaviour to ensure connection.

Adults

Adults are expected to provide positive role models to children at all times, i.e. turn taking, sharing and general social skills. This is the way staff communicate with each other and with the children in their care. Alongside parents/carers we will have a consistent, calm and friendly approach when dealing with undesirable behaviour.

Parents and carers

We offer an open door policy to all parents/carers in which they can discuss any issue or concern in confidence or private with the key person or management team. To enable us to have clear consistent communication with parents/carers, we use notice boards, Seesaw, newsletters, parent/carer evenings and where possible event days for example open day. We will also take into consideration the strategies used at home to deal with undesirable behaviour in line with our preschool policy.

Managing inappropriate behaviour

- Staff will never use any form of physical punishment or humiliation when dealing with undesirable behaviour.
- Staff have to ensure that the children are aware that hurting their friends or making unkind comments towards them is not acceptable.
- Staff will use a gentle, calm tone, along with age appropriate language when dealing with undesirable behaviour.
- Always keep calm; never show that undesirable behaviour has had any impact on you.
- Always make sure that when discussing undesirable behaviour that you go down to the child's level.
- An explanation of why the behaviour was inappropriate should always be given in a clear, age appropriate manner.
- Staff will be discreet and if other children are trying to listen to the conversation, they will be gently encouraged to do something else.
- The behaviour is to blame and not the child.

- Our consistent approach to develop the behaviours we wish to see is to give praise to pupils who are exhibiting these behaviours.
- On occasion it may be necessary to separate children from one another or if there is a situation where there is a risk of them causing the other/each other harm. If this has been necessary we will inform the parent/carer at pick up. It will be noted on CPOMs.
- In situations where the children are causing each other distress i.e. over a particular toy, they may be encouraged to use a sand timer to share and take turns or be distracted with another activity or toy. (British Values)
- No child in the room should be forced to say “sorry”, if they wish to on their own accord that is acceptable. It may be suggested that they give the other child a hug to comfort them or to draw them a picture or ask the other child ‘what could xx..do to cheer you up?’
- No child/children should be sent to the book corner or a particular area in the room to be used as punishment.
- Food or other treats must not be withheld or exchanged for something else, in order to make a child behave.
- The preschool has a no time out policy, there is a reflection time procedure
- Staff must be discreet when communicating incidents of challenging behaviour to other staff, staff should never use the two way radio to communicate the incident.
- Speak to them in a quiet area away from the children/parents/carers.
- When relaying to a parent a behaviour incident remember this should be done discreetly away from others.
- Where possible we allow the children to sort out disagreements themselves and reach a solution by talking and compromising.
- If your child displays undesirable physical behaviour it will be noted on CPOMS. This is used for records of any form of undesirable physical behaviour that occurs during the day and may show a pattern or trigger which provokes the child's negative behaviour, helping the staff to put strategies into place.

SEND

If a child has a special educational need and if there are also issues with their behaviour we will work closely with parents/carers, the school SEND team and outside agencies to come up with strategies to help with the situation.

Bullying

Our approach to bullying is the same as the approach to any other unacceptable behaviour in that we will give the child a clear explanation of why we feel what he/she is doing is wrong. Discussion will take place with all children involved and this will also include parents/carers.

<u>Steps to take in the preschool</u> (See appendix for more detail and scripted examples)	
<u>Step</u>	<u>Action</u>
1	- Quick reminder of ‘Ready, Respectful, Safe’. <i>Be explicit about the behaviour and what good behaviour should look like. Use as few words as possible.</i>
2	- Offer the pupil their final chance to engage with the lesson/session.

	<i>Remove the child from the rest of the group for a moment to explain at their level (both cognitively and physically)</i>
3	<ul style="list-style-type: none"> - Child will have 1 minute reflection time for each year <p><i>Remove the child from the rest of the group for a period of time (2 year old 2 mins, 3 yr old 3 minutes etc)</i></p> <ul style="list-style-type: none"> • <i>Ask why it happened. * Together solve how they put right what they've done wrong/who has been affected..</i> • <i>Remind them how they should deal with a similar situation in the future.</i>
4 Repeated low level behaviour or Violent/ disrespectful	<ul style="list-style-type: none"> - Reflection period away from independence. This will mean the child holds the hand of the keyworker until they are safe to return to independent activities. During this time the keyworker will continually be noticing positive behaviours and demonstrating these desirable behaviours to the child. - SEND/Safeguarding team may be involved - The incident will be recorded on CPOMS - A conversation with the pupil's parents will always take place from this step and above. <p>*Violent behaviour: This may result in internal suspension for a period depending on the individual case.</p> <p>*Violent behaviour will always result in a risk assessment being completed for the child and engagement with the SEND team</p>
5	<p>Suspension or exclusion.</p> <ul style="list-style-type: none"> - Pupils who are extremely violent either intending to or actually causing harm to a member of staff or other child may be suspended or excluded from school. This will be the decision for the headteacher. - The decision will be based on the evidence and individual context and through discussion with key staff before informing parents.

Appendix 4 - Club Quinta

Steps to take in the Club Quinta (See appendix for more detail and scripted examples)	
<u>Step</u>	<u>Action</u>
1	<ul style="list-style-type: none"> - Quick reminder of 'Ready, Respectful, Safe'. <p><i>Be explicit about the behaviour and what good behaviour should look like. Use as few words as possible.</i></p>
2	<ul style="list-style-type: none"> - Offer the pupil their final chance to engage with the lesson/session. <p><i>Remove the child from the rest of the group for a moment to explain at their level (both cognitively and physically)</i></p>
3	<ul style="list-style-type: none"> - Child will have 1 minute time out for each year <p><i>Remove the child from the rest of the group for a period of time (2 year old 2 mins, 3 yr old 3 minutes etc)</i></p> <ul style="list-style-type: none"> • <i>Ask why it happened. * Together solve how they put right what they've done wrong/who has been affected..</i> • <i>Remind them how they should deal with a similar situation in the future.</i>
4	<ul style="list-style-type: none"> - Time out from independence. This will mean the child holds the hand of the keyworker until they are safe to return to independent activities.

<p>Repeated low level behaviour or Violent/disrespectful</p>	<ul style="list-style-type: none"> - Where there is no evidence of the child becoming regulated within a short period of time (no longer than 10 minutes) the parents will be asked to - SEND/Safeguarding team may be involved - The incident will be recorded on CPOMS - A conversation with the pupil's parents will always take place from this step and above. <p>*Violent behaviour: This may result in suspension for a period depending on the individual case.</p> <p>*Violent behaviour will always result in a risk assessment being completed for the child and engagement with the SEND team</p>
<p>5</p>	<p>Suspension or exclusion.</p> <ul style="list-style-type: none"> - Pupils who choose to not follow the rules for the club will be at risk of being excluded from the provision - Pupils who are extremely violent either intending to or actually causing harm to a member of staff will be excluded from club. This will be the decision for the headteacher. - The decision will be based on the evidence and individual context and through discussion with key staff before informing parents.