

BEHAVIOUR POLICY 2025-2026

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Version updated by:	Jo Davies
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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.

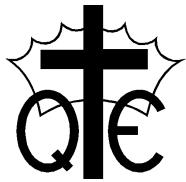
We are a caring school and are proud of our distinctly Christian ethos where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain a close partnership between children, parents and staff so as to develop children who will be lifelong learners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

We all 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.

Aims

- To create a culture of exceptionally good behaviour for learning and for life.
- To ensure all children are treated fairly, shown respect and feel valued through positive relationships.
- To help children to understand and manage their behaviour in order to be responsible for the consequences of it.
- To promote positive emotional health and wellbeing of children and staff.
- 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.



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Our School Rules

Ready, Respectful, Safe!

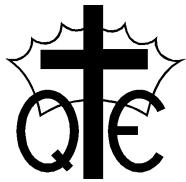
All children...	All staff, every day...
<ul style="list-style-type: none">• Are Ready• Are Respectful• Are Safe	<ul style="list-style-type: none">• Model the expectations• Meet and greet• Catch children doing the right thing• Insist on ready, respectful and safe
Senior Leaders...	Recognition...
<ul style="list-style-type: none">• Meet and greet• Support staff and children• Praise children for going 'over and above'• Visible presence to monitor behaviour	<ul style="list-style-type: none">• Positive praise, house points, recognition boards• Headteacher stickers and certificates, postcards and telephone calls home• Weekly Class Teacher certificates
Classroom Support...	Beyond the classroom support...
<ul style="list-style-type: none">• Well-being check-ins• Emotionally available adults• Teaching behaviour expectations• Steps to behaviour recovery	<ul style="list-style-type: none">• Home School Link Worker and ELSA Support• Wellbeing and Family Support• Leadership• Multi Agency Support

All Staff

- Model positive behaviour.
- Build strong relationships.
- Meet and greet children at the start of the day and throughout the day.
- Refer to ready, respectful, safe.
- Use visible recognition.
- Meet the needs of all children.
- Are calm and 'take time' to teach behaviour expectations.
- Understand, follow up and are consistent with the agreed high expectations.
- Communicate, regarding children's emotional responses, needs and behaviour with parents and senior leaders.

Senior Leaders

- Model positive behaviour and expectations through visible leadership throughout the school day.
- Build strong relationships.
- Meet and greet children at the start of the day and throughout the day.



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- Refer to ready, respectful, safe.
- Celebrate all staff and children whose efforts go above and beyond.
- Regularly share good practice and review provision of all children.
- Support colleagues and children.
- Follow up and are consistent with expectations.
- Communicate regarding children's emotional responses, needs and behaviour with parents, agencies, SENCO and the Headteacher.

Headteacher

- Responsibility of the Headteacher to implement a school policy consistently throughout the school to ensure acceptable standards of behaviour.
- Reports to the Local Committee on behaviour termly.
- Ensure the health, safety and welfare of all children within the school.
- Supports the staff by implementing the policy and setting the standards of behaviour.
- Keeps record of all behavioral incidents and has the responsibility for giving fixed-term suspensions and permanent exclusions. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Parents

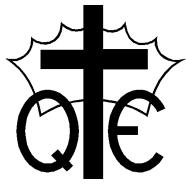
- Support their child's behaviour and learning and to co-operate with the school.
- Work collaboratively with school, so children receive consistent messages about how to behave and learn at school.
- Build a supportive dialogue between the home and school, and are informed immediately if there are concerns about their child's welfare or behaviour.
- Support the rewards and sanctions within school.
- Raise any concerns with the class teacher. If the concern remains they should contact the Head of Year before making contact with the Deputy Head/Headteacher.
- Where there are challenging behaviours in school, parents may be requested to support their child during off-site activities.

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.



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Class Rewards

- Class Teacher award
- House Points
- Class Tokens
- Positive comments in marking, reading records
- Phone calls home for praise by class teacher or Headteacher if requested by the teacher
- Postcards home from Class Teacher/Senior Leader
- Showing good work/achievements to the Headteacher

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, Year Group Leader, Subject Leader or a previous class teacher
- Informing families

Extra responsibilities

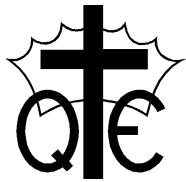
Children at Queen Eleanor's are encouraged to use their voice to help make the school a better place. There are a number of opportunities for children to make a difference including becoming a house captain or sports captain (Year 6 only); a wellbeing ambassador; a member of the Faith Team or the Eco-Team; 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.



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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 at 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.

Behaviour Ladder

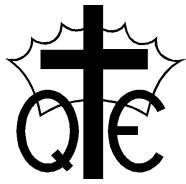
Before going on to the behaviour ladder, a member of staff will let the child know that they are causing concern.

1. Warning – child reminded of the rule they have broken – a verbal warning. This is a chance for the child to show they can improve their behaviour.
2. Provision will be made within the classroom with the intention to support and improve the behaviour. For example, moving seats to limit distraction.
3. If the behaviour continues, the child will be moved to another supervised learning space outside of the classroom or asked to spend some time in at break/lunchtime.
4. Restore – the child will discuss their behaviour with a member of staff and consider how best to repair the problem behaviour.
5. Member of staff to send an email home.

If a member of staff sends a behaviour email home, senior leaders will be notified through CPOMS/Arbor. If the poor behaviour continues, parents will be invited in for a meeting. Repeated disruption in class/school may result in a Positive Monitoring Report Card.

Red Card

A red card is issued for seriously unacceptable behaviour such as use of bad language, damage to property, verbal and physical negative behaviour towards staff/children and comments of a racist nature. 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. A Senior Leader will discuss the issue with the child and will record the child's name and the nature of the incident on CPOMS and Arbor. At this stage, parents will be contacted directly (by a Senior Leader and member of staff who initially dealt with the incident) regarding the incident. Time will be taken from break/lunchtime or depending on the severity of the incident, an internal suspension may be decided upon, where the child is removed from the classroom for a period of time and instead complete their work in a suitable supervised area.



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Restorative Practice

At Queen Eleanor's, there may be occasions where staff 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?**

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.

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.

School trips and residential trips

The same standard of behaviour in school is expected during school trips and residential trips. 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 be 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.

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

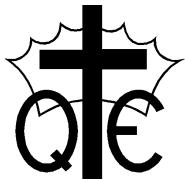


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from pupil with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policies.



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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 endeavours 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.

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.