



# **BEHAVIOUR MANAGEMENT POLICY**

## **(Junior School)**

### **EXPECTATIONS, ENCOURAGEMENT AND SANCTIONS**

As of September 2025 the whole school core values are to be: curious, kind, positive and collaborative. These values support the development of children as reflective learners within a calm, purposeful and supportive learning community. The expected code of behaviour at QEH Junior School is also informed by common sense and a reciprocal sense of trust between staff and pupils. All are expected to treat others with empathy, sympathy, understanding and tolerance. This document works in unity with the senior school's separate policy document on behaviour management.

### **Promoting good behaviour – our philosophy**

The school upholds the principle that rewards are more effective than punishment in motivating pupils and is committed to fostering and recognising behaviour that aligns with our values-based ethos. A structured system of rewards and sanctions is implemented across all pupil groups, aiming to cultivate and reinforce positive relationships within the school community and the broader community it serves. Additionally, it seeks to promote respect for both personal and communal property.

All staff members are encouraged to acknowledge and reward evidence of dedication, high-quality work, and positive behaviour—whether inside or outside the classroom—through praise and recognition, and sharing these achievements with others. Rewards and sanctions are applied equitably to ensure that (a) all pupils are motivated to strive for praise, (b) sanctions are administered consistently and proportionately, and (c) the system is clearly understood and valued by staff, pupils, and parents.

### **Rewards – the recognition and appreciation of achievement**

It is essential that pupils perceive our primary instinct as recognising and celebrating their achievements and that the school acknowledges the significance of praise and rewards in fostering positive behaviour. We strive to reward good behaviour both informally and formally, ensuring that achievements of all kinds are acknowledged through verbal commendation, assemblies, awards and publications.

Examples of how and where students receive praise are:

Reward Time

House Points

Referral to Head for praise

Awarded Star of the Week

Awarded Values Star

Awarded a Head's Diploma for outstanding work.

QEH News and stories on the website/ social media.

Assembly praise and commendations for service, honesty, improvement, effort etc.

School prizes are awarded for all round excellence, endeavour, school service, or for a particular subject

Often the most valuable form of praise and encouragement is that offered by a subject teacher. This can be offered verbally, during or at the end of a lesson, or as part of the marking process.

## **ENCOURAGEMENT**

Good behaviour and effort hold intrinsic value, serving as their own reward through the self-esteem they foster and the enhanced quality of life they contribute to within the broader community. Positions of responsibility within the school—such as House Captains, Team Captains, and Values Ambassadors—are a direct reflection of positive friendships, exemplary behaviour, trustworthiness, and reliability. Additionally, end-of-season medals, sportsmanship awards, house points, commendations, and prizes serve as important mechanisms for recognising and rewarding outstanding work and behaviour.

## **RULES**

All pupils are expected to follow the School Rules. These are embodied in the QEH Way displayed in all classrooms.

- We treat each other as we wish to be treated.
- We forgive, we share, and we are honest.
- We are kind, helpful and listen to other people
- We always try to be our best selves.

All pupils are actively encouraged to share and adhere to this common code in the proper spirit of the community. It is realised that things will sometimes and regrettably go wrong, rules broken or expectations not met, in which circumstances the school may wish to invoke the sanctions listed below.

## **SERIOUS BREACHES OF DISCIPLINE**

The school will actively seek to reconcile problems, particularly with reference to relationships, through support, counselling and 'Restorative Justice'. There are certain misdemeanours that are considered very serious. The following may result in a period of temporary exclusion and may lead to permanent exclusion from school. The overriding principles adopted by the school when dealing with breaches of school discipline however are forgiveness and reconciliation.

All investigations/discussions related to any of the following are recorded on CPOMS.

1. **Bullying:** The Anti-bullying policy makes clear how the school defines bullying. It is viewed very seriously. Therefore, in any case of bullying, the Class Teacher will be initially involved and responsible for taking action. The Class Teacher will inform the Head of Junior School and Assistant Head (Pastoral) who will then thoroughly investigate the matter, and between them they will decide on the seriousness of the case. If proven, the incident will be placed on the Register of Bullying File and Register of Serious Misdemeanours. Appropriate action will follow policy guidelines.
2. **Theft:** The taking of possessions belonging to others is an immoral act and a criminal offence. This includes 'borrowing' someone's possessions without first asking their permission to do so. The Assistant Head (Pastoral) and, if required, the Head will investigate any allegations, with the assistance of the appropriate Class Teacher(s).
3. **Rude and abusive behaviour,** including the use of inappropriate language or offensive gestures, is strictly prohibited. As a guiding principle, any action or remark that demonstrates a lack of respect or causes distress to others should not be directed at any member of the school community. Deliberate acts intended to upset or offend constitute a serious violation. In the first instance, such behaviour will result in a detention with the Class Teacher. Persistent abusive behaviour may lead to further disciplinary measures, including additional detentions, temporary suspension, or, in severe cases, a request for the pupil to leave the school.
4. **Vandalism:** The wilful damage of property is an act of vandalism and is treated with the utmost seriousness. The minimum sanction will be a school detention, and the pupil is liable for the full cost of the damage.
5. **Disruptive Behaviour in the classroom:** Persistent poor behaviour which impedes the learning of others will not be tolerated, and will lead to, in the first instance, a school detention. Continual disruptive behaviour will possibly involve suspension for a set period followed by full suspension.
6. **Constant Breaking of School Rules:** Students who constantly stretch or break the rules, making little effort to curb their behaviour, will be at risk of detention, or in extreme cases of being temporarily or permanently suspended from school.

## **SANCTIONS**

**Nature of sanctions:** A system of sanctions complements the system of rewards. Sanctions should be imposed for breaches of the QEH Way. They should be fair, reasonable and consistent with this policy. They should never be humiliating, degrading, inappropriate or disproportionate, nor should they compromise the health and safety of the pupil or others. The system of sanctions should also aim to improve pupil behaviour. Consequently, pupils in receipt of sanctions should be properly supported by the school's pastoral system. All forms of corporal punishment are unlawful. Furthermore, any sanction imposed on a pupil will take account of any disability, special educational need or specific learning difficulty or religious belief. Finally, where

misbehaviour by a pupil raises concerns over a child's safety and welfare, such concerns will be dealt with in accordance with the School's Safeguarding Policy. All incidents resulting in sanctions will be entered on CPOMS.

## **School Detention**

### **There are different levels of detention.**

On occasion, students may have a detention at break time with their Class Teacher. This may be related to their behaviour or their work. The details of this will be kept on CPOMS. Detention may vary in length but will not last for more than 15 minutes and will take place on a specified occasion, usually at break or lunch time. In many circumstances, parents may be advised.

### **Assistant Head's Detention:**

If a boy is persistent in the behaviour that led to a first detention, or it is a more serious issue, he will be given a detention with the Assistant Head (Pastoral). He must immediately report to the Assistant Head to explain his behaviour and at this point, parents will be contacted regarding the matter. The Assistant Head will record the detention as above.

### **Head's Detention:**

If there is a further repetition of the behaviour that led to the detention, the boy will receive a Head's Detention. At this point, the boy's parents may be asked to come into school to discuss the matter.

For serious offences, a boy may be put straight into a Head Teacher's Detention without having been through the previous two stages.

A pupil attending three or more Head's or Assistant Head's Detentions in a term, may be suspended from school.

### **Temporary Exclusion - Internal or External**

The Junior School follows the Senior School policy on this. Please refer to the Behaviour Management Policy (Senior School). The Head of Junior School will always consult with the Head of QEH before making any temporary suspension or expulsion.

### **Restraint and Physical Intervention**

Use of physical restraint by members of staff is always a last resort, using reasonable and non-injurious means and only for the minimum period necessary to prevent injury to self or others, or to prevent serious damage to property. Any use of force by staff will be proportionate and lawful. A record of restraint is kept in the Junior School office. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force* (July 2013) and as set out in Appendix 1 of the Senior School Behaviour Policy:

<https://qehbristol.co.uk/wp-content/uploads/2022/12/behaviour-management-policy-senior-september-2022-web.pdf>

### **Malicious Allegations against Staff**

If there is a malicious accusation made by a pupil against a member of staff, and the accusation is shown to have been deliberately invented or malicious, the school will consider taking disciplinary action.

If there is a malicious accusation made by a parent against a member of staff, and the accusation is shown to have been deliberately invented or malicious, the school will consider whether to require that parent to remove their child or children from the school, in accordance with the School's Terms and Conditions.

In accordance with Part 4 of the DfE's current guidance *Keeping children safe in education (KCSIE)*, the school will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

### **Searching Pupils**

QEH Junior School follows the same procedure as Senior School. This is to be found in Appendix 2 of the Senior School Behaviour Policy:

<https://qehbristol.co.uk/wp-content/uploads/2022/12/behaviour-management-policy-senior-september-2022-web.pdf>

### **Inadmissible Sanctions**

In accordance with the law, under no circumstances does the Junior School use corporal punishment.

Fines, the imposition of lines and the unreasonable deprivation of liberty, preventing the student from having a school meal, are all also inadmissible at QEH Junior School.

At all times boys must behave courteously, in language and action, and in such a manner as not to bring discredit to the school. A high standard of conduct is expected both in school and at all school functions.

The QEH Way applies at all times in school, on trips, when representing the school elsewhere, (including abroad), when travelling to and from school and at all other times when a boy's actions might affect the well-being of others in the school community or the reputation of the school.

### **REVIEW:**

|                               |                                       |
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| Date policy updated           | 15 <sup>th</sup> September 2025       |
| Date policy to be reviewed by | September 2026 or earlier if required |
| Policy Owner                  | Head of Junior School                 |

