

Queens Park Academy

Promoting Positive Behaviour Policy



Approved by: Emma Bolton

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Last reviewed on: July 2019

Next review due by: July 2020

Rationale

At Queens Park Academy we expect high standards of behaviour.

- We want our school to be a caring and happy place for everyone.
- We believe that a secure place to work will help all children reach their individual potential.
- We believe that we all have the right to feel safe, to learn, to respect others and to be respected.
- We believe that children with high self-esteem, respect and value, not only themselves, but also those they work and play with.
- We believe in positive behaviour management, encouraging self-discipline and control.

To this end, we have established this policy to develop positive behaviour.

Aims

- To promote ownership of individual behaviour
- To respect the rights and property of others
- To develop self esteem
- To form effective relationships with others in school
- To choose the appropriate language of correction
- To select the best strategy to promote positive behaviours
- To manage correction in the least intrusive way

NB – Although the principles of this policy refers to all key stages, in Early Years the preferred practices will be implemented in line with Early Learning Goals as identified in the Foundation Stage curriculum guidance. Therefore, the preferred practices that follow apply to key stages 1 and 2 only

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to the Golden Rules at QPA

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm at all times
- Demonstrate unconditional care and compassion

Preferred Practices

The school community has agreed three 'Golden Rules.' These are intended to apply to everyone at Queens Park Academy.

Golden Rules

Be safe

Be kind

Be the best you can be

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Each classroom will have a simple display reminding the children of the rules.

Visible consistencies

If the school is to successfully manage behaviour, consistency is everything. These consistencies are fundamental to the behaviour policy and will be used by all staff

1. Daily meet and greet daily – Smile!

At the start of the day the children will be welcomed into the room by all adults working in the room. All staff will say hello/good morning/good afternoon if they encounter children in public place. Staff will smile and model excellent manners.

2. Persistently catching children doing the right thing

This can be recognised by adding the children to the recognition board or by a simple comment. Children should be praised as they move around the school when following the golden rules. Praising should be public. It should be shared with other children and/or staff where possible.

3. Picking up on children who are failing to meet expectations

All staff have a collective responsibility to pick up children who are not displaying behaviours that are acceptable. Reminding should be done in private as we want to promote a culture of good behaviour and not allow peers to dwell on the poor behaviours. Following the sanction steps below is relevant in this situation.

4. Consistent use of language

It is vital that all staff follow the same script when dealing with undesirable behaviours. The way in which the message is delivered is also important. Staff should not be heard shouting at children.

Rewards

The purpose of rewards are to celebrate good behaviour and make children feel important. They are designed to enable us to get more of the behaviour we notice most. These include:

1. Recognition boards
2. Certificates
3. Stickers
4. Phone call/text home
5. Verbal praise
6. Notes home
7. SLT praise
8. Show work to another adults
9. HT award

Recognition boards



All classrooms should have a recognition board. Upon the board there should be one targeted learning behaviour you are trying to improve. When a child is noticed doing that task they should be celebrated. Peers can identify one another and this should be encouraged. Use the recognition board to persistently and relentlessly catch learners with the right attitude to learning.

Targets on recognition boards need refreshing at least weekly. It could be done as part of the weekly PSHE lessons.

The school uses the class dojo online tool to collect and display achievements. Each child is assigned a dojo monster that represents the points that have been awarded throughout the week. Names placed on the recognition board automatically results in a dojo being awarded. This is so parents can be informed and can share in celebration of their child's successes.

We believe that children who behave well and try to do their best will be proud of their achievements and will demonstrate high levels of self-esteem and develop confidence in themselves as learners.

The Dojos link to points that are collected for the world family that the children are a member of. At the end of each term the winning world family will have a special afternoon activity to celebrate the hard work.

Head Teacher Awards

For exceptional work, the children may also be sent to the Head Teacher for praise and encouragement as determined by the class teachers. These children will receive a Head Teacher's Award, which can be taken home and shared with parents. A text will also be sent to parents notifying them of their child's achievement and their name will appear in the next newsletter. A child receiving a Head Teacher's award will receive an additional 10 dojo points for their world family.

Celebration assembly

The school has a formal Celebration Assembly each week to promote good work and behaviour. Children who are nominated by staff for excellent work or behaviour in the celebration assembly will be awarded a badge to take home and will have their picture taken as the Star of the Week for their class. Pupils nominate a peer who has demonstrated one or more of the QPA Learning Goals in a significant way during the week.

Sanctions

Sanctions *should*:

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Queens Park Academy, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Equally, displaying disagreement with a chosen method of interaction with a children is unhelpful and unnecessary. Conversations should follow a script and behaviours should be discussed as the behaviours, they are not to be made personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged on the behaviour log (appendix 2) and passed to the early intervention officer for discussion at the vulnerable children’s meeting that week. This will be based on the staff member’s discretion but it is assumed the log will be completed should steps A-D have taken place more than once and/or any sanctions from 1 onwards.

Sanction Steps



- a. Reminder
- b. Warning
- c. Timeout
- d. Follow up/*Restorative Justice*

NB *Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Restorative Justice Conversation then follow the guidelines below:*

- 1. Sent to phase leader
- 2. Sent to SLT
- 3. Sent to Head teacher
- 4. Parents phoned
- 5. Parents called to school
- 6. Seclusion
- 7. Exclusion

NB: the early intervention officer will be involved where appropriate

Stepped Boundaries - Gentle Approach, use child’s name, child level, eye contact, deliver message	
A. REMINDER	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to be Be kind, Be safe, Be the best you can be</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p>Example - ‘I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.’</p>
B. WARNING	<p>I noticed you chose to (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name),</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I’m glad we had this conversation</p> <p>Example - ‘I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight</p>

	away and got it finished? That is what I need to see today. Thank you for listening.'
C. TIME OUT	<p>I noticed you chose to (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
D. FOLLOW UP – REPAIR & RESTORE	<p>What happened? (Neutral, dispassionate language.)</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected? What should we do to put things right? How can we do things differently?</p>
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Play/ Lunch time

Should behaviour be an issue at play/lunch time the sanctions steps will be followed - with the time out option (Step c) being that the child will stay with an adult for a required period and/or until they have control of their behaviour. The time out will usually take the form of the child accompanying the adult as they continue their duties in the playground. However should the behaviour continue to be unacceptable and in particular, when it presents a risk to others, staff may move directly to calling for a member of SLT or Carole Denton. Midday supervisors should speak to Carole Denton at the end of lunch if behaviour is a concern.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Positive Handling Plans' that can be found in *Appendix 1*.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.

- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Bullying Incidents.

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class

- Gender (e.g. sexist bullying)
- Sexual orientation (e.g. homophobic or biphobic bullying)
- Gender identify (e.g. transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or personal situation
- Related to another vulnerable group of people (e.g. refugees and asylum seekers)

At Queens Park Academy we take any suspected bullying, including racist, homophobic, biphobic and transphobic incidents, very seriously. As part of our school ethos children are expected to care for each other and report to an adult where they notice or feel this is not the case. Adults dealing with suspected bullying, racist, homophobic, biphobic or transphobic incidents will act immediately. All such cases will be thoroughly investigated and appropriate action taken. All cases of confirmed bullying, racist, homophobic, biphobic or transphobic incidents will be logged by the Head teacher and parents informed. In many cases, a suspected bullying incident often turns out to be friends falling out, or a general disagreement with peers. Children who are genuinely being bullied often will not talk about it, and their behaviour may change gradually (either becoming withdrawn or attention seeking). Where staff suspect bullying they are required to report it as soon as possible. If a parent or carer expresses concern staff must also report this to the Early Intervention Officer or the Head teacher. We will do all we can to support both the child and their family in resolving the problem. Equally, those children accused of bullying will be supported towards appropriate behaviour in partnership with parents.

All staff are expected to follow this policy consistently and for the majority of children these rewards and sanctions will be all that is needed to ensure we achieve our aims. However sometimes the needs of individual children are complex and require additional strategies. Positive handling plans (appendix A) exist for all children requiring adaptations from the policy.

Staff should use their professional judgement in these cases and seek support from colleagues if or when they have such concerns. The policy will be reviewed annually and appropriate modifications made if necessary.

Governors will review this Policy annually Signed