



QUEENS PARK ACADEMY
Promoting Positive Behaviour
Policy
2018-19

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.

Preferred Practices

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

Golden Rules

- Be kind
- Treat others as you would like to be treated
- Be respectful of everyone and everything
- Be the best you can be
- Be positive

They will be reviewed and reinforced as appropriate for each key stage. Rewards and sanctions will form part of the Code of Conduct/Class Agreement and all classrooms will have a dedicated display area giving details. This will be reviewed at the start of each term.

Staff will periodically ensure that the children are referred to the Code of Conduct/ Class Agreement and its expectations.

Rewards

The school uses the class dojo online tool to collect and display rewards (Dojos). Each child is assigned a dojo monster that represents the points that have been awarded throughout the week. Where possible these are shared with families so they can celebrate 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. In some cases, when appropriate, all children will be offered a reward in the form of 'Golden Time'.

Golden Time and Dojo points

- Each week every child will begin with 10 dojo points. Each day individual, groups or whole classes may earn additional points for either their learning or their behaviour.
- Golden time will be awarded based on the number of points earned across the week. For example, 23 points will transfer to 23 minutes of golden time.
- Earned dojos cannot be taken away, however in cases when a child gets to phase 2 of the sanctions, teachers may take away 1 of the original 10 dojos automatically given at the start of a week.
- Class teachers will determine when and how golden time can be taken. All children will be encouraged to earn dojos throughout their time in school. Support staff – including MDSAs - may also award dojos.

Collection of Dojo points

- At the end of each week, dojo points are added together and form a total that is linked to our World Families. (A team structure). All children and adults are members of one World Family (Africa, America, Asia or Australia).
- The Heads of the World Families collect world family dojo totals from the classrooms on a Friday afternoon. A weekly total is announced in assembly on a Monday.
- At the end of each term, the winning World Family receives a treat and at the end of the year, the World Cup is awarded to the winning family.
- The children elect heads of the World Families from Year 6.

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 (5 minutes for themselves and an additional 5 for their Family.)

In addition, 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.

QPA Learning Goals

- Enquiry
- Resilience
- Communication
- Excellence
- Creativity
- Co-operation

Please see the appendix at the end of this policy for further explanation of the learning goals, which were agreed by the school community.

Sanctions

Although we believe in positive behaviour management, there will be a need for sanctions where behaviour is inappropriate. The following sanctions are in place and are implemented in three phases:

Phase 1 - Least intrusive

1. Verbal reminder from class teacher - expecting a return to appropriate behaviour (using Pause/Direct strategy – ‘say child’s name, ensure eye contact, pause, state expected behaviour). In certain cultures eye contact would not be deemed appropriate (and hence not expected) so a teacher would use their professional judgement as to whether a child’s body language indicates their attention
2. One further reminder to change behaviour.
3. Time out - child is directed to take time out in a different part of the classroom or hall (the child should be forward facing and in line of sight of an adult). Children required to take timeout in class will be required to discuss their behaviour at some time after the lesson ensuring certainty of deferred consequence

Phase 2 - Time Out

1. Child sent to a colleague’s class for 5 minutes to encourage appropriate behaviour with accompanying timer. This is a period of reflection for the child encouraging compliance on their return.
2. The Early Intervention Officer will be informed via email.
3. The child’s name will be placed on the cloud (a small classroom display that allows loss of dojos to be tracked. These will be deducted from the 10 points given out automatically at the start of the week and not from the dojos earned as rewards)

Phase 3

If, despite employing phases 1 and/or 2, poor behaviour continues to disrupt the learning of others a message may be sent to a senior colleague so the child can be removed from

the classroom. As a result the child may be asked to complete a '4Ws' sheet (after a cooling off period if necessary) and/or engage in the restorative justice process.

Further steps taken may include:

- A loss of privilege (this can be a delayed consequence, but must be a certainty eg. loss of playtime, a treat or special event)
- A report card
- Appropriate and targeted 1:1 support
- Being isolated for a short period of time.

The class teacher, Early Intervention Officer or senior staff member will administer any sanction that is imposed. Parents will be informed if appropriate

Phase 4

Parents may be asked to see the Head Teacher (the class teacher will use their discretion as to whether an informal meeting with the parents would be helpful before this stage) Targets for improvement will be set with parents and child. A review date will be set usually two/three weeks later.

On some occasions, e.g. physical violence, racist incidents, bullying it may be essential to move immediately to Phase 3 as these are serious incidents that must be recorded. In these cases, the member of staff involved must report it to the Early Intervention Officer immediately.

At all times every attempt will be made to encourage the child in appropriate behaviour. Every effort is also made to pre-empt poor behaviour. Support for developing this strategy (ABC protocol) is in the Inclusion folder on the school's shared drive.

In the event of a serious breakdown in behaviour that is unacceptable to the schools aims a fixed term or permanent exclusion may be the only option. This would only happen if all other options had been considered and tried, or if the offence were so serious as to warrant immediate exclusion. Only the Headteacher with the support of a governor may authorise exclusion. All efforts are made to consider alternative strategies and avoid exclusion if at all possible.

Play/ Lunch time

Should behaviour be an issue at play/lunch time the sanctions in phase 1 will be followed - with the time out option 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 phase 3 sending for support from a senior member of staff.

The loss of playtime should be discouraged as a sanction unless used as part of this agreed process.

In all phases it is important to ensure that it is the behaviour that is dealt with and not the child. Children need to know the difference between inappropriate behaviour and their own worth. At all times all staff must do their best not to damage anyone's self-esteem.

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. 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

Date

Appendix 1 Queens Park Academy Learning Goals

Enquiry

Be able to ask and consider searching questions related to the area of study
Be able to plan and carry out investigations related to these questions
Be able to collect reliable evidence from their investigations
Be able to use the evidence to draw sustainable conclusions Be
able to relate the conclusions to wider issues

Resilience

Be able to stick with a task until it is completed
Be able to cope with the disappointment they face when they are not
successful in their activities
Be able to try again when they are not successful in their activities

Communication

Be able to make their meaning plain using appropriate verbal and non-verbal forms
Be able to use a variety of tools and technologies to aid their communication
Be able to communicate in more than one spoken language
Be able to communicate in a range of different contexts and with a range of
different audiences

Excellence

Be able to recognise excellence in themselves and others
Be able to celebrate excellence in themselves and others
Be able to give and receive advice about how to improve performance
Be able to use advice from others and their own learning experiences to aim for
excellence in all areas of their lives

Creativity

Be able to be inventive

Be able to be imaginative

Be able to use a variety of tools and techniques to help in their work in all areas

Be able to identify and consider issues raised in their studies

Be able to use a range of thinking skills in solving problems

Be able to draw conclusions and develop their own reasoned point of view

Co-operation

Understand that different people have different roles to play in groups

Be able to adopt different roles dependent on the needs of the group and on the activity

Be able to work alongside and in cooperation with others to undertake activities and achieve targets

Be able to consider and respect alternative points of view

Be able to reflect on what they have learned and its implications for their own lives and the lives of other people