



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Queens Road Academy

Policy on Positive Behaviour v5

July 2020

Adopted by QRA Local Governing Body on

Signed
(Chair of QRA Local Governing Body)

To be reviewed by September 2021

Queens Road Academy

Positive Behaviour Policy

September 2020

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning.

For Amendments to Behaviour Policy During Pandemic/Epidemic e.g. Covid-19 – Please see supplemental information at the end of the document.

1. Principles:



This Behaviour Policy was revised in consultation with all stakeholders during the Spring Term 2019 and reviewed June 2020. It forms an integral part of our school curriculum, for at Queens Road Academy we recognise the need to teach values such as respect, fairness and inclusion as well as knowledge and skills. These clear values are reflected in the school's principles and its social, moral and religious education programmes, and the development of social and emotional aspects of learning.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on these values:

- *Adults and pupils show respect for one another;*
- *All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community;*
- *Good behaviour is to be rewarded and sanctions to be applied consistently for inappropriate behaviour;*
- *Appropriate action will be taken to reduce the risk of inappropriate behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils;*
- *Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents, will be identified and supported;*
- *All members of the school community will be listened to and responded to;*
- *All members of the school community are entitled to work and learn in a safe and secure environment;*
- *Adults and pupils are to act as appropriate ambassadors for the school on, for instance, school trips, work placements, sports events and journeys to and from school;*
- *All school adults will model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills;*
- *All members of the school community need to understand and accept these principles upon which this behaviour policy is grounded;*

The Safeguarding Policy should be followed with any Issues relating to safeguarding of pupils. Designated officers should be informed of any safeguarding issues.

2. Teaching and learning: the development of social, emotional and behavioural skills:

For Queens Road Academy to be proactive in improving behaviour we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practised. There are regular explicit opportunities for learning about how to behave in keeping with the school's values and beliefs.

For example, the development of pupils' social, emotional and behaviour skills will be achieved:

- *using a structured programme across all years in PSHE;*
- *through curriculum;*
- *within the pastoral programme.*

Pupils with more challenging behaviour have the opportunity to benefit from a period of targeted support, through behaviour and pastoral leads in school and may be further supported by the following services: Behaviour Support Service, Education Welfare Service, Police and multi-agency teams. They may also have a Behaviour Support Plan (BSP). All teaching staff and support staff have had Team Teach training (To support safe restraint).

Rewards and Sanctions – Traffic Light System

Reviewed by staff, parents and pupils June 2020 v1

Since the introduction of the traffic light system of behaviour monitoring in 2016, QRA has seen continued improvement in pupil behaviours. However, with all systems it is reviewed and modified to ensure it is both fit for purpose and reflects the school/pupils needs. The following guidance supplements the behaviour/sanction policy and is intended to bring increased clarity/consistency in the use of the system. The system has been consulted with stakeholders and strongly reflects pupil voice. (For this reason, in some places it may be interpreted as strangely precise). Overall the main change is the increased level of significance placed upon good behaviour and positive ethos.

For the traffic light, system to work effectively, all staff in school MUST manage it consistently.

All pupils' will start on Green. At the end of every term they can be moved to Gold for

- Consistent good behaviour
- Good Attendance (95% or more)
- Complete school Uniform (collar shirt, tie, black trousers and black shoes)
- Bringing full PE kit regularly
- Punctuality (being to school on time)

Once a pupil is moved on to Amber/Red then they can still move to Gold for that term following the above. Pupils on Gold will receive a special award at the end of the term which will be based on pupil voice.

Pupils' can redeem themselves EVERY session back to Green if their behaviour improves. Names of pupils' moved to Amber/Red to be recorded on log sheet provided for behaviour team to identify the triggers and implement early interventions where possible.

Before a pupil is moved from Green to Amber/Red, staff should consider age appropriateness of the pupil.

In order to be consistent, before a pupil is moved onto Amber the pupil/class should be given at least one clear verbal warning, e.g. "If you continue with this behaviour (name the behaviour to be changed) then you will be moved to Amber, this is your warning." Reviewed by staff, parents and pupils January 2019 v3

High needs pupils or pupils identified with behaviour/social, emotional and mental health needs to have alternative system in place, for example individual sticker chart, which focuses on positive behaviour.

CRITERIA TO MOVE TO AMBER

Following verbal warning pupils' can be moved to Amber if they are continuously displaying disruptive behaviour such as:

- shouting out
- swinging on chairs
- displaying inappropriate use of equipment
- ignoring instruction or back-chatting

If a pupil hasn't completed their work then it is down to the discretion of the teacher to implement consequences at that time.

If disruptive behaviour continues, the pupil will be given further warnings and if the warnings are ignored then they will be asked to move their name to Red.

Once a pupil is on Red their names will be recorded on log sheet with reasons for their move clearly written and strategies tried to de-escalate behaviour and pastoral/behaviour team and/or SLT informed. Sanctions or consequences to be decided by pastoral/behaviour team and/or SLT.

Parents MUST be informed at the end of the day by teaching staff. Behaviour team to log behaviour on a weekly basis. Incidents to be recorded on SIMS (Data management system).

CRITERIA TO MOVE TO RED (Examples)

- fighting
- racist remark
- actions causing harm to others
- damaging property
- rude to staff
- defiance

If a pupil is on Red twice in any half term, then a request to parents inviting them for a meeting with the behaviour team/teacher.

If a pupil is repeatedly on Red after the initial meeting with parents then a behaviour support plan will be implemented. (Supported by the SENdCo. They will not be allowed to attend a house team party (or planned trip in the event that moving to red is due to risky/violent behaviours).

Reviewed by staff, parents and pupils June 2020 v1

Incidents at playtime/dinner time are dealt with during playtime/dinner time. SMSA (Lunchtime supervisors) will inform behaviour team about any serious incidents. Behaviour team to inform class teacher.

RAFFLE TICKETS

Handed out to pupils to encourage positive ethos. These link to school house challenge.

END OF TERM HOUSE PARTY

*On the morning of last Thursday of every half term.

FS/KS1- 9am-10:15am KS2 10:15am-12pm

*Maths and Literacy lessons to continue as normal.

PE POLICY

If pupils are consistently (at least twice) not bringing full PE kit then class teacher to speak to parents at the door.

All pupils to wear pumps or trainers when moving from class room to the hall during PE session.

*Only small studs allowed in school. Tape provided by parents to cover the studs during PE days.

Staff not allowed to cover studs with tape

UNIFORM

1st time- Parent spoken to at the door by class teacher

2nd time- Letter/phone call sent home

3rd time- Meeting with pastoral/behaviour team

Support systems for parents

In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour, teaching and learning, parents may also benefit from voluntary parenting courses and parenting skills. Information available from the school's Inclusion/SENco.

If a pupil or parent feels that the sanctions in the behaviour policy are unfair or have been unfairly applied, then they can speak to a Senior Leader in school. If still unhappy then they can lodge a complaint through the school's complaint procedure.

Support systems for pupils

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well organised and caring school community, some pupils will need extra support to help manage their behaviour and attendance. Many of our pupils who are referred to external agencies will be vulnerable and have Special Educational Needs (SEN) which is met through the Inclusion officer in school.

- *The school will look to use procedures to identify early those pupils most at risk, in order to draw up a support plan and to establish a support programme through Inclusion Pastoral lead and Senior Leadership Team.*

Monitoring and evaluation

At Queens Road Academy we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about school improvement and contribute to the school's Self Evaluation Form. It will also inform discussions with staff, governors, pupils (including through the Pupil Council), parents (through Parent Council) and multi-agency staff about patterns of poor behaviour and steps taken to tackle it.

A copy of this policy will be displayed within the school.

Signed: S.Kaufman _____

Head teacher

Date ____19/6/20_____

Signed ____T.Roger_____

Chair of the Governing Body

Date ____Date as emailed_____

Amendments to Behaviour Policy During Pandemic/Epidemic e.g. Covid-19



Amended Behaviour Principles

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

These amendments will be communicated to pupils, parents and staff via the school website.

Behaviour Expectations:

- amended expectations about breaks or play times, including where children may or may not play – guidance provided to pupils in relation to new rotas introduced in line with Risk Assessment

- clear rules about coughing or spitting at or towards any other person – Pupils will be instantly moved to red and parent informed
- rewards and sanction system where appropriate if changed from main body of policy – Rewards will not follow token system but will be appropriate to the class year group, this will be decided by the class teacher. Sanctions will also be conducted within class – e.g. ‘time-out’, pupils will not be sent to alternative classrooms
- clear rules for pupils at home about conduct in relation to remote education -
- Identify any reasonable adjustments that need to be made for students with more challenging behaviour. – The inclusion leader will work with staff and families to create person-based risk assessments

School Routines and Procedures:

- following any altered routines for arrival or departure – QRA shares guidance newsletters via website and twitter to inform of staggered arrival and departure, Staff are available at these time for help and guidance
- following instructions on who pupils can socialise with at school – managed via Risk assessment and timetabling
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) – little movement as activities all based either in classroom or outside in designated areas
- rules about sharing any equipment or other items including drinking bottles – pupils are provided school packs of stationary, removing need to share. Drinks bottles have been requested in named appropriate containers
- use of toilets – toilets are designated for sole use of a group (mixed sex), on a one only at a time basis

Hygiene and Health Expectations:

- following school instructions on hygiene, such as handwashing and sanitising – All pupils are provided guidance on handwashing routines
- expectations about sneezing, coughing, tissues and disposal – Class teachers shared (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands
- Informing if you are experiencing symptoms of coronavirus – protocols are in place for pupil/parent and staff as linked to covid 19 Risk assessment

Mental Health and Emotional and Spiritual Support:

- Curriculum changes to support children, e.g. social stories, circle time, PHSE, collective worship focus – No whole school collective worship, but replaced with class based daily P4C question.
- Additional support that pupils can access above and beyond classroom provision if required will be via referral to Inclusion/SENco lead.