



St Mary's Academy Trust
Queens Road Academy

Policy on Positive Behaviour v8



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.

1. Principles:

This Behaviour Policy was revised in consultation with all stakeholders in Autumn term 2023. 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 can benefit from a period of targeted support 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) or My Plan. 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 September 2023 & November 2023

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. Throughout the term they can be moved to Gold for

- Consistent good behaviour
- Good Attendance (100%)
- Complete school Uniform (collar shirt, tie, black/grey trousers, and black shoes)
- Bringing full PE kit regularly
- Punctuality (being to school on time)

Gold Star

Pupils on Gold will receive a special award at the end of the term. If a pupil is moved to RED during the term (criteria for RED listed below), they will not be moved onto gold for the remainder of the term. Placing pupils on gold star is at the discretion of teacher and other staff member.

Pupils' can redeem themselves EVERY session back to Green if their behaviour improves. Names of pupils moved to Amber/Red to be recorded on ARBOR 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.

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."

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. They may be moved to their partner class to complete their work and reflect on their behaviour.

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

Parents MUST be informed at the end of the day by teaching staff. Incidents to be recorded on ARBOR (Data management system).

CRITERIA TO MOVE TO RED (Examples)

- fighting
- racist remark
- actions causing harm to others
- damaging property
- rude and aggressive to staff
- defiance
- Persistent low level /Amber behaviours

If a pupil is on Red twice in any half term, then a request to parents inviting them for a meeting with SLT and class 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 an event in school or planned trip if moving to red is due to risky/violent behaviours .

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

HOUSE POINTS

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

PE POLICY

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

No jewellery, including small studs is allowed in school due to health and safety reasons.

UNIFORM

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

2nd time- Letter/phone call sent home

3rd time- Meeting with SLT

Each day, student council members/classroom staff will choose pupils from their class in smart uniform. The names of the identified pupils will be placed in a box. At the end of each week a draw will take place and the pupils whose names are drawn will receive a reward. To qualify for the reward, the pupil must also bring their PE kit on PE days.

Support systems for parents

In addition to involving our parents at all stages in their child's education and 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/SENDco.

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, 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 Student Council), parents (through Parent Forum) 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: B Karan (Head of School)

Signed : T.Roger (Chair of the Governing Body)

Signed: S Kaufman (Executive headteacher)