



Queen's Park Academy

Behaviour for Learning Policy

Aims

- To create a safe and secure learning environment in which everyone is treated fairly and with respect;
- To ensure that children behave appropriately in order that they may develop academically, socially and emotionally;
- To set acceptable standards of behaviour, using positive ways of maintaining high levels of behaviour;
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.

We expect all members of the Academy's community to play a part in supporting these aims.

Children: knowing how they are expected to behave and knowing the consequences of their behaviour.

Staff: presenting good role-models of behaviour and managing behaviour in a fair and consistent manner.

Parents: working in partnership with the Academy to uphold the policy

Governors: monitoring and supporting the policy and evaluating its impact.

Special Educational Needs

We recognise that for some children appropriate behaviour may seem difficult. Suitable support will be given to achieve these aims.

Recognising Good Behaviour

Every child is valued at our Academy and should receive equal opportunities for taking responsibility in the Academy.

All children are expected to:

- Maintain and promote high expectations in everything they do;
- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space;
- Work hard and to the best of their ability;
- Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand;

High Expectations lead to High Achievers

- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers and all adults in the Academy;
- Work sensibly with other children in the classroom; talk quietly and not interrupt;
- Behave sensibly and in an orderly fashion when moving around the school, walking on the left in single file; look after personal belongings; take good care of the Academy environment; tidy away equipment;
- Take responsibility for their own actions and consequences;
- Develop the self-esteem of everyone in the Academy;
- Enable everyone to have respect for themselves and for others;
- Create a climate in which quality relationships can develop between everyone in the Academy;
- Promote mutual understanding in order that an atmosphere is created for effective learning.

All staff are expected to:

- Maintain, promote and model high expectations in everything they do and say;
- Undertake duties in a professional manner; provide support and encouragement to each other in accordance with the policies and procedures of the Academy;
- Make explicit in a constructive and positive way the behaviour expected of children; use a language of choice and consequence;
- Be firm without being confrontational; handle situations with a degree of warmth and concern;
- Provide praise and encouragement for learners; offer challenge and highlight their achievements;
- Work closely with parents in a discreet and pro-active manner.
- Develop the self-esteem of everyone in the Academy;
- Enable everyone to have respect for themselves and for others;
- Create a climate in which quality relationships can develop between everyone in the Academy;
- Promote mutual understanding in order that an atmosphere is created for effective learning;
- Contribute to the personal and social development of children;
- Develop emotional competence, self-awareness and self-discipline in children;
- Encourage children to make informed and well balanced choices.

Rewards

In order to promote a child's self-esteem, we recognise positive behaviour and we reward:

Good attitudes: good manners, being thoughtful, commitment, caring, fairness, helping others, kindness, politeness, courtesy. Our 12 Character traits of; grit, adaptability, optimism, self control, inter-dependence,

High Expectations lead to High Achievers

discernment, curiosity, courage, compassion, mindfulness, honesty and trust.

Good work: completing work, achievement, effort, taking pride, perseverance

Actions might include:

Praise and encouragement

- Smile, nod, thumbs up, specific "well done for", verbal praise;
- Pointing out good behaviour e.g. "I like the way", tell another adult verbally;
- Written message/symbol (e.g. smiley face) on a child's piece of work for special effort or achievement;
- Individual/group/class reward;
- Star's reward system;
- Character Awards;
- Blog Post;
- Informing the child's parents or Principal of good work/attitude;
- Praise postcards sent home;
- Pupil of the week;
- Reading Bingo awards;
- Reading Cup and Class Board game
- House totals;
- Attendance Awards;
- End of Year progress and achievement trophies;
- Attendance cup winners

How we deal with undesirable behaviour

As the school wishes to have a proactive approach, parents will be contacted when poor behaviour disturbs learning, interrupts play or upsets others emotionally on a frequent basis. We recognise that parents might have concerns and they are invited to make the first contact with the class teacher. When the meeting is arranged the reason for it should be explained. At the meeting the problem will be discussed and a strategy agreed.

Consistently poor behaviour may be dealt with in one or more of the following ways:

- Individual targets and specific rewards for the child
- Regular parent, Head of Year and class teacher meetings

Pupils should make up time lost where appropriate in order to complete assigned work.

High Expectations lead to High Achievers

A child who retaliates will be seen to be at fault as well. Staff must be told when children are in danger, hurting others or being hurt.

Work left unfinished as a result of poor behaviour will be completed in the child's own time.

Behaviour strategies and the teaching of good behaviour

The Academy uses a variety of strategies to support and develop good behaviour. Staff should look for opportunities for teaching good behaviour rather than through purely punitive measures. Developing good relationships with pupils and establishing clear boundaries is key to raising self-esteem and reducing anxieties that may obstruct good behaviour for learning.

A restorative approach – the Academy uses restorative approaches and promotes choice theory to encourage pupils to take responsibility for their own behaviour and how they approach accepting and understanding the consequences for that behaviour.

It is the consistency with which meaningful consequences are experienced that is crucial in shaping and influencing pupil's behaviour. Consistency across the Academy also allows pupils to predict outcomes for their actions and then make good choices regarding their behaviour. The Academy uses a variety of approaches, dependent on the individual, to support and modify behaviour.

Curriculum – To better understand their own emotional responses to situations and rights and responsibilities, the Academy visits topics during PHSE, other curricular lessons and assemblies. Where possible the Academy takes opportunities to use outside agencies to support the teaching of good behaviour, Schools and Community Team.

It is of great importance however, that children understand that all children are different and may be responded to slightly differently. It is key to teach our children that they are all treated **fairly** but not necessarily equally.

It is also important when dealing with situations that the behaviour is targeted and not the child. Therefore, the initial behaviour is focussed upon rather than secondary behaviours.

Sanctions follow a hierarchical structure; they should be wherever possible immediate and discreet and as low level a response as possible. However, a child may be entered into this at any point depending on the context, age and severity.

High Expectations lead to High Achievers

The sanctions provide a range of increasingly serious responses to persistent misbehaviour.

Wherever possible the sanction will “match” the offence e.g. tidying up when having thrown things on the floor. The amount of significance given to the sanction is clearly important, if missed playtimes are overused they will lose their effect and will not appear serious.

Staff must endeavour to put in place sanctions or ‘catch up’ time addressing issues regarding non-completion, to an acceptable standard, of assigned work.

Detailed guidance on dealing with incidences of bullying is contained in the Academy’s Anti-Bullying Policy.

Date: January 2019

Date for Review: January 2020