



Behaviour Management Policy

Person responsible: Chris Wilson
Date adopted: January 2019,
February 2020, January 2021
Date of next review: January 2022
Governor's Signature: David Bishop
Date: 22nd January 2021

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Aim of policy

Our central aims at Queensbury are to:

- Create a happy, safe learning environment where everyone feels part of a community and is treated with tolerance and respect.
- To promote and develop self-discipline, maintain positive self-esteem and encourage students to take responsibility for their own behaviour.
- To celebrate our own achievement and the achievement of others.
- To provide an environment based on good manners and respect for others, regardless of race, gender, religion or ability.
- To support students in developing socially appropriate behaviours to allow them to become valued members of the wider community.

This policy supports the whole school ethos and is linked to the following policies:

Anti-Bullying and Racial Harassment

Equal Opportunities

Safe Touch (including Restraint.)

Rationale:

At Queensbury School, we believe that young people want to behave well and that adults can learn and use strategies to support them in achieving this.

Behaviour is often a means of communication and we should support our students in communicating their needs safely and appropriately. With the right support and intervention, we can help our students to learn how to improve their behaviour. We believe that some students need direct teaching in how to recognise that they are responsible for their own behaviour and the need to make positive choices. We also recognise that any behavioural interventions need to be given time to have an effect. We understand that mistakes are part of the learning process and our students are at different stages in this developmental process. All of our students also have learning difficulties which may impact how they learn to behave. Adults need to have a well-informed understanding of their needs and respond to our students in a non-judgmental and supportive way.

As a school we firmly believe that there must be respect for the feelings, beliefs and customs of others. We aim to work closely with parents and carers and to demonstrate respect in our relationships with one another. Awareness and tolerance of the views, beliefs and customs of other people are taught explicitly in curriculum areas such as Humanities, RE and PSHE. However Social, Spiritual, Moral and Cultural values underpin our school curriculum as a whole. This is reinforced by other means such as Circle Time, assembly and 'Thought for the Week.'

Every morning students spend the first lesson of the day with their form staff. Each session is begun by using a 'Five Point Emotion Scale.' This allows students to talk about how they are feeling and gives form staff the opportunity to try and support the students with any anxieties they may have. The mentors may need to intervene if

necessary. This daily session ensures that students are ready to learn before they leave their form base.

At the end of the day, students come together again for 'Reflection and Reward.' This gives them the opportunity to reflect upon their day, share any difficulties and celebrate successes.

Roles and Responsibilities:

Staff Responsibilities are:

- To treat all students fairly and with respect.
- To raise the level of students' self-esteem.
- To provide a relevant and stimulating curriculum to engage students.
- To create a safe and welcoming environment.
- To use rules and consequences fairly and consistently.
- To be a good role model.
- To develop good relationships with parents so that students can see that we share a common aim.
- To recognise each student as an individual.
- To be aware of students' needs and manage their behaviour with this in mind.

Students' responsibilities are:

- To work to the best of their ability and allow others to do the same.
- To listen to each other.
- To respect each other and each other's property.
- To follow instructions.
- To keep their hands and their feet to themselves.
- To look after their school and each other.

Parents' and carers' responsibilities are:

- To make children aware of how important appropriate behaviour is within the school and the wider community.
- To encourage self-discipline.
- To show an interest in all their children do in school.
- To foster good relationships with school.
- To be aware of school rules and expectations of behaviour.

The Pastoral Manager:

The Pastoral Manager leads a team of learning mentors, home/school worker and lunchtime supervisors. He is also the Designated Safeguarding Lead in school. All behavioural issues should be referred to him, logged on CPOMS and the relevant Assistant Head copied into the log of the incident.

The Pastoral Manager will make an initial decision and will either resolve the issue, or decide upon the most appropriate person to refer to.

The Learning Mentors:

Learning Mentors are a key preventative to unwanted behaviour in school. Through the provision of emotional support, counselling programmes, a safe haven at break times and work with parents/carers they can help students remain calm and able to learning in school.

The Learning Mentors coordinate the external agency support such as FTB, SHB team, Educational Psychologist, School Nurse and doctor all of whom have a role in supporting the students and staff in ensuring students' behaviour is safe and appropriate.

The learning mentors are able to develop good relationships with parents so in times of difficulties they can be both a communication conduit and a source of advice.

The Home /School Worker:

The home-school link worker provides a further link with and support to parents and carers. They are able to support parents in the home with their child's behaviour by helping to develop strategies to reduce unwanted behaviours.

The Role of Associate Head of School and Head of School

The Assistant Executive Head Teachers are responsible for the overall daily management of behaviour in their Key Stage. When behavioural instances are reported to the Deputy Executive Head Teacher or Assistant Executive Head Teachers, they will provide staff with support in following through consequences and where instances require internal exclusions they will organise this for the students in their Key Stage. The Assistant Head of Key Stage will also ensure that any serious incidents are communicated to parents.

The Role of the Executive Head Teacher

If the level of the student's behaviour is extreme, then the Executive Head Teacher will investigate the situation and make a decision as to the consequence to be put into place.

Only the Executive Head Teacher has the authority to exclude a student from school.

The Executive Head Teacher is responsible for the overall behaviour policy and its' implementation throughout the school and will report to Governors about its' effectiveness.

Encouraging Outstanding Behaviour for Learning in School:

Clear and consistent behaviour both inside and outside of the classroom is key to establishing good discipline in school. It is essential that teachers are well organised and deliver well-planned, differentiated lessons that engage students and have a real life context.

In encouraging excellent behaviour for learning, teachers should:

- Know their students as individuals.
- Make the expectations of classroom behaviour clear from the beginning by referring to the 'Five Golden Rules' and explaining why they are necessary for outstanding learning (see Appendix 1.)
- Be aware of the behaviour of their class by being aware of the group dynamics and adjusting their seating plans, differentiation and pace accordingly.
- Be a good role model by being polite and being aware of their own behaviour, including stance, volume and tone of voice.
- Be firm rather than aggressive or confrontational, if reprimands are necessary these should deal with the behaviour and not be targeted at the individual student.
- Many of our students interpret language literally and therefore sarcasm should be avoided.
- Look for aspects of behaviour to praise. Emphasise the positive. 'Catch students being good' and praise good behaviour as well as good work. By reinforcing positive behaviour, we can develop the student's repertoire of appropriate behaviour and remind them of how they feel when they are praised for behaving well.
- Try to reinforce appropriate behaviour in another student rather than drawing attention to negative behaviour by using language such as 'Look how well Liam and Adam are listening,' rather than, 'Stop talking and listen.'
- Think about the reason for the negative behaviour. Why the student is behaving in the way they are. There will be a reason and this is something we need to deal with and support in whatever way we can.
- Deal with negative behaviour quietly and respectfully. There is no need to humiliate a student and force them into a confrontational situation where they are afraid to 'lose face' with their peers.
- Begin each day afresh.
- Use the language of choice. Encourage students to make the right choice and explain the consequences of their choices, good or bad. Use descriptive praise e.g. 'like the way you came in quietly.' 'I am pleased with how you supported John with his work.'

- Link the choices they make to the consequences so that students understand the implications of their actions.
- Follow the Behavioural Procedures of the school as outlined in Appendix 2.
- Reflect upon their own classroom practice and think about how they can continue to improve their behaviour management strategies.

Break time and lunchtimes

All staff on duty have a safeguarding responsibility to be on time for their duty and to monitor the area that they have been designated. Best practice is to engage students in activities and encourage appropriate peer games and relationships. Students engaged in activities such as skipping, football, hopscotch etc are significantly less likely to present with behavioural difficulties than those not engaged in constructive activities.

Around school

All staff have a responsibility to monitor behaviour around school including corridors and the hall. Students behaving inappropriately should be challenged/supported (depending upon the student and circumstances) and told the way in which they should be behaving i.e. “walk”, “keep hands to self”.

Rewards and Consequences:

Good behaviour should be recognised in the same way as good work is. This will include the use of house points, green and yellow arrows (Appendix 3), phone calls and texts home. It is important that staff share good behaviour with parents in the same way as they would inform them if a consequence became necessary. Heads of Key Stage will award nominations for ‘Star of the Week’ in their assemblies. Achievement evenings are also held each year to celebrate the achievements of the students in school. Parents and students are actively encouraged to attend these evenings.

Consequences for negative behaviours are outlined in the flowchart for ‘Behavioural Procedures.’ Negative behaviour should be dealt with initially by the classroom teacher or member of staff on duty, using the system of first yellow card (five minutes’ detention,) second yellow card (ten minutes’ detention.) These times are guidelines, as a member of staff may feel that they have spoken to the student and are satisfied that they understand why they made the wrong choice and how to improve their behaviour next time.

If negative behaviour persists and a red card becomes necessary, then this must be accompanied by a detention at lunchtime or after school. If the negative behaviour persists then initially the Pastoral Manager should be contacted. He will decide upon the appropriate course of action. This may include a referral to the Learning Mentors.

If the behaviour is deemed sufficiently serious then he may refer the incident directly to the relevant Assistant Head.

It may be necessary for the student to be escorted to the learning mentors' room to have time to calm down and reflect. If the behaviour persists and is considered serious, then Head of the relevant Key Stage should be informed.

If a student is required to complete an after school detention, then the parent/carer must be contacted and their permission obtained. Reception should also be informed as there may be implications for the child's travel arrangements.

Should an incident be serious enough to warrant an Internal Exclusion, then parents/carers should be informed and the nature of the incident explained to them. The exclusion should be carried out as soon as possible after the incident. The student should work in supervised isolation in the Learning Mentors' room (if appropriate.) Work should be sent by the member of staff who would have been teaching the student and time should be given to the student to reflect upon their behaviour and how to make better choices next time.

Should a fixed term exclusion be deemed necessary, then parents/carers should be informed by letter sent on the day of the incident (or as soon as possible if the incident is at the end of the day.)

On the day of the student's return to school, parents/carers should accompany the student for a 'Return to School' interview where the incident should be discussed and made clear to the student that such behaviour is unacceptable. They should be in the right frame of mind to return to school that day. If this is not the case and it is clear that the student does not accept that they made the wrong choice, then they may be asked to return home with their parent/carer and the exclusion extended.

On the rare occasion of a permanent exclusion or managed move to another school the reports of behaviour become key evidence and therefore staff need to record and report all incidents however small to build up a picture of the student's behavioural needs

Behaviour Management Plans

For those students who need additional support outside of the strategies already identified within this policy and whose needs are more complex, consideration should be given to setting a Behaviour Management Plan (BMP) for the individual student.

A BMP contains:

- a specific description of the nature and frequency of the unwanted behaviours
- a description of what strategies have already been tried and the impact of those strategies
- new strategies for managing unwanted behaviour
- new strategies for rewarding wanted behaviours
- details of support, resources and reviews

- the student's views of the behaviour

A collaborative approach is essential when writing, monitoring and evaluating a BMP. The form tutor, learning mentors and assistant heads should work together on the development of a BMP. It is also important that parents/carers are informed of the issues that trigger a BMP and are included in the strategies to monitor progress.

Form tutors are responsible for writing the BMP with help from the learning mentors and for overseeing its implementation.

Monitoring and Recording:

It is the responsibility of all staff to record any incidents on CPOMS. This should be forwarded to the relevant members of staff such as the Pastoral Manager, Learning Mentors, form tutor team and the Head of Key Stage.

Incidents will then be monitored by the pastoral team; including the Pastoral Manager, Learning Mentors and Senior Leadership team. Should intervention be necessary the appropriate action will be taken. Interventions may include speaking to the child, contacting home, sessions with the Learning Mentors, Speech and Language Therapist, or referral to external agencies such as the school doctor, Educational Psychologist, ADHD team, CAT team (where the student has a diagnosis of Autism) Forward Thinking Birmingham.

Positive Handling

In the event positive handling techniques are required to safeguard the child, please refer to our Care & Control Positive Handling Policy. The correct Team Teach strategies will need to be deployed. These should all be recorded in Log book in Mentors with Mr Khan within 24hrs.

Appendices:

Golden Rules

Behavioural Procedures Flow Chart

Behaviour for Learning Flow Chart

Senior Leadership, January
2021.

Our Five Golden Rules:

1. We listen to each other.
2. We respect each other and each others' property.
3. We follow instructions.
4. We keep our hands and our feet to ourselves.
5. We look after our school and each other.



Behavioural Procedures



All Behavioural issues with pupils **MUST** be dealt with using the following procedures.

Behaviour MUST be dealt with by the TEACHER IN THE LESSON OR MEMBER OF STAFF ON DUTY.

Firstly - Warn the student that their behaviour is unacceptable. If it continues, then issue the first YELLOW CARD.

If behaviour persists, then give a second YELLOW CARD and speak to them at break time.

If behaviour continues then - give a RED CARD. This must be accompanied by a LUNCHTIME/AFTER SCHOOL DETENTION.

Should a student leave the classroom, the TA should follow the student and encourage them to return to the lesson.

If after 5 minutes they are unsuccessful then the Learning Mentors should be contacted.

All incidents must be recorded on CPOMS and a clear consequence given.

If the above procedures have been followed and behaviour cannot be dealt with by the subject teacher, or duty staff, then the Pastoral Manager should be contacted. On ext 111.

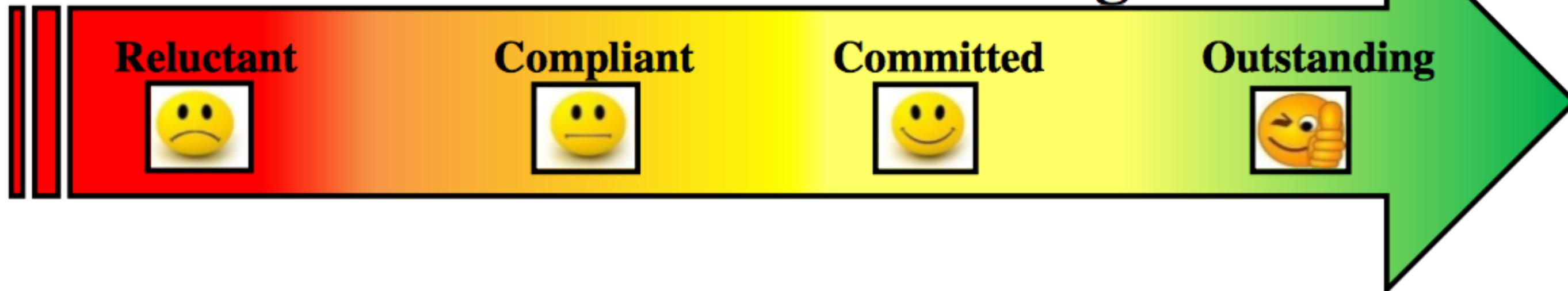
The Pastoral Manager will either resolve the situation, or decide upon the most appropriate referral to make.

If the Pastoral Manager refers the issue to the Learning Mentors then they will deal with the issue.

The learning mentors will endeavour to return the student to the classroom when they are ready to re-join the group and provide further support for them within the lesson until the student is ready for them to withdraw.

If the nature of the incident is deemed serious then the Pastoral Manager may refer directly to SLT.

Behaviour for Learning



Reluctant	Compliant	Committed	Outstanding
Avoids work, needs reminders to be brought back on task regularly. Makes poor choices.	Does what is asked and to a standard appropriate to ability.	Hard-working and fully engaged.	Drives own learning, showing independence of thought.
Can have a negative impact on others.	Follows instructions and does what is told. Does not have a negative influence on others.	Has a positive impact on others.	Has a sustained positive impact on the learning of others e.g. leadership in lessons and positive role-modelling.
Lacks homework and has work missing in books.	Homework activities completed adequately but often fall short of full potential. Does what is expected but does not <i>go the extra mile</i> .	Notable effort put into work relative to ability. Homework tasks completed fully.	Homework tasks display evidence of wider reading and research <i>Goes the extra mile</i> by consistently displaying curiosity and a love of learning.
Displays a lack of aspiration and motivation.	Shows insufficient desire/confidence to achieve full potential.	Demonstrates a desire to do well, taking some responsibility for their own learning.	Highly aspirational with an appreciation of the value and bigger picture associated with learning.
Reluctant to engage with feedback or in positive dialogue. Limited response to support.	Accepts support but does not seek it.	Responds well to teacher/parent/peer support and challenge.	Proactive in responding to targets/feedback, demonstrating the capacity to take the next step in learning without the teacher.