



QUEENSMEAD PRIMARY ACADEMY

Behaviour Management Protocol.

'Together Everyone Achieving More'

Queensmead Primary Academy is an environment where all are included, feel valued and respected. Standards of academic achievement are high and behaviour generally excellent. Children, staff and parents alike are happy, engaged and enthusiastic about learning – a partnership where everyone is working to achieve and fulfil their potential.

We nurture our pupils to ensure that the children in our care leave our school with strong self-esteem, high personal expectations and a complement of basic skills that promote an enquiring mind and a desire for knowledge based on our Route to Resilience programme, our Unicef Rights Respecting Award amongst many others.

We have numerous opportunities to develop spiritual, moral, social and cultural understanding and awareness. We strive to be central hub for the local learning community – a place where children, parents and the community can experience continuity, development and growth.

The Broad Aims of the Protocol:

- To promote and encourage good behaviour.
- To promote positive attitudes.
- To help children develop moral codes and values.
- To prepare pupils for effective citizenship.
- To ensure that everyone feels safe and secure in school, that each person is treated fairly and well and that every member of the school community feels valued and respected.
- To provide a learning environment which enables everyone to be motivated and positive.
- To contribute to raising pupils' achievement.
- To maintain an ethos of kindness and consideration by promoting good behaviour.
- To enable everyone to be alert to, and able to respond to, bullying, racial harassment, physical violence, disruptive behaviour, verbal abuse etc.
- To ensure consistency of application by all staff.

Greenwood Academies Trust:

Queensmead Primary Academy is part of the Greenwood Academies Trust (GAT). As such we follow the policies published by GAT, available through website links or as requested via the Academy office. We follow the GAT Pupil Behaviour and Exclusions Policy.

The information in this protocol document shows how the policy is implemented in our Academy. In addition to this, our Protocol meets expectations in line with the Ofsted Framework (Nov 25).

- leaders and staff establish appropriate routines and explicitly teach and model the behaviour they expect from pupils, so that these are well understood
- approaches are adapted to meet pupils' individual needs as necessary
- teaching and non-teaching staff are trained to challenge poor behaviour, including low-level disruption that prevents learning, and they agree on consequences for poor behaviour and apply these confidently and consistently
- poor behaviour is prevented from disrupting lessons or the school's day-to-day life
- relationships between pupils and staff show kindness, courtesy, empathy and respect, reflecting a positive culture
- staff create a positive environment in which bullying, unlawful discrimination, harassment, including sexual harassment, victimisation, physical and/or sexual violence and derogatory language are not tolerated
- we recognise that bullying takes various forms, and is often motivated by prejudice against particular groups, for example on grounds of race, religion or belief, sex, sexual orientation, gender reassignment, SEND, or because a pupil is adopted, in care or has caring responsibilities; it might be motivated by actual differences between pupils, or perceived differences
- we ensure that the school has a culture in which staff are trained and empowered to deal with child-on-child violence; we assume it happens in the community and, potentially, in school, even in the absence of specific reports, so establish a whole-school approach to tackle it
- pupils feel confident reporting incidents of bullying, aggression, unlawful discrimination or derogatory language when these occur, and leaders deal with them quickly and effectively so that they are not allowed to spread
- pupils who are affected by bullying, aggression, unlawful discrimination or derogatory language are supported so that they feel safe and confident at school
- sanctions, including isolation, suspension and permanent exclusion, are used proportionately and appropriately to tackle behaviour that does not reflect leaders' high expectations
- suspended pupils are reintegrated and those returning from off-site direction and alternative provision carefully on their return to school and manage their behaviour effectively
- staff work with pupils and parents to communicate expectations about behaviour and to foster partnerships between home and school
- Staff work with the local authority, other agencies and partners, where necessary, to support effective and continuing improvements to behaviour

At Queensmead Primary Academy we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We provide an environment in which our children are secure, with equal opportunities for all. Our positive behaviour management policy, together with our PSHCE curriculum and co-curriculum programmes such as Route to Resilience and UNICEF Rights Respecting is designed to help pupils understand how membership of a community confers duties, responsibilities and the rights upon the individual.

We are a positive school, aiming to set high expectations for both staff and pupils to achieve high standards. Behaviour Management and discipline are the shared responsibility of all staff (both teaching and non-teaching) and parents. All staff receive regular training and CPD around behaviour management and the high expectations for behaviour at Queensmead.

Behaviour management strategies are consistently used to promote good behaviour from all pupils. These may be adapted in relation to a pupil's SEND status or their protected characteristics.

Rewards

Our emphasis is on reinforcing good behaviour. We believe that rewards can play a motivational role, helping

children to see that good behaviour is valued. The most common reward used is praise: informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. In addition to this, we have a clear system of rewards designed to celebrate and promote good behaviour. More details can be found in our Rewards and Sanctions document (appendix 1).

Communication

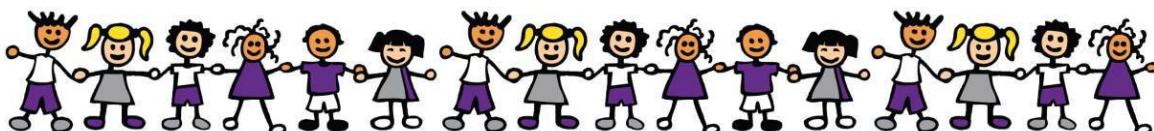
We give high priority to clear communication within the school and to a positive partnership based on building trust with parents. This is crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to the class teacher, followed by the Behaviour Mentor and SLT, so that strategies can be discussed and agreed before more formal steps are required.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.



We want our school to be a place where we are safe: to learn, have fun and work hard.

A place where we are kind and mindful of everyone and have positive attitudes for our bright futures.



Support for pupils and families

We take our responsibilities towards supporting pupils and families very seriously. Support for pupils is available via a range of in-house strategies and a dedicated team of staff members who can offer bespoke responses to a wide range of issues or concerns. Our Family and Inclusion worker is a trained counsellor who can be made available to provide individual, small group or larger group support sessions or interventions. She signposts families to a range of local networks including the Early Help Offer. Our Behaviour and Attendance Officer works closely with our Educational Welfare Officer (EWO) in order to support families with attendance and other issues.

Implementation

There are two sets of guidance that form part of this protocol: the Behaviour Management Framework (a recognised list of rewards for positive attitudes) (appendix 1) and a Sanctions framework (appendix 2).

The sanctions framework is displayed in all classrooms and around school and will be shared with pupils at the start of the academic year and as needed throughout the year. All staff make reference to the framework (both in classrooms and in the playground).

Bullying and Child on Child Abuse

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. At Queensmead Primary Academy we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend.

‘Bullying is deliberately hurtful behaviour. It can take many forms and is repeated over time.

*S Several
T Times
O On
P Purpose*

The school has Peacekeepers -a team of children in the playground at lunchtimes and break times.

We take bullying very seriously and will do our best to ensure that all instances are effectively dealt with. We aim to provide a protective ethos with preventative work in our Personal, Social and Health Education. We listen carefully to any concerns of children or parents and encourage everyone to inform us of any bullying behaviour. We support children who may have been bullied and try to ensure they feel safe; respond to all instances of bullying informing parents of both parties and work with everyone involved to change bullying behaviour.

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim. The role of parents is important in reducing any incidents of bullying. Queensmead Primary Academy has an Anti-Bullying Procedures to support this.

Serious behaviours that would affect any pupils' health and safety are dealt with swiftly and according to the guidance outlined in the Sanctions Framework, this includes incidents of Child on Child abuse when reference will be made to QPA Safeguarding policy. We have a zero tolerance approach to sexual violence and sexual

harassment. In following the guidance of Keeping Children Safe in Education, we maintain the attitude that 'it could happen here' but is never acceptable and will not be tolerated.

Prohibited items and behaviours

As outlined in the GAT Pupil Behaviour and Exclusions Policy, the following items are prohibited in the Academy:

- knives or weapons
- alcohol
- illegal drugs and paraphernalia
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury (whether physical or psychological)or damage to property.

The Greenwood Academies Trust does not encourage the use of force but a member of staff may use reasonable force to carry out a search for a prohibited item as listed above. Should this be necessary, staff will follow the DfE's Searching, Screening and Confiscation guidance.

Mobile Phones

The Academy Code of Conduct, Handbook and Safeguarding Policies clearly state that mobile phones are not allowed to be brought into the Academy by pupils. However, we do appreciate that, under particular circumstances, there may be occasions when pupils in **Y5 and 6 only** could be allowed to bring their mobile phone into school under a strict protocol and application procedure. In this case, the QPA Mobile Phone Protocol gives details of the procedures to follow.

Monitoring and Review

Behaviour is monitored by class teachers, phase leaders and the senior leadership team. More severe behaviours are monitored by the Behaviour Mentor who keeps detailed records which are shared with the Deputy Principals and Principal weekly when updates are given and responses discussed. The Behaviour Protocol is reviewed annually by the Principal and SLT. We are proud of our pro-active Rights Respecting School Council and other groups of pupils around school who are given responsibilities. We work in partnership with these pupil groups to ensure pupil voice is captured and validated.

Exclusions- Permanent and Fixed term

The GAT Behaviour Policy will be adhered to in all aspects of permanent or fixed-term exclusions. The Principal will liaise with the Education Director in order to ensure that the GAT procedures are followed

Parents and Carers

- The school works collaboratively with parents/carers, so pupils receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and issue reminders

via , for example, the newsletters etc.

- Additional support is provided to pupils around transition procedures when they move from one key stage to another – parents are kept informed around these key points in their child’s educational journey.
- We expect parents/carers to support their child’s learning, and to co-operate with the school, as set out in the home-school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child’s welfare or behaviour.
- If the school has to take reasonable action to discipline a pupil, parents/carers should support the actions of the school.
- If parents/carers have any concerns about the way that their child has been treated, they should initially contact the teacher via the school office. If the concern remains, they should ask to speak to one of the Deputy Principals. The Principal should then be consulted if the concerns remain. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented involving the Education Director.

Associated policies

Reference should also be made to:

- Health and Safety Policy
- Mobile Phone Protocol
- Physical Restraint and Positive Handling Policy
- Anti-Bullying Procedure
- Staff Code of Conduct
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- DfE Guidelines on Exclusion from School
- GAT Pupil Behaviour and Exclusions Policy

Behaviour Management Policy – The Framework

Appendix 1

Rewards

Aspect	Procedure
House Points	<ul style="list-style-type: none"> • Staff to award House Points for excellence in any area • Pupils to place counters in appropriate pot in classroom • House Captains count the house points weekly and record in their journals. Discs to be added to the House Point tubes during Star Assembly and points announced. • Balance/consistency in distribution. • Can be awarded by Teacher/TA/HLTA etc. • EYFS children start in the Summer Term.
Class Rewards	<ul style="list-style-type: none"> ☺ As a class, children decide on a special class reward which they would like to work towards, e.g. class party, disco, football tournament, art & craft activities, cooking, role-play, extra outdoor play, film etc. ☺ Over several weeks the whole class will work towards collecting 10 of their class reward symbol. ☺ Reward symbols are given for the whole class doing something well, for example working well in a lesson, walking to assembly or lining up for lunch. ☺ When the class have earned 10 reward symbols they are given their class reward at the earliest convenient time, e.g. that afternoon in place of a theme lesson. ☺ Maximum one hour reward time. ☺ Classes should receive their first class reward early in the Autumn Term as an incentive.
Honours Awards	<ul style="list-style-type: none"> ☺ Awarded to pupils half termly. ☺ Agreed focus for each Honours Award announced at the start of the year and displayed in the Staffroom. ☺ Names announced on the website and in latest newsletters. ☺ Presented by the Principal where possible. ☺ Includes the EYFS children.
Star of the Week	<ul style="list-style-type: none"> ☺ Awarded in Friday celebration assembly and linked to the Route to Resilience ‘Word of the Week’ ☺ Can be awarded by Teacher/TA/HLTA etc. ☺ 1 pupil per class per week. ☺ For both academic/ behaviour or social. ☺ Purchased certificates for ease of preparation.

Verbal Praise	<ul style="list-style-type: none"> ☺ Discuss in a circle time. ☺ Use verbal praise and promote use with pupils (e.g. 'Thank You' if a pupil has held a door open or 'Well Done' if they impress). ☺ Promote at lunchtimes and break times.
Individual Rewards	<ul style="list-style-type: none"> ☺ To continue ☺ Stickers and Stampers – (e.g.) used in marking

Behaviour Management Framework

Appendix 2

Sanctions

Good behaviour management starts with the principles of good classroom management strategies.

The sanctions outlined work in conjunction with the rewards and recognition section of the Behaviour Management Protocol.

Before applying the stepped sanctions in this framework, the first three bullet points should have taken place:

- Non-verbal management – eye contact, pausing, moving closer to a pupil etc.
- General reminders and comments – either to the individual or the class.
- Verbal Warning with name put on the board in the classroom.

The following steps start afresh each day; however, there are guidelines at the end of this document for persistent repeated offences that arise daily/frequently (i.e. pupils continually reaching Step 2 or 3).

For children to access the procedure a flow chart has been produced to outline the steps. This flow chart will be displayed in all classrooms, the Hall, ICT suite, library and in the playground so that it can be easily referred to.

It is suggested that to prevent disruption to the pace of teaching and learning that names are simply written on the board (Step 1) and then ticks added as the children reach subsequent levels. This can then be used as outlined further in this policy.

Behaviour Management strategies at Queensmead are age and stage appropriate. EYFS have their own Behaviour Management Protocol separate to this.

Step 1

INCIDENT 1

- 5 minutes 'Time Out' in own classroom.

Step 2

INCIDENT 2

- Time out with 'paired classroom' (10 minutes reflection whilst working). We need to establish trust in going to the room but teachers could send a simple post it note to explain or use a TA or other child to escort the pupil.
- The child should take work and be encouraged to complete the work in paired room
- Apology from pupil to own class teacher on return.

Step 3

INCIDENT 3

- 15 Minute **Lunchtime or Playtime Detention** with SLT Rota to supervise.
- THIS SHOULD BE COMPLETED AT THE NEXT AVAILABLE BREAK OR LUNCHTIME SO THERE IS AN IMMEDIATE OPTION.
- Teacher to fully record this on a detention form. These will be filed by Miss Sewell and act as a record of evidence built up over time and show a pattern of repeated behaviours.
- SLT on duty to fill in the relevant section on the Detention form and hand to Miss Sewell to file in the Detention Folder.
- If a child reaches Step 3 twice in 2 weeks, the behaviour mentor will phone parents to informally discuss concerns.

If the child then receives a further detention within 2 weeks, parents will be sent a letter inviting them for a meeting with the behaviour mentor. Following this meeting, if a further detention is given within 2 weeks, children will be monitored with a daily behaviour card which may impact on other areas of school (eg. Aftercare/ Clubs etc)

If further detentions are received within a 2 week period another letter will be sent home to invite parents to meet a member of the SLT. Following this meeting, if a further detention is given within the rest of the term, parents are invited by letter to meet the Principal.

In following this pattern, the child will receive support through a behaviour plan or strategy.

Step 4

INCIDENT 4

- 30 Minute Lunchtime Detention with SLT rota to supervise.
- THIS SHOULD BE COMPLETED AT THE NEXT AVAILABLE LUNCHTIME SO THERE IS AN IMMEDIATE OPTION.
- Teacher to fully record this on a detention form. These will be filed by Miss Sewell and act as a record of evidence built up over time and show a pattern of repeated behaviours.
- Member of staff on duty to fill in the relevant section on the Detention form and hand to Miss Sewell to file in the Detention Folder.
- Class teacher is responsible for informing the parents.

Step 5

INCIDENT 5

- Consequences for more serious negative behaviours
- Whole Lunchtime Detention with SLT rota to supervise.
- Teacher to record this on a detention form. These will be filed by Miss Sewell and act as a record of evidence built up over time and show a pattern of repeated behaviours.
- SLT on duty to fill in the relevant section on the Detention form and hand to Miss Sewell to file in the Detention Folder.
- Involvement of Principal and Learning & Behaviour Mentor – for one to one discussion with the pupil.

OR

- Internal Seclusion from classroom for afternoons or mornings or both for:
 - 1st occasion at Step 5 – 1/2 day
 - 2nd occasion at Step 5 – 1 day
 - 3rd occasion at Step 5 – 2 days

We then look to further behaviour plans, strategies and exclusions with full information shared with and discussed with parents.

Consequences for 'Exceptional Behaviours'

Step 6

What is an exceptional behaviour?

- Deliberate physical hurting
- Refusal to do as an adult asks
- Rudeness (including Swearing with Intent or overt foul/obscene language)
- Other serious breaches of the school code

Actions:

- Any member of staff to call upon the Learning & Behaviour Mentor, Principal or Deputy Principal immediately if 'exceptional'.
- Bypass the early steps.
- Letter home.
- 'Exceptional offence' – straight to step 5 – Internal Seclusion
- Internal Seclusion (see above for guidelines) – child removed from own class for at least one half of a day, or more depending on the offence.
- In extreme circumstances a child may receive a Fixed Term Exclusion.

The Learning & Behaviour Mentor, Principal or Deputy Principal will inform class teacher of outcome of children reaching the exceptional circumstances sanctions. The Principal and Deputy Principal will be the only staff to impose this level of sanction (in consultation with teacher and Learning & Behaviour Mentor where appropriate). A simple form will be completed and passed to the class teacher so as not to interrupt teaching and learning and also act as a record of decisions made (Appendix 7).

Points to note:

Language of 'detention' may not be suitable for KS1 - so consider using terminology such as 'missed playtime/lunchtime'. If you suspect a child may not take a letter from this system home, then forward the letter to Miss Sewell to be posted.

There needs to be clarity and consistency so that the children (and parents) are clear of the sanctions that will take effect as a result of negative behaviour.

The implementation and sustained use of this behaviour policy framework requires the effort and contribution of all staff to make it work. We should support each other in our teams, key stages and across the school wherever possible.

Detention Incident Recording Sheet

Detention Record Sheet

To be filed in Detention Folder

Child's Name			Class
Date			
Detention given by:			
Has the child had 5 mins 'time out' in their own class?	Yes /No	Has the child had 10 mins 'time out' in their paired class?	Yes /No
Step 3 – 15 minutes Step 4 – 30 minutes Step 5 – 1 hour <i>Please circle</i>	Please explain the reasons why a detention has been given:		
Completed on (Date)			
Signed (SLT/SMT Member)			
Comments on pupil behaviour and attitude during detention			
Parents Informed (by whom and how)			
Follow up with pupil			

Rota for Step 3, Step 4 and Step 5 Lunchtime Detentions (15 Minutes, 30 Minutes, 1 Hour)

Lunchtime Detentions to be completed with the lunchtime duty SLT Member. Children to be sent to the Learning Mentor's room at the start of lunchtime to be collected by the SLT member on duty.

New rotas for SLT duty lunches are published each year.

Procedures for Lunchtimes

ALL STAFF including Teaching Assistants, Support Staff and Lunchtime Midday Supervisors should be applying the policy in the same consistent and fair way. The following procedures are designed to enable behaviour at lunchtimes and playtimes to contribute to the bigger picture of behaviour over the course of the day. Recording lunchtime behaviour also enables us to build up a picture of misdemeanours and offences during this period of the day.

The same sanctions as outlined in the 'Sanctions' section of the policy will apply at lunchtime and playtime. These will be recorded on a 'Behaviour Board' run by the Senior Midday Supervisor or the teachers on duty at playtime.

Lunchtime Procedure	CONSEQUENCE	ACTIONS
Start	Verbal Warning	Apology from child.
Step 1	5 Minutes Time Out Zone	Stand separately from other children
Step 2	15 Minutes Detention – Next Day	Midday coordinator will discuss with teacher.
Step 3	30 Minutes Detention – Next Day Child brought into school to SLT member on duty or assistance sought from Principal/Deputy Principal if necessary.	Midday coordinator will discuss with teacher.
Step 4	1 Hour Detention – Next Day Child brought into school to SLT member on duty or assistance sought from Principal/Deputy Principal if necessary.	Midday coordinator will discuss with teacher.
Step 5	For deliberate hurting of someone else or refusal to do as asked by adult	Child brought into school to SLT member on duty or assistance sought from Principal/Deputy Principal if necessary.

Midday Coordinator will communicate any sanctions to class teachers at the start of the afternoon so that any warnings/steps received at lunchtime can be added to the ongoing total for the day/week.

Classroom behaviour flow chart.

