

Rewarding Positive Behaviour and Attitudes to Learning

We reward good behaviour, positive attitudes and achievements through the following systems and rewards:

- ☺ Weekly 'Celebration Assembly'
- ☺ House Points – awarded as much for good behaviour as well as they are achievement.
- ☺ Honours Awards – each half term
- ☺ Routes to Resilience certificates,
- ☺ Verbal Praise – from the teacher, Principal or any adult in school.
- ☺ Comments in Marking and stickers/stamps.
- ☺ Star of the Week Certificates in celebration assembly.
- ☺ Class Reward – the children decide on a special class reward that they would like to work towards, e.g. class party, football tournament, arts & crafts etc.
- ☺ Over several weeks the whole class will work towards collecting 10 of their class reward themed tokens.
- ☺ When the class have earned 10 reward tokens they are given their class reward.

Bullying

Bullying is the deliberate hurting, persecuting or intimidating of another person. Bullying is a persistent and repeated pattern of behaviour chosen by the instigator. It is completely against the school's aims, values and ethos and will therefore be dealt with firmly. Bullying, whether physical or emotional, is taken very seriously by the school and we have an established 'Anti-Bullying Policy'. We work to STOP Bullying:



S	Several	Start
T	Times	Telling
O	On	Other
P	Purpose	People

We frequently talk to pupils about bullying in our PSHE work and give them strategies for dealing with being bullied and recognising bullying behaviour in themselves. At all times pupils are given opportunities to talk about worries or problems. We have achieved the Positive Peaceful Playground Award and are proud of the pupil-led strategies we have developed.

Behaviour and Attitudes Encouraged at Queensmead

- Honesty and Loyalty
- Self respect – belief in own talents/strengths
- Attentiveness and Good Listening Skills
- Concentration and Perseverance
- Politeness and Good Manners
- Talking and Listening as a means of solving problems and conflict
- A sense of right and wrong and independence in social and moral issues
- Positive attitude to learning and life
- A sense of fair play and respect for the rights of others
- Sense of pride and belonging to a community



QUEENSMEAD PRIMARY ACADEMY

Our Approach To Behaviour

*Together
Everyone
Achieving
More*



The Behaviour Management Policy is available to read in school or on our website.



Positive Behaviour Management

Queensmead Primary Academy is a community. We believe that the personal and social development of pupils is as important as their academic progress. Our behaviour policy, as well as the work with UNICEF in holding the Rights Respecting School Award and the Personal, Social, Health & Citizenship Education (PSHCE) curriculum, are designed to help pupils understand how being part of a community involves duties, rights and responsibilities.

The aims of our Behaviour Policy are to:

- Promote Good Behaviour
- Promote Positive Attitudes
- Develop Moral Codes and Values
- Prepare Pupils for Citizenship
- Make sure that everyone feels safe and secure in school.

Achieving our Aims

The ethos of the academy and the community: close working relationships are developed between all members of the school community which are founded on mutual respect, trust, care, consideration and tolerance.

High Standards of Teaching and Learning: pupils are given a clear sense of purpose and achievable targets in their learning.

The active involvement of pupils in the life of the school: we offer pupils the opportunity to be involved in the decision making in the school through:

- The Rights Respecting School Council
- PSHCE Curriculum
- The ECO Warriors
- Peacekeepers
- Routes to Resilience Representatives
- Sports Leaders
- Purple Pounds System
- Creativity Council
- Climate Council



Our Policy and Framework

The policy is shared annually with pupils and staff.

We believe that good behaviour management in our academy starts with the principles of good classroom management. Our sanctions work alongside the rewards and recognition outlined in this booklet. This framework has been adopted by all members of the school community – teachers, TAs, support staff and lunchtime supervisors. We have a ‘stepped’ approach to behaviour management where a range of sanctions will take place at each step. Before we apply the steps, two processes take place:

- (1) Non-verbal management (eye contact, pausing, moving closer to the pupil)
- (2) General reminders and comments – either individual or whole class. Verbal Warning.

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).

Step 3

INCIDENT 3

- 15 Minute Lunchtime or Playtime Detention.
- If a child reaches Step 3 twice within two weeks, the learning mentor will telephone home to informally discuss concerns with parents, if further detentions are received within two weeks a letter will be sent home inviting parents in for a meeting.

Step 4

INCIDENT 4

- 30 Minute Lunchtime Detention
- Class teacher will inform the parents.
- If a child reaches Step 4 twice within two weeks, the learning mentor will telephone home to informally discuss concerns with parents, if further detentions are received within two weeks a letter will be sent home inviting parents in for a meeting.

Step 5

INCIDENT 5

Consequences for more serious negative behaviours:

- Whole Lunchtime Detention
 - Involvement of Principal and Learning & Behaviour Mentor – for one to one discussion with the pupil.
- OR
- Internal Seclusion (removed) from classroom for a fixed period of time.

Consequences for ‘Exceptional Behaviours’

Step 6

- ‘Exceptional offence’ – straight to step 5 – Internal Seclusion
- In extreme circumstances a child may receive a Fixed Term Exclusion.