



# Queen's Croft High School

# BEHAVIOUR POLICY

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Adopted by Governors:	March 2019
Review Date:	March 2020

## **Aims of the Policy**

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school, that recognises the different needs of different children, with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To help pupils, staff and parents have a sense of direction and feeling of common purpose

## **Responsibilities**

### Staff:

- To treat all children fairly and with respect
- To support children in raising their self-esteem and developing their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each child or young person is an individual, and to be aware of their individual special needs

### Children:

- To work to the best of their abilities, and allow others to do the same
- To treat others with respect
- To obey the instructions of the school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults

### Parents:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school

- To support the school in the implementation of this policy
- To be aware of the school rules and expectations.

## **Developing Good Behaviour at Queen's Croft High School**

As a school we encourage outstanding behaviour for learning in school. To achieve this:

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We demonstrate excellent behaviour to the children through our own behaviours
- We praise good behaviour both privately and publicly

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As children within the framework of the school spend a lot of time within the classroom, it is essential that well organised and delivered lessons will seek to secure good standards of behaviour. Bearing this in mind teachers should:

- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them, for example visitors at the door in the middle of a lesson
- Continually observe or 'scan' the behaviour of the class
- Be aware of, and control their own behaviour, including stance and tone of voice;
- Model the standards of courtesy that they expect from pupils
- Emphasise the positive, including praise for good behaviour as well as good work
- Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary
- Make sparing but consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the

person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats

- Make sparing but consistent use of sanctions. The use of whole group punishments should be avoided as they are seen as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look ridiculous. This is inappropriate and unacceptable.
- Reflect on and analyse their own classroom management performance and learn from it

All adults in school – teachers, teaching assistants, support staff, volunteers, parents, governors and visitors – have a responsibility to model excellent behaviours to our students to support them in developing the behavioural standards they need for adult life.

Where continuity and consistency exists, so does emotional security. All children in school need to know the behavioural expectations of the school and indeed to have played a part in creating them. Ownership will bring about satisfaction and will be seen to reflect fair play by the children and by their parents and carers.

### **Creating an Atmosphere and Climate for Outstanding Behaviour**

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, carers, visitors, governors, teachers and children must treat each other with a high level of mutual respect.

Children, parents, carers and escorts should be greeted with a warm welcome each day, setting the right tone for the rest of the day's events. Good manners should be encouraged and praised at all times.

The following strategies will be encouraged to promote a positive climate for outstanding behaviour:

- Walking should be encouraged around school to avoid accidents and to bring a sense of calm in the school environment
- Lessons should begin promptly
- Break times and dinner times should be calm. Children should be encouraged to play and not to fight or bully others. Members of staff on duty will be wearing green high-visibility jackets to support students as required
- At the end of the school day all children should leave the school premises in a calm manner. Staff are on a rota to ensure all the pupils leave school safely, especially our most vulnerable pupils.
- The Headteacher and Senior Leaders should at all times be highly visible around the building to ensure that all these procedures are operative.

The Practical strategies to support and reinforce outstanding behaviour include:

- Look for things to praise. By making an effort to find something positive to reinforce, we can develop the child's repertoire of acceptable behaviour. It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.
- Find opportunities to listen to children. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right but increased opportunities for understanding each other are valuable.
- Try to reinforce appropriate behaviours in a child rather than drawing attention to negative behaviours.
- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning out of seat behaviour into the child purposefully going to get something for someone else
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends.
- Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down after an outburst. These could be books, an activity or the security of tightly structured work, and should always be particular to the child. It is sometimes better - both for the child and for other children - if the child with difficulties is given permission to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready.

### **Reporting Behaviour and Monitoring Impact**

It is all the staff's responsibility to record behaviour incidents where appropriate. This should be done using SIMS. If there is a potential safeguarding element to a behaviour incident, it should be recorded on MyConcern also.

The school use a graded system, C1-C5 where appropriate with certain classes. Details of this system are appended to this policy. Only incidents at a severity of C3 or greater should be recorded on SIMS.

Middle and senior leaders analyse data relating to behaviour to identify patterns and seek solutions to identified problems.