



Behaviour Policy

School vision and values

At Queensbridge we aim to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, inclusive, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

RESPECT

- We are responsible for our actions
- We are empathetic
- We are inclusive

COLLABORATION

- We are able to ask for and give support
- We are articulate
- We are a team

PERSEVERANCE

- We don't give up
- We celebrate our mistakes
- We are ambitious

POSSIBILITIES

- We are globally aware
- We are forward thinking
- We are curious

Behaviour Policy Principles

Queensbridge is committed to creating an environment where excellent behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome students at the start of the day
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'



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The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/cards and certificates/stickers/hot chocolate Friday
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their class well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

Queensbridge principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.



Behaviour Policy

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Lovely lines 3. Wonderful walking	1. Recognition boards 2. Stars of the week 3. Hot chocolate Friday 4. Phone calls home 5. SLT praise

Focus: Relentless Routines		
Praise in public Reminder in private	Wonderful walking around school	Consistent language Time in NOT time out

Stepped boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message		
1. REMINDER: I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening <i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i>		
2. WARNING: I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat (learner's name), Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation <i>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i>		
3. CALMING TIME: I noticed you chose to (noticed behaviour) You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with another class 3. Go to sit in DHT/BM office 4. Go to HT's office Playground: You need to: 1. Stand by other staff member 2. Sit on the bench 3. Stand by the wall and I will come and speak to you in two minutes <i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i> TIME IN not TIME OUT that counts. *DO NOT describe child's behaviour to other adult in front of the child*		
4. FOLLOW UP, REPAIR AND RESTORE 1. Tell me what has happened. 2. What were you thinking/feeling at the time? 3. What do you think about it now? 4. Who has been affected? How have you been affected? 5. What's needed to make things right? 6. How can we make sure this doesn't happen again?		



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***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Agreed Summer 2021
To be reviewed Summer 2023