



Recognition and Behaviour Policy

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Lead Governor & Member of SLT:	Mr L Sharman & Mr I Horgan
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Queensbridge School

Queensbridge Road, Moseley, Birmingham B13 8QB

Recognition and Behaviour Policy

This is how we do it here:

Queensbridge is a recognition focused school where all pupils are routinely recognised for their achievements.

Pupils are:

Respectful to all members of the school community, demonstrating self-control and positive attitudes to their learning.

Responsible for their learning and their role in contributing to a positive climate in and out of classrooms.

Resilient in order that they thrive and achieve both personally and academically.

Adults:

Skillfully maintain a highly effective learning environment for all pupils.

Create a safe culture in school where all pupils have the opportunity to learn and grow as individuals.

Support all pupils to develop and maintain excellent relationships with other pupils and adults.

Adults work hard to collectively build a culture of recognition in which pupils and staff thrive.

Leaders at all levels are:

Committed to delivering on-going training and support for all staff in the skillful art of behaviour management.

Monitoring of recognition and behaviour:

In order to support pupils on their journey through Queensbridge, school is divided in two distinctive teams of Upper and Lower schools. Staff teams are skilled in understanding the diverse needs of pupils working with families and outside agencies to achieve the best possible outcomes. In order to effectively monitor and track the progress of our pupils:

- Pastoral Filter meet on a weekly basis where pastoral leaders analyse pupil recognition, conduct and attendance data. This data forms the foundation of a clear decision making process leading to targeted intervention for identified pupils

- Weekly line management meetings take place with Heads of Department to assess the learning needs of pupils based on attendance, punctuality and general engagement with learning
- Weekly Upper and Lower School team briefings
- Tutor meetings are led by Assistant Head of Upper and Lower school to ensure high quality delivery of tutor programme
- Leaders present end of cycle impact reports to evaluate impact against data in relation to whole school priorities. This information is scrutinised by governors at the end of each cycle

Additional support comes in different forms across the school:

Additional Adults: The majority of young people with SEN will have their needs met through classroom teaching and regular assessment to monitor progress. Additional adults work with the class teacher to identify areas of support for students with SEN. Most Teaching Assistants are classroom based practitioners, but in addition deliver specific SEN programmes outside of the classroom. Additional adults also support at social times providing safe spaces for pupils.

On Call: SLT are available at the request of teachers to support pupils with their engagement. As part of their walk they also look to further recognise exceptional pupil performance through stamps and praise postcards.

Safeguarding Filter groups: These weekly meetings of pastoral and safeguarding staff assesses the need for additional support for individuals, by monitoring pupils' attendance and punctuality, safeguarding referrals and general engagement with learning. Meetings are paramount in securing external agencies to support pupils and monitor the impact of pastoral interventions.

Recognition

Our aim is to provide a clear system that provides exciting and engaging opportunities that allow pupils to flourish. We want our approach to be flexible to allow for personalised recognition whilst ensuring that all pupils are recognised for their effort and achievement over time.

Recognition points are awarded to pupils by all staff either directly onto SIMS or by using a stamp in the pupil planner. Stamps are recorded by form tutors on a weekly basis and entered onto SIMS (recognition points). Pupils are regularly rewarded for all aspects of their contribution to school life. We understand that all people, pupils included, remain motivated when they are recognised for their efforts. Being a recognition school is underpinned by equality which is closely monitored by leaders at all levels. To this end we have produced a whole school structure that places recognition at the heart of what we do.

Conduct

It is important that we recognise that some pupils will not get it right all of the time. Behaviour concerns are recorded directly in SIMS by staff (behaviour points). Staff are trained to adopt a measured approach and act proactively rather than reactively. A clear conduct policy that allows us to focus on positive recognition while developing a well-informed picture of pupils' conduct around school. It is this 'big picture' view that we intend to use to inform our support for pupils who may not always get it right while maintaining high standards of conduct around school.

Through a cyclical approach, it is important that each individual pupil is dealt with on a case by case basis while ensuring we, as a staff body, adopt a consistent approach. Empowering staff to respond to individual pupil needs is key, recognising the positive and challenging misconduct where appropriate.

Our aim is to adopt a measured approach that focuses on promoting and recognising positive behaviour whilst recording pupil concerns as and when they arise. This serves to achieve two goals. The first, to ensure that we as staff are not drawn into a focus on negative behaviour whilst understanding each pupil's overall engagement with school. Secondly, by analysing both the recognition and behaviour scores, the pastoral team are able to focus on interventions that will best support those pupils who need it.

This is how we do it here...

Ready

- Be on time and get started
- Have the correct equipment
- Wear the correct uniform
- Get involved
- Always try your hardest

Responsible

- Follow instructions
- One voice
- Words are powerful, use them well
- Be kind and supportive
- Keep school tidy

Safe

- Treat people equally and fairly
- Think before you speak and act
- Be in the right place at the right time
- Be a positive role model
- If you have a concern, speak out

.....know your part, play your part.

Visible Consistency

Relentless Routines

- Meet and greet at the door (V-position at the start of every lesson)
- Bellwork available at the start of each lesson
- Positive relationships
- Give opportunity for pupils to modify unacceptable behaviours before logging

Over and Above Recognition

- Praise
- Recognition points
- Postcards
- Phone call home
- Recognition board/display

Culture and Ethos

- Ready
- Responsible
- Safe

Stepped Response

Always attempt to de-escalate before Stepped Response:

- 1) The reminder
- 2) The caution
- 3) The micro-script
- 4) The consequence
- 5) The reparation

The Micro-script

30 second intervention (ideally outside the classroom)

I've noticed that...

You know our expectations: ready, responsible and safe. You are currently not being...

You have a choice now, follow the school rules and... or I will need to... (Call home, move seats, move you to a different class, request on call)

Remember when this happened last time, this doesn't need to go any further this time.

Make the right choice.

We resist endless discussions around behaviour and spend our energy returning pupils to their learning.

The Reparation: Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Stepped Response

The reminder

A reminder of the expectations for pupils **Ready, Responsible, Safe** delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and making it clear that there will need to be a consequence if the behaviour continues. The pupil has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices.

The micro-script

Please refer to information overleaf

The consequence

Action: Behaviour Log

Single log of incident including details of the action taken (e.g. detention, On Call)

Phone call home

Move seats

Behaviour or work target with clear timeframe

Cooldown: Pupils should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

Timeout: Pupil will be sent to an alternative classroom within the department (no longer than 15 minutes).

Reparation meeting at end of day (using 15 minute buffer time). 15 minutes after form time at the end of the day, without notification to parents.

Detention 40: After school detention with parents notified at least 24 hours in advance by note in planner, text or phone call. 40-minute detention to complete reparation and work that was not completed in lesson.

On Call Support: If a child is to be removed then a same day DT40 will be issued

The reparation

Reparation meetings at QB are a core part of repairing damage to trust between staff and pupils. Our Reparation meetings are structured in 6 steps:

What's happened?

What was each party thinking?

Who feels harmed and why?

What have each party thought since?

What behaviours will each of us show next time?

Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.

Recognition

Recognition will be logged using SIMS and/or stamps.

Reason	Recognition
Achievement, effort, helpfulness, good work	1 Recognition Point
Outstanding work	2 Recognition Points
Achieving 150 recognition points	Certificate
Achieving 250 recognition points	Bronze Certificate
Achieving 350 recognition points	Silver Certificate
Achieving 400 recognition points	Gold Certificate
Achieving 450 recognition points	Platinum Certificate
Excellent work, progress, effort within a subject	Praise Postcard
Outstanding contribution to school life	Headteacher commendation

Interventions

De-escalation: staff use a range techniques in their interactions with pupils to help promote a positive environment. Pupils are encouraged and supported to complete work to the best of their ability and reminded that continued behaviours that interrupt their learning will result in an after school intervention.

Restorative conversations: Pupils who have not met the expectations for learning in a lesson can be asked by their teacher to be part of a restorative conversation for up to 15 minutes after form time at the end of the day, without notification to parents. If pupils are required for a longer intervention after school parents will be informed in advance by – note in planner, text or phone call.

40 minute intervention: where a pupil does not complete work to a satisfactory standard or learning time continues to be disrupted the teacher will issue a 40 minute for the following day. Parents will be notified at least 24 hours in advance of the detention. As part of the detention a restorative conversation with the teacher must take place.

Late to school

All pupils are expected to be in form by 8:45am each day. Pupils arriving at the gate after 8.42am will receive a late slip and move directly to form. Pupils arriving late to form (i.e. after 8.45am) without a late slip should stand outside the form room and wait for a member of SLT or pastoral team.

Pupils arriving after 8.45am must report to the late desk in the foyer. Pupils will be signed in and issued with a late slip before returning to form/lesson.

Late detentions will take place after school on Friday and supervised by SLT.

When pupils are repeatedly late pastoral staff will contact families to discuss concerns and support families in getting their child to school on time.

Fixed term exclusion (FTE): In the rare event of a serious incident that jeopardises the safety of pupils the school will take the decision to exclude a pupil from school. A FTE may range from 1 to 45 days and could result in permanent exclusion. Pupils receiving a FTE on more than three separate occasions will be referred to the Governors Disciplinary Panel.

Where it is deemed necessary and school has exhausted a wide range of interventions and strategies to support a pupil the Chair of Governors will meet formally with pupils and their families to outline concerns and next steps if behaviour is not addressed. Queensbridge is an inclusive school and works tirelessly to prevent any pupil being permanently excluded. If it is deemed necessary to remove a pupil from Queensbridge this is done in consultation with parents through the South Network Sharing Panel which ensures that pupils have a new start in another mainstream secondary school.

Queensbridge School adheres to the DfE statutory guidelines for exclusions from school and liaises with the Local Authority where necessary. Click on link to view [DFE link](#).