

<b>Recognition and Behaviour Policy</b>	
Lead Governor & Member of SLT:	Mr C Radford & Mr I Horgan
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**Queensbridge School**

Queensbridge Road, Moseley, Birmingham B13 8QB  
**Recognition and Behaviour Policy**

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## **1. Policy Statement**

Our Recognition and Behaviour policy is underpinned by the school's values which were written in collaboration with our pupils, staff, parents and governors. Whilst this policy is published on our website, we acknowledge the fact that this is a living document. As a school, we are committed to regularly reviewing our practice as we look to build and strengthen relationships, connectedness and belonging within our school community.

### **Queensbridge School Values**

#### **Respect**

Our Queensbridge community is inclusive, accepting and open-minded. We value working alongside each other in harmony and understanding, caring about the feelings, wishes and rights of our whole school family. We prioritise equality and diversity in all that we say and do.

#### **Kindness**

Our Queensbridge community is friendly, loving and empathetic. We value treating each other with generosity, compassion and tolerance. We prioritise relationships, forgiveness and happiness.

#### **Resilience**

Our Queensbridge community is determined, responsible and brave. We value perseverance, flexibility and independence. We prioritise hard work and doing the very best that we can, in all that we do.

#### **Aspiration**

Our Queensbridge community is courageous, curious and ambitious. We value growth, personal fulfilment and taking measured risks. We prioritise the development of self-belief, confidence and creativity.

#### **Leadership**

Our Queensbridge community is one that consistently encourages each other to shine. We value teamwork, participation and using initiative. We prioritise nurturing leadership at every level and ensuring that everyone can grow and reach their full potential.

At Queensbridge School, we believe wholeheartedly in building lasting relationships with our pupils. Our staff are well trained to understand the link between behaviour and emotion, an evidence-based approach that provides an understanding of the neuroscience behind behaviour. It is important to recognise the diverse nature of our school community as we collectively strive for consistency in our approach, placing trust in our staff to apply this policy with discretion.

We actively plan and develop opportunities at Queensbridge School whereby we work with our pupils to support the development of positive behaviour, emotional well-being and resilience. Children of all ages have the right to learn, pupils' positive behaviour and participation needs to be recognised and celebrated; poor behaviour – especially that which interferes with the learning of others or that which endangers others' wellbeing – will be challenged appropriately.

Pupil voice plays an important role at Queensbridge School. There is a Pupil Leadership Team who hold various positions of responsibility (e.g. support and organisation in the library) and are actively involved in shaping the direction of the school. Pupil perspective is vital and we embrace it by involving pupils in quality assurance activity throughout the academic year.

## **2. Aims**

- To promote our core values: respect, kindness, resilience, aspiration and leadership
- To create a culture of exceptionally good behaviour for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values respect, kindness, resilience, aspiration and leadership
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- Outline our system of rewards and sanctions.

## **3. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

## **4. Purpose of the policy**

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

- Recognise behavioural norms.
- Positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

Essential in achieving excellent behaviour are two important factors:

Curriculum: ensuring that learning meets the needs, interests and aspirations of all pupils including those with additional needs. Good behaviour is secured through great teaching where learning is differentiated, relevant and therefore engaging.

Relationships – Connectedness - Belonging: nurturing the way that pupils interact with each other and their school community. This includes when, why and how we recognise and sanction behaviour choices.

## 5. Consistency in Practice

The Local Governing Body will assist the senior leadership team in maintaining high standards of behaviour throughout the school by holding them to account. They will ensure the policy outlines expectations and will ensure that this is shared with pupils, staff and parents/carers.

1. The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination;
2. The school will implement a range of strategies to deal with inappropriate behaviour.

### All pupils, every day should

- Uphold our values in all aspects of school life and the wider community

### All staff, every day should

- Welcome pupils into school
- Uphold our values to create a positive ethos
- Model positive behaviours
- Recognise exemplary behaviour
- Ensure consistency
- Ensure equality and fairness

### Three ways to recognise conduct that is 'over and above' \*

- Recognition points
- Postcards home
- Positive phone calls home

### Support beyond the classroom

- Targeted support from key staff
- Additional adults supporting learning
- Emotion Coaching

### Consequences that build accountability

- Using reparation to supplement sanctions
- Book looks with pupil and parent/carer with a focus on academic outcomes
- Predictability and certainty of response to poor behaviour

### Alternatives to exclusion

- Targeted intervention
- Internal withdrawal
- Short term offsite support (Passport)
- Managed Move

\* We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

## Consistency in practice

Consistent language; consistent response: simple and clear expectations should be reflected in all conversations about behaviour (see appendices).

Consistent follow up: Ensuring certainty at the classroom, department and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.

Consistent respect from the adults: Even in the face of disrespectful learners!

Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.

Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.

Consistent environment: Display the quality of our school, consistent visual messages and echoes of core values with positive images of our learners.

Consistency lies in the behaviour of adults and not simply in the application of procedure.

### All staff

- Meet and greet at the door and ensure an orderly dismissal at the end of every lesson.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use visible recognition throughout every lesson.
- Be calm and give 'take up time' when going through the stepped response (see appendices). Prevent before consequence.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

### Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Meet and greet learners at the beginning of the day.
- Be a visible presence in the Department to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Postcards and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Make sure that the 'buck stops here'.

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

## Senior leaders

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

## **6. Definitions**

6.1 Behaviour in school: Pupils are expected to follow our school expectations of Ready, Responsible, Safe (see appendices).

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude to learning

Incorrect uniform

Serious misbehaviour is defined as:

Repeated breaches of the school expectations

Any form of bullying

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

Sexual comments

Sexual jokes or taunting

Physical behaviour like interfering with clothes

Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking and vaping

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco, cigarette papers and vapes

Fireworks

Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 6.2 Bullying

The Anti-Bullying Alliance defines bullying as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power”.

Everyone has the right to be themselves and feel safe - don't give this power away to anyone or any group.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:  Racial  Faith-based  Gendered (sexist)  Homophobic/biphobic  Transphobic  Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching



Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Parents can expect:

- to be informed if their child is bullied in all appropriate cases,
- to be informed if their child is involved in bullying of other pupils,
- the school to take appropriate action when incidents of bullying are seen or reported.

Parents may:

- be asked to come into school to discuss incidents of bullying,
- be asked to be involved in any monitoring procedures set up by the Head of Year,
- be asked to complete questionnaires to analyse the success of the bullying policy.

Pupils can expect:

- to be safe from persistent bullying during their time at Queensbridge School,
- to be listened to by all teachers if they report incidents of bullying,
- to receive information and advice during form time, PSHE sessions and at other times,
- appropriate action will be taken against those responsible for incidents of bullying.

Staff are expected to:

- actively discourage all forms of bullying,
- develop high quality resources on bullying for use in curriculum lessons,
- treat information provided on any incident of bullying seriously and sympathetically,
- initially to adopt a problem solving approach when incidents are reported,
- take appropriate action and/or provide information on incidents of bullying to the Year Team Leader,
- try to facilitate meetings between the 'victim' and the 'bully' if appropriate,
- report incidents through the appropriate channels.

For further guidance in relation to bullying, staff should refer to the school's Anti-Bullying Policy.

**6.3 Off-site behaviour:** Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **7. School Support Systems**

A strong pastoral system is in place to support pupils on their journey through Queensbridge. 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.
- Fortnightly pastoral meetings take place with all staff to assess the learning needs of pupils based on attendance, punctuality and general engagement with learning.
- Regular tutor meetings to ensure high quality delivery of the tutor programme.

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 are allocated to departments and are deployed by the HOD to work with the class teacher to identify areas of support for pupils with SEN. Most Additional Adults are classroom based practitioners, but in addition deliver specific SEN programmes outside of the classroom. Additional adults also support at social times in terms of break and lunch duties.

On Call: Leadership are available at the request of teachers to support pupils with their engagement. A senior member of staff is available to support teachers where necessary throughout the school day. As part of their walk, they also look to further recognise exceptional pupil performance through stamps and praise postcards.

Safeguarding Filter: Weekly meeting involving pastoral and safeguarding staff to assess the need for any additional support for individuals including learning needs, behaviour, attendance and broader safeguarding concerns. Meetings are paramount in securing external agencies to support pupils and monitor the impact of pastoral interventions.

## **8. Roles and Responsibilities**

### **8.1 The Governing Body**

The governing body will review this Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## 8.2 The Headteacher

The headteacher is responsible for reviewing this Behaviour Policy in conjunction with the governing body, giving due consideration to the school's expectations, systems and processes. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

The headteacher will also monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this Behaviour Policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a weekly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

## 5.3 Staff

Staff are responsible for:

Implementing the Behaviour Policy consistently

Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

Support their child in adhering to the school's expectations

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

# **9. Recognition and Interventions**

## **9.1 Recognition**

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

Positive behaviour will be rewarded with:

Praise (both verbal and written)

Recognitions points

Praise postcards linked to school values and attendance

EduLink communication with parents and positive phone calls home

Special responsibilities and/or privileges

## 9.2 Interventions

# 'Waves' of intervention

## Waves of intervention model



### Universal Offer

All pupils should have access to inclusive quality first teaching. Departments should work collaboratively and cohesively to support, guide, model and show a unified consistency to learners. Department strategies may include one or more of the following interventions in response to unacceptable behaviour and ATL:

Verbal reminder of school expectations Verbal caution (allowing take up time)

Use of Stepped Response

Strategic seating plans

Behaviour or work target with clear timeframe

Cooldown

Timeout or Parking Policy

Reparation (see Stepped Response)

Detention (including reparation and work completion after school with teacher)

Detention at break or lunchtime, or after school

Letters or phone calls home to parents

## Wave 2 and 3

Some learners will require additional and/or highly personalised interventions to ensure they are able to work at age related expectations or above. The school may use one or more of the following interventions to support learners:

Targeted Intervention Programme: referral for in-school groups support and including self-esteem, coping skills, anger management, exam anxiety and healthy minds.

Late to school: All pupils are expected to be in their lesson by 8:45am each day. Pupils who do not arrive on time are recorded as late to school and a same day DT40 is issued for completion after school. When pupils are repeatedly late Heads of Year and Pastoral Leaders will contact families to discuss concerns and support families with getting their child to school on time.

Internal Intervention: HOY is responsible for collecting work for the pupil on the day prior to the intervention. All internal interventions must be followed up with a parent meeting with HOY and/or pastoral leader.

Passport: The programme is designed to allow pupils within KS3 a fully supported 'school experience' within another network school for up to 6 weeks. This protocol has been developed from the experience of the operation of this programme in similar network settings.

Suspension: 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 suspension may range from 1 to 45 days and could result in permanent exclusion. Pupils receiving a suspension 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.

## **10. Reasonable Force**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

Causing disorder

Hurting themselves or others

Damaging property

Incidents of physical restraint must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents (see appendix 3 for a behaviour log)

## **11. Searching and Confiscation**

Any prohibited items (listed in section 6) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **12. Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

### **11.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

## **13. Links with other policies**

This policy is linked to the following policies:

- SEND policy
- Suspension and Permanent Exclusions Policy
- Child Protection and Safeguarding Policy

## Introducing the TIAAS Principles

These principles are the golden thread which run through the training and development work within the TIAAS programme. We introduce them in the training however we know that it is helpful to return to them and again and again as your journey progresses.









## RESPECT

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## KINDNESS

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## RESILIENCE

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## ASPIRATION

Our Queensbridge community is courageous, curious and ambitious. We value growth, personal fulfilment and taking measured risks. We prioritise the development of self-belief, confidence and creativity.

## LEADERSHIP

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**Queensbridge**  
STRONGER TOGETHER



# Visible Consistency

## Culture and Ethos

- Ready
- Responsible
- Safe

## Over and Above Recognition

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

## 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

## 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

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 on same day if possible or 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

**Action: Behaviour Log**

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

## 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.

## Appendix 4: Recognition

Central to the whole school approach is recognition. Pupils must be celebrated, for attendance, positive attitude and for upholding our school values.

### **Daily recognition opportunities**

- Recognition points entered through SIMS or Edulink – 1 Point award per display of one of the 5 values
- A values postcard sent home
- Send an EduLink praise message direct to parents/carers
- A Head of Year commendation certificate
- The Headteacher award for outstanding contribution and reflection of all the core values
- Verbal praise within a lesson
- A praise stamp/sticker entered into a pupil's subject book

### **Weekly recognition**

- Year group league tables for attendance / punctuality and recognition – Circulated Friday – Pastoral Team
- End of the week visit from SLT to celebrate the lead tutor group
- Highest recognition and most improved attendance for that week, per year group – free breaktime snack – announced Fridays

### **Half-termly celebration**

- The top 10 pupils per year group and 5 most improved for recognition will have lunch with SLT
- The top 10 and 5 most improved for attendance will have breakfast with SLT

### **Termly celebration**

- Subsidised rewards trips for the highest recognition and most improved – per year group (off-set)
- All recognition points are reset each term.

### **Annual celebration**

- Celebration evening – subject awards / recognition / attendance / community volunteering / sports personality / artist / performer / staff?

### **Headteacher commendation**

- Any pupil who has shown outstanding application of one or all of the school values can be nominated for a Headteacher Commendation at any point throughout the academic year. This is done through completion of the following form: <https://forms.office.com/e/cxTYaaYs8V>

<p><b><u>Pastoral Staff</u></b>  <b><u>Attendance and Punctuality</u></b></p> <ul style="list-style-type: none"> <li>First day absence calls</li> <li>Monitor punctuality rates (school and lessons): Punctuality report</li> <li>Parental phone calls and meetings</li> <li>Safe and well checks</li> <li>Check for patterns of absence and take action: Attendance report</li> <li>Follow attendance strategy</li> <li>Track attendance daily using My Concern: (create attendance groups)</li> <li>Complete 3 Houses</li> <li>SARM Meeting then Fast Track Process</li> <li>Children Missing in Education: report to DSL or DSO: log on My Concern</li> </ul> <p><b><u>Behaviour and Engagement in Learning</u></b></p> <ul style="list-style-type: none"> <li>Positive phone calls home</li> <li>Engagement in wider learning offer including extra-curricular programme</li> <li>Targeted interventions (e.g. sailing/Sport4Life)</li> <li>Residential: whole-year and targeted (e.g. Blackwell, Snowdon)</li> <li>Careers programme: careers interview</li> <li>Trips and visits</li> <li>TfL and iWeek Programme: engagement and attendance</li> <li>Daily check-in with pupil</li> <li>Contact home: phone calls, parental meetings</li> <li>Lesson drop-ins</li> <li>Do they have a planner and timetable?</li> <li>Are they bringing a bag and equipment to school?</li> <li>Timetable tracking: likes/ok/dislikes</li> <li>Tracking behaviour reports against timetable to identify patterns</li> </ul>	<p><b><u>Safeguarding Team and Pastoral Staff</u></b>  <b><u>Right Help, Right Time</u></b></p> <ul style="list-style-type: none"> <li>3 Houses – remember to upload to My Concern with a summary as to why this was completed along with any actions to be taken</li> <li>3 Houses review: 6 weeks later</li> <li>Early Help Assessment</li> <li>Family Connect referral (follows Early Help Assessment)</li> <li>Contact Hall Green Families Early Help</li> <li>PREVENT Screening Tool: pupil at risk of radicalisation</li> <li>CSE/CCE Screening Tool: this can be completed alongside the Request for Support (RfS)</li> <li>RfS: this must be uploaded to My Concern and then DSL/DSO will send to CAS</li> </ul> <p><b><u>In school additional support</u></b></p> <ul style="list-style-type: none"> <li>3 Houses</li> <li>Year 7 Transition including Summer School</li> <li>Primary school visits (transition)</li> <li>Letter to self</li> </ul> <p><b><u>Referrals for in school support</u></b></p> <ul style="list-style-type: none"> <li>The Bereavement Box: Nurture UK</li> <li>The Wellbeing Kit for Teens: Nurture UK</li> </ul> <p><b><u>Referral for Group Support</u></b></p> <ul style="list-style-type: none"> <li>Self-Esteem</li> <li>Coping Skills</li> <li>Anger Management</li> <li>Exam Anxiety</li> <li>Health Minds</li> <li>Referral to school nurse (medical)</li> <li>Trainee social worker</li> </ul>	<p><b><u>Teaching Staff</u></b></p> <ul style="list-style-type: none"> <li>All safeguarding concerns should be logged on My Concern (as per training). Please speak to DSL/DSO directly if concern is deemed urgent (do not just log on system)</li> <li>Implementing principles of TIAAS</li> <li>Culture and Ethos: Ready, Responsible, Safe</li> <li>Relentless Routines</li> <li>V-Position: meet and greet at start of lesson – connect before correct</li> <li>Bellwork available at the start of each lesson</li> <li>Orderly end of lesson dismissal</li> <li>Emphasis on building positive relationships through Recognition</li> <li>Caution: Give opportunity for pupils to modify behaviour before logging</li> <li>Use micro-script: clarifying expectations – avoid improvised response</li> <li>Phone call home</li> <li>Amend seating plan</li> <li>Behaviour or work target with timeframe</li> <li>Cooldown (no more than 3mins)</li> <li>In lesson support</li> <li>Timeout (no more than 15mins in an alternative classroom)</li> <li>Reparation - 1:1 meeting with pupil DT40 (to include Reparation)</li> <li>On Call Support</li> <li>Speak to HOD</li> <li>Department report and/or Work scrutiny</li> <li>Green Card Intervention</li> </ul>
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<ul style="list-style-type: none"> <li>▪ Round robin: share successful strategies that work for key pupils</li> <li>▪ Motional and SIMS data informing actions and interventions (Pastoral Filter)</li> <li>▪ Change of tutor group: see PAW or NDO</li> <li>▪ Change of teaching group: see JAS</li> <li>▪ Break and lunch detentions with HOY</li> <li>▪ Individual risk assessment</li> <li>▪ Internal Intervention</li> <li>▪ Passport: 6-week placement</li> <li>▪ Sharing Panel</li> </ul>	<p><b><u>Referrals for External Support</u></b></p> <p><b><u>Mental Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>▪ Signpost to Kooth</li> <li>▪ GP</li> <li>▪ PAUSE</li> <li>▪ Stick Team: request a phone consultation (<a href="mailto:bwc.stickb@nhs.net">bwc.stickb@nhs.net</a>)</li> <li>▪ Online referral to FTB (timed 1 hour referral and you can upload supporting documents at the end of the referral)</li> <li>▪ Criteria met for Early Help Referral or a Request for Support?</li> <li>▪ Advise family to use Birmingham Children's A&amp;E for urgent CAMHS assessment</li> </ul>	<p><b><u>Parents</u></b></p> <ul style="list-style-type: none"> <li>▪ Parentmail</li> <li>▪ Parental e-mails</li> <li>▪ Phone calls</li> <li>▪ In school meetings</li> <li>▪ Signposting parents to online support including eSafety; mental health support; etc;</li> <li>▪ Home visits</li> </ul>
<p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>▪ Check My Concern and SIMS – go back to previous years on SIMS. What are the patterns?</li> <li>▪ If in Year 7, contact primary school for further information</li> <li>▪ Speak to DSL: is there a paper safeguarding file?</li> <li>▪ Has the pupil got a friendship group?</li> <li>▪ Is the pupil being bullied?</li> <li>▪ What is behaviour like at home? Has anything changed? Divorce? DV? Illness?</li> <li>▪ Parental mental health? Drugs/alcohol? Bereavement?</li> <li>▪ Could pupil be young carer?</li> <li>▪ Would a timeout pass help?</li> <li>▪ Toilet pass issued: medical evidence needed (see RHA)</li> <li>▪ Trainer pass: medical evidence needed (see RHA)</li> <li>▪ Canteen record: check what eating</li> <li>▪ Pupil search: 2 members of staff – log on MC</li> <li>▪ Reduced timetable: this must be agreed by DSL. Online form to be completed to inform City</li> </ul>	<p><b><u>Bereavement</u></b></p> <ul style="list-style-type: none"> <li>▪ St Edward's Trust</li> <li>▪ Beyond the Horizon</li> </ul> <p><b><u>Young Carers</u></b></p> <ul style="list-style-type: none"> <li>▪ Spurgeons</li> <li>▪ Home Group Mental Health</li> </ul> <p><b><u>Drugs and Alcohol</u></b></p> <ul style="list-style-type: none"> <li>▪ Aquarius: pupil and parental consent</li> </ul> <p><b><u>Criminality Concerns</u></b></p> <ul style="list-style-type: none"> <li>▪ Request meeting with Police Link Liaison Office</li> <li>▪ Police Panel</li> </ul> <p>Complete screening tools for risky behaviour (e.g. CCE/CSE/PREVENT – liaise with Safeguarding Team)</p>	

Name	
Form	
Year	

## Student Behaviour Profile



I am good at:

Student Photo

I need help with:

If I display negative behaviour, please try the following strategies:

In school I am currently getting the following support:

Queensbridge School: Student Behaviour Profile

Appendix 7: Pupil Support Check 1 (for completion by staff)

### STAFF QUESTIONNAIRE

NAME	TUTOR GROUP
SUBJECT	SET
SUBJECT TEACHER	DATE

Please rate his/her behaviour this term

Very good						Very poor
5	4	3	2	1	0	

Please rate the behaviour of the class

Very good						Very poor
5	4	3	2	1	0	

#### PLEASE RATE STUDENT'S BEHAVIOUR .....

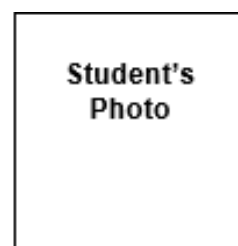
Positive to teacher	5	4	3	2	1	0	Negative to teacher
On task	5	4	3	2	1	0	Off task
Self-contained	5	4	3	2	1	0	Attention seeking
Appropriate behaviour	5	4	3	2	1	0	Inappropriate behaviour
Positive to peers	5	4	3	2	1	0	Negative to peers
In place	5	4	3	2	1	0	Out of place
Appropriately equipped	5	4	3	2	1	0	Inappropriately equipped
Work up to date	5	4	3	2	1	0	Work behind deadlines
Ability to follow instructions	5	4	3	2	1	0	Ignores instructions
Putting up hand	5	4	3	2	1	0	Calling out
Answering appropriately	5	4	3	2	1	0	Answering back
Homework always done	5	4	3	2	1	0	No homework
Calm when others behave badly	5	4	3	2	1	0	Reacts badly to behaviour of others

Things this pupil does well:

What specific behaviours shown by this pupil regularly cause concern?

Other comments you may wish to make (including test results/NC levels):

Please return this sheet to \_\_\_\_\_ by \_\_\_\_\_



### Student Support Check



<b>To be completed by HOY/LS or US Lead</b>	
<b>Student Name</b>	
<b>Form</b>	
<b>Year</b>	
<b>Date of request</b>	
<b>Please highlight which period of time the support checks are to reflect</b>	Cycle Half term Term Academic year 2 weeks Other (please specify):
<b>Please highlight the reason for the support check</b>	Behaviour Emotional Safeguarding Attendance Other (please specify):
<b>Date to be returned to HOY/LS or US Lead:</b>	
<b>Class teachers, please comment on all areas below, please add N/A where applicable.</b>	
<b>Teacher</b>	
<b>Subject</b>	
<b>Current grade</b>	
<b>Target Grade</b>	
<b>Is the student making good progress in your subject</b>	
<b>Attendance and punctuality</b> Do you have concerns with the student's attendance and punctuality to your lessons? If yes, please give details below.	



**Academic progress**

Are you concerned about the progress the student is making in your lesson? If yes, please give details below.

**Behaviour**

Do you have any concerns with the student's behaviour? If yes, please give details below.

Please add a brief comment about each of the sanctions below you have used.

- Restorative Conversations.
- 40-minute detentions.
- Change of seating plan.
- Timeout/parking permit.
- HOD support.
- Contact with parent.

**Classwork**

Do you have any concerns with the classwork produced by the student? If yes, please give details below.

**Homework**

Does the student complete homework?

**Relationships with others**

Do you have any concerns about the student's relationships with their peers or staff? If yes, please give details below.

**Uniform**

Do you have any concerns with the student's appearance and uniform? If yes, please give details below.

## Appendix 8: Behaviour Report System

The number of logs stated are cumulative and a guide and dependent on the type of log that has been inputted and the current circumstances around the individual pupil.

<b>50 or failed report to tutor*</b>	<p>Parent meeting in which a three houses proforma will be undertaken - <a href="#">QB PARENT MEETING TEMPLATE .pptx</a></p> <p>HOY to collate pupil check document pre parent meeting - <a href="#">HOY Pupil Checks - Pre Report.docx</a> and take all pupils books to meeting.</p> <p>Pupil to go on to HOY report and a student behaviour profile will be created - <a href="#">QB Student Behaviour Profile.pptx</a></p>	4 Weeks
<b>75 or failed HOY report*</b>	<p>Parent meeting to be undertaken in which behaviour contract is signed by pupil and parent.</p> <p>Pre-passport report issued by SLT – 40 minutes on the day for any poor/inconsistent.</p> <p>A pupil who has two inconsistent or poor in a day will spend a day in the reflection room.</p>	2 Weeks
<b>100 or failed SLT report</b>	<p>Passport HOY to complete referral and monitor placement.</p> <p>ABS to ensure all placements are tracked and deadlines adhered to.</p>	6 Weeks
<b>Return from passport</b>	<p>Pupil will spend the first day in the reflection room, preparing to return to lessons.</p> <p>Pupil returns to lessons</p>	

**NAME:**

I am on report to:

**Attitude to Learning Report (ATL)**

At the end of each lesson please mark my report with an ATL grade:

Excellent – Good – Inconsistent – Poor

**My targets are:**

- 1 – I will follow all instructions given to me.
- 2 – I will complete all of my work to a high standard and to the best of my ability.
- 3 – I will remain focused on my learning throughout the lesson, without distracting others.

**I must see**

**at the end of the day to review my day.**

Week no. & date	P1	P2	P3	P4	P5	P6	HOY sign	Parent/carer sign
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								

Parent/carer: Please support your child and their teachers by signing the report every evening and encouraging the best ATL. Thank you.