

# We are improving!

## Our Improvement Journey

We are really proud to be on our improvement journey. The school community is working hard to develop our identified priority areas for improvement.

This year, we are focusing on improving:

Behaviour

Reading and Phonics

The Quality of Education

Attendance

Each newsletter will feature a brief update on how we are improving one of the identified areas. Today, we focus on behaviour.



Following the release of the newsletter improvement area, we will hold an informal coffee morning where parents and carers are invited to attend and share their thoughts on the developments.

We are so keen to hear from you all and work together on this improvement journey.

The first coffee morning will focus on behaviour and will be held on **Thursday 23rd March 2023 at 9am.**



## A SPOTLIGHT ON BEHAVIOUR

Behaviour Lead - Ms. Peacock

One key focus at QP at the moment is developing behaviour systems across our school so that all children can learn to their potential in class and have happy break times.

In our school, we love celebrating the positives through marble rewards, Star of the Week and our Hot Choc Friday but we have also recently updated our 'behaviour stepped consequences' which outline how we approach unwanted behaviours. We have shared these with you on the next page.

Our next step is to fully develop our behaviour curriculum.

A behaviour curriculum outlines our expected routines and consistencies around school. The school council are working with staff on this, and we look forward to sharing it with you all when it is complete.

# Agreed Consistencies

Our Improvement Journey



## Agreed consistencies for dealing with behaviour incidents

| Response/consequence  | Applied by?                | Typically used for:   | Detail   |
|---|----------------------------|---|--|
| Reminder  | Any staff                  | Low level disruption or interruption e.g. causing a disturbance and stopping other children from learning, inappropriate or unkind language (verbal and non-verbal), inappropriate physical contact (including rough play)<br>Signs of disengagement or refusing to work, follow instructions or join in with activities. | Staff will refer to one or more of the three simple rules ('Responsible, Respectful, Safe'). Ideally, this will be delivered as a 'drive by' and, wherever possible, privately.  |
| Verbal Warning  | Any staff                  | Low level disruption/ 'off task' behaviour or interruption or a repeat of previous behavior   | This step involves a conversation with the child, at their level, to address their behaviour. Wherever possible, this will be delivered privately.<br>The key to these conversations is framing the child in the positive light we know they can exhibit.<br><b><i>I have noticed that you are not being ....(refer to rules and child's behaviour) right now.</i></b><br><b><i>Can you remember yesterday/last week when you...(refer to previous positive behaviour)?</i></b><br><b><i>This is your warning that if you continue to... (refer to next stepped consequences)</i></b><br>Or staff could give two clear choices, making sure the child is aware of these. e.g.<br><b><i>You can either complete the work now then go to play with the class, or you will need to complete it in your break time.</i></b>  |
| Moved within learning environment or sent to another class for fixed amount of time to reengage with learning (with work to complete) | Teacher/teaching assistant | Continuous low level disruption as above or a one off incident or more significant one off incident.  | It is a chance for the child to refocus.<br>Following the move, staff will have a quick chat with the child and remind them of expectations. Again, they are reminded of a previous example of good behaviour and given a final opportunity to re-engage with the learning and follow instructions.<br>Lost learning time will be caught up in the child's own time.<br>Parent/carers will be informed.<br>At the end of the session, an adult from the year group will help them to reflect on their behavior through a restorative conversation. They will identify their next step(s) prior to re-integration back into their own classroom.<br>This step will be recorded on CPOMS.<br>In cases where the behaviours are persistent, teacher and SENCO should consider an individual behavior plan.<br>Alternatively it might be appropriate to agree a behavior contract with the team around the child. In both these instances, Parent/ carers will meet with the teacher to agree the contract/ plan. (See below for details of system for behavior contracts) |

|   |                                 |  |   |
|---|---------------------------------|--|---|
| Time agreed change of learning or play space. e.g. working in another class for the morning/ reflection time during play or lunchtime | All Staff in agreement with SLT | Significant incident e.g. Physical aggression against a child or adult<br>Attempting to damage of school property, stealing, bullying or intentional discriminatory behaviour intentionally unsafe behaviours, Walking out of class without permission persistent disruption | This will include the child spending a specific learning time or play/ lunch time working elsewhere in the school.<br>Part of the time agreed change of learning or play space will involve a restorative conversation.<br>Parent/Carers will be informed<br>This step will be recorded on CPOMS.<br>In instances of persistent disruption, individual behavior plan or behavior contract will considered to reduce the likelihood of its reoccurrence (see above).<br>If appropriate, referrals to relevant outside agencies will also be made.<br>If behavior is unsafe, the parent/ carer will be called to settle their child. If appropriate, risk assessment will be agreed between the class teacher, member of SLT and the parent/carers.   |
| Fixed term suspension or lunchtime external suspension Legal sanction   | Head teacher                    | In response to serious or persistent breaches of the school's behaviour policy, <b>and</b><br>If allowing the pupil to remain in school would seriously harm the education or welfare of others  | Before deciding whether to give a child a fixed term suspension to a pupil, the headteacher will consider a number of factors as outlined in the suspension and permanent exclusion policy.<br>Please see the 'Suspension and permanent exclusion policy' for detail of the procedures for fixed term suspension.<br>Consideration will be given to the appropriate level of monitoring required when the child returns to school.<br>This step will be shared with relevant staff and recorded on CPOMS.<br>This step will be recorded to pupil's record.<br>Upon the child's return to school, parents/carers will be requested to attend a reintegration meeting with a Senior Leader, the child and any other relevant member(s) of staff. During this meeting, a restorative conversation will take place (if it hasn't taken place already) and the level of monitoring and support for the child will be discussed. In this meeting too, the pupil will be reintroduced to the behavior systems and routines.<br>If appropriate, referrals to relevant outside agencies will also be made. |
| Managed move to another school, or permanent exclusion Legal sanction   | Head teacher                    | In response to serious or persistent breaches of the school's behaviour policy, <b>and</b><br>If allowing the pupil to remain in school would seriously harm the education or welfare of others  | Before deciding whether to permanently exclude a pupil, the headteacher will consider a number of factors as outlined in the 'Suspension and Permanent Exclusion Policy'.<br>Please see the 'Suspension and Permanent Exclusion Policy' for detail of the procedures for permanent exclusion.<br>Recorded to pupil record   |