

Behaviour for Learning Policy

At Queen's Qatar, we expect the highest possible standards of behaviour from all children and adults.

The key aims of this policy are:

- To establish a caring community whose attitudes and values are built on mutual trust and respect for all
- To ensure that every member of the school community feels valued and respected and that each person is treated fairly and well
- To promote an effective learning environment where everyone feels happy, safe and secure

Code of Conduct

Whilst the exact classroom rules might vary slightly from one year group to another, the code's framework remains the same. It is driven by the school's values and the Dimension/Fusion behaviour for learning (8Cs). We aim to create a healthy balance between recognition and consequences, with both being clearly explained and specified. Please see the Student and Staff Codes of Conduct.

Rewards

- ✓ Verbal praise, lots of smiles and positive body language in front of others to reinforce achievement
- ✓ The use of stickers, stars, smiley faces, etc.
- ✓ House points for effort, behaviour and achievement, both in and out of the classroom
- ✓ Extra privileges and responsibilities
- ✓ Star pupil of the week
- ✓ Positive contact should be made with parents following rewards
- ✓ Phone calls, letters or emails sent home to parents reporting positive events
- ✓ Sending children to the Principal or Key Stage Lead for recognition of achievement
- ✓ A class reward system for which they can earn a treat/golden time at the end of the week/term.

We will use Toddle to communicate House Points to parents, and House Captains will update students on the scores weekly at assembly.

Stages of Behaviour Modification

- When learning or individuals are affected by unacceptable behaviour, the school will act to meet students' needs. This will involve parents and other adults, as appropriate, in helping a child to modify his or her unacceptable behaviour.
- Class teachers must keep a record of behaviour issues when they arise. More serious behaviour concerns should be reported to your Key Stage Lead and recorded on Isams Rewards and Sanctions

- They should also be referred to the ALN Lead for action using the referral system
- The Principal will maintain an overview of behavioural concerns throughout the school and keep appropriate records of their involvement

Consequences

Dealing with unacceptable behaviour

Despite promoting positive responses and strategies to encourage good behaviour, if the behaviour is unsuitable, a number of consequences may be necessary.

- *Stage 1:* A quiet verbal reminder of the expected behaviour and consequences of any repeated misbehaviour.
- *Stage 2:* Time out within the classroom (3-5 minutes for KS1, 5-10 minutes for KS2). Name recorded in a behaviour book. Change to spoken to individually outside the room.
- *Stage 3:* Time out in another class (KS Leader) – miss 15 minutes of playtime to compensate for learning time missed – name recorded in behaviour book. Phone call or conversation with parents (same day).
- *Add reflection time.*
Stage 4: If unacceptable/disruptive behaviour continues, send to speak to the KS Lead. If misbehaviour persists, the KS Leader and Class Teacher must arrange a meeting with both parents. The meeting with parents should be recorded, and targets should be given.
- *Stage 5:* Extremely unacceptable behaviour will be reported to the Principal. A letter will be sent home or a phone call made to the parents the same day.

For continual, unacceptable behaviour or serious verbal or physical aggression, the child may be excluded internally from their class and the Principal informed. This may also lead to a fixed-term exclusion or, on rare occasions, may take the form of a permanent exclusion.

This decision is taken by the Principal and Director of Schools.

At Stage 1

- The child exhibits unsatisfactory behaviour in class or during break time.
Consequence: A quiet verbal reminder of the expected behaviour and consequences of any repeated misbehaviour.

At Stage 2

A child's behaviour is repeated and is beginning to cause concern. The class teacher informs the KS Lead and:

- Tries a range of strategies
- Keeps a record of concerns or incidents
- Refers the child via the ALN process for behaviour if necessary

Consequence: Time out in class and time given to catch up with work missed.

Note Down: A-what led up to the incident and who was involved at this stage, B-what this resulted in
C-what the outcome was/how the incident was dealt with

At Stage 3

Continued misbehaviour or child fails to respond to strategies used.

- KS Lead, ALN Coordinator informed
- They support the pupil and class teacher
- Parents are informed and meet with the class teacher
- The class teacher keeps records and also records on iSams
- An individual behaviour plan is written; targets are set and reviewed

Consequences: Time out in another class (KS Lead, or free teacher). Break time missed. No Golden Time if necessary. Record kept. Parents informed.

At Stage 4

A child's behaviour is causing increasing concern. He/She fails to respond to strategies employed at stages 2 and 3 and requires considerable intervention.

- KS Lead is formally involved - incidents are recorded and the child dealt with accordingly
- ALN Department and external agencies may be involved e.g. Educational Psychologist
- Regular meetings and reviews are held with all concerned parties, including parents.
- A Pastoral Support Programme with SMART targets is written and reviewed
- If behaviour does not improve, the pupil may be excluded from school

Consequence: KS Lead arranges a meeting with the parents to discuss behaviour and next steps

Stage 5-Serious incidents

- Fighting, persistent swearing, vandalism, theft, bullying, and behaviour resulting in injury are reported to the Principal and recorded on an incident form. A copy is given to the Director of Schools
- Staff dealing with a serious incident send for assistance from another member of staff
- Serious incidents are fully investigated and appropriate action taken
- The School Nurse checks injuries, details are recorded in the accident book and the child is monitored
- Parents are informed by the Principal and asked to come into school to discuss the behaviour

Consequence: A serious incident may result in a pupil being excluded from school

Permanent exclusion:

A child is permanently excluded from school. This decision is made only if all attempts to correct the child's behaviour have been unsuccessful.

