



QUEEN'S PARK HIGH SCHOOL

Dear Parents and Carers,

Over the coming weeks we are aiming as a school to place stronger emphasis on all the positive behaviours which our students model every day to promote a purposeful climate for learning throughout the school. At the beginning of this academic year we set our three core values **'Prepared – Engaged – Respectful'** which would help to establish our expectations for a positive climate for learning across the school. I have attached a copy of our 'blueprint' which further exemplifies these for both students and staff, and forms the basis to our discussions around behaviour. You also received a copy of this with your child's interim report at the end of the Autumn term.

We are going to be focusing upon recognising and rewarding students who approach their learning with positivity, engagement and resilience. As you are aware, our students are currently awarded a 'Study Skills and Attitude' (SSA) grade each lesson by their teacher. We are now looking to ensure that these grades are recognised and celebrated more readily by introducing a graded certificate and reward scheme for each half term linked to a points based target.

Our starting point in a lesson continues to be that our students will have a positive approach to their learning and will therefore be awarded a SSA Grade 2 (1 point) but this could move to outstanding SSA Grade 1 (2 points) - slightly confusing I know, but please bear with us. These points will be totalled each week and shared with the students, with recognition given for those achieving the most points overall, as well as those who have made the most significant improvements from one week to the next. By the end of half term, certificates, ranging from Bronze through to Platinum, will be awarded to students in recognition of their positive approach to their learning. This half term, students will be targeting a minimum of 90 points in order to reach a Bronze certificate and their points tally will be shared with them each Monday morning, starting from today, including their overall tally for the year.

Students may also find themselves receiving other recognition in the form of a positive phone call home, a 'Positive Postcard', an invitation to Hot Chocolate Friday, the chance to go first in the queue at lunchtime (as a tutor group), or a non-uniform day, to name but a few examples.

By giving our first attention to the best conduct within school, we are seeking to model the high expectations we have for our students and reward all those who adopt a positive approach to their learning on a day to day basis. As a parent/carer, we would welcome your support with the promotion of our three core values, your son/daughter should be able to give you a weekly update of their progress towards the target. By working in partnership we can all hopefully encourage our students to be more prepared, engaged and respectful.

Yours sincerely

Miss Lyndsay Watterson
Headteacher

"Inspiring Individuals • Empowering Minds • Defining Futures"

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	Prepared	Engaged	Respectful
STUDENTS	<p>Be in school on time</p> <p>Physically prepared: correct uniform, equipment, homework</p> <p>Mentally prepared: ready to contribute, to challenge and be challenged, to make mistakes and go out of your comfort zone</p> <p>Preparing a healthy body and mind: eat and drink well, have routines for bed times, getting up and getting to school</p> <p>Prepare to meet the expectations and comply with the rules and standards set by staff</p>	<p>Actively engage in learning: listen and offer answers, try things with a positive approach, complete tasks you are set and be open to going above and beyond, manage time</p> <p>Questioning: ask relevant questions to support and further your learning and understanding. Engage with questions your teacher asks.</p> <p>Know your own targets and progress. Complete extra study/reading/preparation work to support your own learning and development</p> <p>Get involved in wider school life: take on leadership opportunities, extra-curricular</p>	<p>Respect the school environment: no litter, eat in designated areas, walk on the left, tidy up at the end of the lessons and tuck chairs under</p> <p>Respect others: use manners and be kind, use positive and appropriate language, be polite to peers, staff and members of the public</p> <p>Listen when others are speaking in lessons (teachers and other students)</p> <p>Respect yourself as a learner and push yourself</p> <p>Respect others: their right to learn, their background/culture/religion/identities, their interests and values</p>
STAFF	<p>Be punctual to lessons, have resources ready and a prepared working environment</p> <p>Plan engaging lessons, know the courses and specifications you're teaching and the learners you have in your classes</p> <p>Set the same standard for all students: the same expectations and opportunities</p> <p>Be prepared to challenge: work ethic, behaviours, expectations, poor language choices, poor interactions between groups of students</p> <p>Prepare students for the consequence of their choices</p> <p>Be prepared to start afresh every lesson</p>	<p>Engage children in positive conversations; know what makes them tick/upsets them</p> <p>Teach every lesson and make the most of every minute!</p> <p>Engage with school life: meetings, parents, learning etc.</p> <p>Engage with your role and follow procedures</p> <p>Engage with learning and the work students are completing to show respect and provide appropriate feedback</p> <p>Engage with examiner and moderator reports and supporting documents which will help your teaching</p>	<p>Speak nicely: greet students, say hello, smile and use an appropriate tone</p> <p>Respect and value students' views/opinions/values and backgrounds which may be different to our own</p> <p>Respect students' current situation: empathise and sympathise where necessary</p> <p>Respect students' intellect, capabilities and development by setting appropriate work</p> <p>Respect that students make mistakes and that they need the chance to have a clean slate</p>