



BOURTON MEADOW ACADEMY

POSITIVE BEHAVIOUR POLICY

UPDATED JANUARY 2015

CONTENTS

Page 3

Our Philosophy

Page 4

A Policy for All

Page 5

Our Values & 10 Key POSITIVE Behaviours

An introduction to A & B Behaviour Choices for January 2015

Pages 6 - 8

Promoting & Rewarding A Choices

Pages 9 - 12

Support & Consequences for B Choices during Lesson Times

**Introduction of Reflective, Time Out Spaces and a System for Paying Time Back
Staged Intervention**

Page 13

A or B? A Flow Chart of Support & Consequences for Pupils

Page 14

Support & Consequences for B Choices during Break & Lunch Times

Pages 15 - 16

A Restorative Approach

Page 17

Key People and Contacts

OUR PHILOSOPHY

We are proud of the attitudes and behaviour of the children in our academy and hope that this new policy will support us all in further developing the positive learning environment we already have.

As in every school, we know that conflict and inappropriate behaviour does arise from time to time. At Bourton Meadow Academy, we want to ensure a clear, fair and consistent approach for all those involved whenever it does.

We understand that all behaviour is communication. We are committed to working together to develop a restorative approach with dedicated opportunities planned to support the development of emotional literacy, problem solving and pro social skills across the academy.

All children should feel safe, happy and ready to learn. Sometimes, to fully meet the needs of pupils and their families, there may need to be collaborative work with outside agencies, e.g. behaviour support staff, educational psychologists, community paediatrician. In the case of a serious incident, formal disciplinary procedures would have to be followed using Bucks Guidance on Exclusions and Reintegration.

A POLICY FOR ALL

A look at our Positive Behaviour Policy from different perspectives:

Our Children

- An introduction to the Academy's Expectations for Positive Behaviour every September with your new teacher
- **A** and **B** Behaviour Choices
- **5 Green Learning Behaviour Expectations**
- **5 Green Social Behaviour Expectations**
- Weekly class circle time
- Adults use DO statements to support you in making positive **A** choices
- Smelly stickers
- Good news shared with your family members on the playground
- House point tokens
- Weekly class Reward Time
- Opportunity for Praise Pod visits
- Winning House events each term
- Time to reflect on any not so good, **B** choices
- Fair and consistent consequences
- Support, from a key member of staff, to help you to understand consequences for any **B** choices and make a behaviour plan

Our Parents and Carers

- A clear, transparent and consistent approach
- Flow charts to illustrate processes
- An open door policy for sharing any thoughts or concerns
- Only good news shared on the playground
- Any other news shared sensitively by the most relevant member of staff; in person, by telephone or in writing
- An invitation to watch class assemblies
- Contact details for key staff members

Our Staff

- A clear, transparent and consistent approach
- Ongoing support from the Senior Leadership Team
- Flow charts to illustrate processes
- A half-termly policy review during 2014-2015
- Training opportunities to support the development of practices outlined in the policy
- All necessary resources provided
- Weekly learning walks to support the implementation of the policy

OUR VALUES & 10 KEY POSITIVE BEHAVIOURS

Values are principles, fundamental beliefs, ideals, standards or life stances that act as general guides to behaviour or as reference points in decision making.

Our Values are vital to how we live and work together in our families, academy and the wider communities. They are also reflected in a respectful attitude to our physical environment and all that lives within it.

Last year we launched our 6 academy values. They really form an umbrella for many more desirable qualities and behaviours that we wish to nurture.

- Respect
- Aspiration
- Determination
- Honesty
- Responsibility
- Friendship

It is important that our values underpin everything that we do. Similarly transparency, simplicity, consistency and a shared understanding is paramount in determining positive behaviour throughout the academy. With this in mind; instead of rules or promises we have developed lists of positive learning behaviours and positive social behaviours to set clear expectations for all.

**From 6th January 2015, all children will be introduced to the idea of A and B behaviour choices: A choices are GREEN; they are good choices and will make everyone happy. B choices are RED; they are not good and will not make everyone happy. B choices have consequences.*

Here are some of the key GREEN behaviours that we are always looking for!

Top 5 Learning Behaviours

- To listen
- To join in
- To let others learn
- To follow instructions
- To be the best that we can be

Top 5 Social Behaviours

- To respect one another; using kind words, gentle hands & gentle feet
- To care for ourselves, each other and the environment
- To work and play together
- To always tell the truth
- To ask for help when we need it

PROMOTING & REWARDING A CHOICES

Nurturing and rewarding positive attitude, effort and success are a crucial part of teaching and learning. Personal achievements must be recognised and celebrated in order to improve self-esteem and motivate children to become life-long learners.

It is vital that all rewards are immediate, tangible and meaningful for the children

INDIVIDUAL INCENTIVES & REWARDS

PRAISE

A & B headings displayed on the class whiteboard as a visual reminder alongside an A or B behaviour choices poster. Children's names are written by the teacher under A to praise and reinforce their positive GREEN behaviours. Any child highlighted under A will be rewarded with an additional special sticker or house point token by the Head teacher, Deputy Head teachers or Inclusion Manager during classroom visits.

In addition; adults should use praise liberally for **doing**; "You have tidied up well." "You have formed your letters beautifully." And also for **being**; "You are kind." "I can see you are a sensible boy."

It is important that praise is used specifically in order to be effective e.g. extend "Well done" to "Well done for lining up quickly and sensibly."

STICKERS

Our children love stickers (especially smelly ones) no matter how old they are!

Use stickers to reward effort as well as outcome. Use them to reinforce our 5 green learning behaviours and 5 green social behaviours as soon as you see them, in the classroom and on the playground.

It is a good idea to keep a sheet of stickers in your pocket at all times!

INDIVIDUAL REWARD CARDS

It is important that all children experience praise and success throughout their school day. Sometimes it is helpful or necessary to support a child by focusing on small, positive steps; agreeing a personal target and a motivating reward.

An Individual Reward Card would be set up and monitored by the class teacher in consultation with the child, a parent/carer and the Inclusion Manager.

A child may also benefit from having a personalised A or B choice card to keep in their pocket with a reminder of the consequences and some simple strategies. This would be created by them with the help of a teacher, teaching assistant or a member of the Inclusion Team.

HAPPY GRAMS

A Happy Gram is a certificate that can be taken home to share with family and friends on the day that it is rewarded. Any member of staff can award a Happy Gram. One might be given for a fantastic personal achievement, excellent attitude or behaviour, super effort or piece of work.

Teachers will need to complete a monitoring sheet to show the number of Happy Grams received by pupils in their class throughout the year. Members of teaching and support staff rewarding a child must share the good news with the appropriate class teacher to ensure this record is kept up to date.

THE PRAISE POD

Children can be nominated to sit in the Praise Pod for going above and beyond in any aspect of academy life!

Members of staff complete a 'Praise Pod Nomination Sheet' and send it to the Headteacher or Deputy Headteacher. The nominated pupil is then invited to sit in the Praise Pod and talk about their achievement. Videos of children who have visited the Praise Pod are made available to their parents/carers and, with consent, shared on our website; www.bourtonmeadow.co.uk. A copy of the completed nomination sheet is filed in the child's behaviour record.



CLASS INCENTIVES & REWARDS

WEEKLY REWARD TIME

Every class has half an hour of Reward Time timetabled on a Friday afternoon and a thermometer displayed to show how many minutes of Reward Time have been earned. An example Reward Time Menu has been created for the teacher to share with their class at the beginning of the week to agree the reward that they are working towards e.g. painting, board games or outdoor games.

Reward Time minutes can be earned by groups or individuals during class time. Minutes are rewarded at the teacher's discretion with a strong emphasis on positive learning and social behaviours in the classroom, particularly a supportive and collaborative work ethic. Each week children will spend their rewarded time (30 minutes maximum) as a class. It is important to note that once Reward Time has been earned it cannot be taken away.

In cases where classes have not managed to earn their Reward Time in full, the teacher will assign a task to be completed at the beginning of the session before the children enjoy the Reward Time that they *have* been awarded. E.g. Where a class has earned 20 minutes Reward Time they might complete a 10 minute quiet reading task before going outside for 20 minutes of circle games.

HOUSE INCENTIVES & REWARDS

HOUSE POINT TOKENS

Every child in the academy is allocated a House; Jaguars, Gazelles, Wolves, Antelopes, Tigers, Lions, Kangaroos or Panthers. Family groups are put in the same house and will remain in this house throughout their time at Bourton Meadow, unless changes have to be made due to children leaving or joining the academy and house numbers becoming uneven.

Children can earn 1 point (blue) or 3 point (yellow) tokens for their houses. Tokens can be awarded by members of staff or visitors for any **green** behaviour which reflects our Academy Values e.g. holding doors open, looking after a friend, helping to solve a problem, using initiative.

All members of staff will be provided with tokens and additional tokens can be collected from the school office. Each year group will have a set of House Point Boxes. The children are responsible for putting their tokens in their House Point Box.

Tokens are counted weekly by designated Year 6 pupils who will also input data into a spreadsheet ready to report on house point progress during assembly. All the children in the house with the most tokens at the end of each term will be invited to participate in a special, winning house event. House point totals and graphs are shared with the children during whole school assemblies and the pupil council committee are responsible for putting forward suggestions for the winning house event at the end of each term.

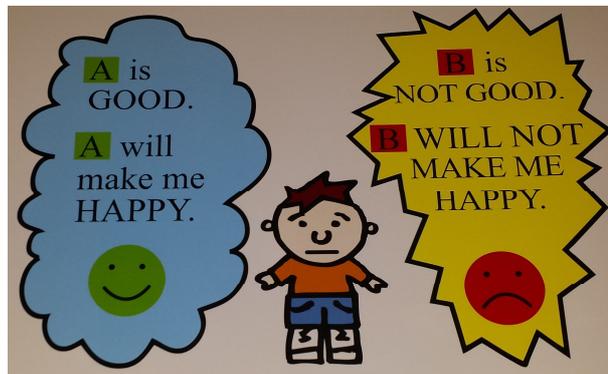
SUPPORT & CONSEQUENCES FOR B CHOICES DURING LESSON TIMES

Effective consequences need to be given clearly and with warning. Where a pupil continues to make poor choices in their behaviour it is important to ensure that they are aware of the consequences of their actions. The details of our staged interventions are given below, followed by a flow chart that can be shared with the children.

Introducing the consistent use of simple language associated with making A or B behaviour choices in a very visual way, allows a child-friendly, logical and systematic strategy for responding to poor behaviour from the Early Years to Year 6.

As you will have read throughout this policy, we now use GREEN and RED to illustrate correct and incorrect pathways whilst supporting the children to understand that A is a good behaviour choice and will make everyone happy whereas B is not a good behaviour choice and will not make everyone happy.

Each class has an A or B poster on display to provide a permanent visual reminder. Children must be supported to understand that they are responsible for their behaviours and always have a choice in which path to take.



Introduction of Reflective, Time Out Spaces and System for Paying Time Back

No matter what the reason is, when a child has made a B choice and is demonstrating unwanted behaviours, it is likely that he or she is not ready for learning at that time and there is a risk that the learning of others is also being disrupted. We know that in this case 'time out' can be helpful for everybody, not as an exclusion or punishment but as way to deescalate the behaviour and allow the child to change their behaviour with minimal disruption to the rest of the class. We also know that children need boundaries to be clear and that they learn best when consequences are fair and consistent. With this in mind, we have introduced the use of reflective time out spaces in every class room in partnership with a simple system for owing time back as a consequence for B behaviour choices.

Responding to and Consequences for B Choices during Lesson Times

Staged Intervention:

Stage 1:

Low level and one-off behaviours will be dealt with by a frown, verbal instruction or questioning as to the appropriateness of the action and a reminder of the most appropriate GREEN learning and/or social behaviour(s) that you want to see. Make a reference to the A and B choices poster.

It is important to detach the behaviour from the child. It is the behaviour that you are unhappy about. Use DO statements; "I do want to see you taking turns in your group". Or try a **first and then**; "**First** finish questions 1 - 5 **and then** you can share your dinosaur book with a friend".

Consider how to set the child up to succeed. It may be appropriate at this stage to move the child to alternative seat, encourage play with an alternative group, adapt the task, and/or provide additional support.

Remember, all behaviour is communication!

Stage 2

Make an explicit reference to the A or B poster.

Suggested script: "You're looking upset/cross/distracted. Are you going to choose A or B?"

This allows the child to choose his/her own outcome to the situation; visually acknowledging B and its consequences if that's the route he/she chooses.

Encourage the child to make a good choice by offering two simple alternatives that are appropriate for your setting: E.g. "You could take a 2 minute water break or try working your answers out on a whiteboard first."

Stage 3

A maximum of 5 minutes in class Reflective Time Out Space.

A minimum of 5 minutes owed - to be paid back in own time (beginning of next break, lunch, before going home)

Suggested Script: Firm but fair tone of voice

"I can see that you are not ready to make an A choice right now. You need to take some time out to think about what choice you will make next and you will need to pay 5 minutes back in your time...I will let you know when 5 minutes is up. I am happy for you to come back sooner if you can show me you are ready to make a good choice"

Teacher keeps time using class 5 minute sand timer - positioned so it cannot be touched by the child/children but where the teacher and child using Time Out can both see it.

Once 5 minutes is up, if the child has not re-joined independently, ask him/her what should happen next. Give the option of another 5 minutes time out if he/she doesn't feel ready, explaining that a total of 10 minutes time will need to be paid back, or direct another 5 minutes if you can see that they are not ready.

****Time Out is a reflective, quiet time in a designated space in the classroom. Time Out is led and managed by the teacher in 5 minute intervals for a maximum of 10 minutes. If behaviour deteriorates or after 10 minutes you are not seeing any positive changes in behaviour, radio for support from the Inclusion Team. In the first instance the teacher is responsible for communicating the need for time out with the parent/carer unless agreed otherwise by the Senior Leadership Team.***

****Time owed/paid back reflects the minutes spent in time out during any lesson. A minimum of 5 minutes and a maximum of 10 minutes in one sitting. This is to be a supervised, silent time for thinking or completing work.***

There is a rota for staff to ensure children are supervised whilst paying any owed time back at break time. If time needs to be paid back before the end of the day it can be supervised in the classroom or shared area by a Teaching Assistant whilst the other children are lining up to go home.

Stage 4

Repeat stage 3 as above accumulating the time owed back. If the child accrues more than 10 minutes in total, time can be paid back in two sittings E.g. 10 minutes at the beginning of lunch and 5 minutes before going home at the end of the day.

Stage 5

A telephone call home from the Year Group Leader, Inclusion Manager or member of the Inclusion team.

Loss of Class Reward time that week.

Completion of Time to Restore sheet

- Time to Restore Sheets have been designed to support the important restorative process; helping children to understand the consequences of their actions, put things right where possible and teach them strategies to move forward. They do not take the place of a consequence.
- They will be used in response to persistent **RED** behaviour choices despite staged intervention, for out of character behaviour that may have caused harm or any other behaviour that causes concern.
- Time to Restore Sheets will be completed by the child with support from a teacher in the child's year group, The Inclusion Manager, or a member of the Inclusion Team.
- This will be arranged with the child and their teacher for a break time, lunch time or during class reward time. It may be more appropriate to do this after school if arranged in advance with the child's parent or carer.
- 20 - 30 minutes should be allowed to complete a Time to Restore Sheet and a copy of the sheet home will be sent home for a parent/carer signature.

Stage 6

A telephone call home from the Year Group Leader, Inclusion Manager or member of the Inclusion team

Loss of Class Reward time that week.

Completion of Time to Restore sheet (as detailed above)

A parent/child meeting with a member of the Inclusion Team and the child's teacher. Implementation of an Individual Behaviour Plan, if one does not already exist.

Stage 7

A telephone call home from a member of the Senior Leadership Team

Loss of Class Reward time that week.

Completion of Time to Restore sheet (as detailed above)

A parent/child meeting with a member of the Senior Leadership team and the child's teacher to review the current Individual Behaviour Plan and agree a Behaviour Contract - to be signed by all parties.

For repeated or unresolved difficulties, despite intervention, in consultation with the Inclusion Manager and parents/carers, advice will be sought from outside agencies e.g. Educational Psychologist, Pathways Primary PRU, Community Paediatrician, to determine whether the pupil has additional or unmet Special Educational Needs (SEN) and action will be taken accordingly.

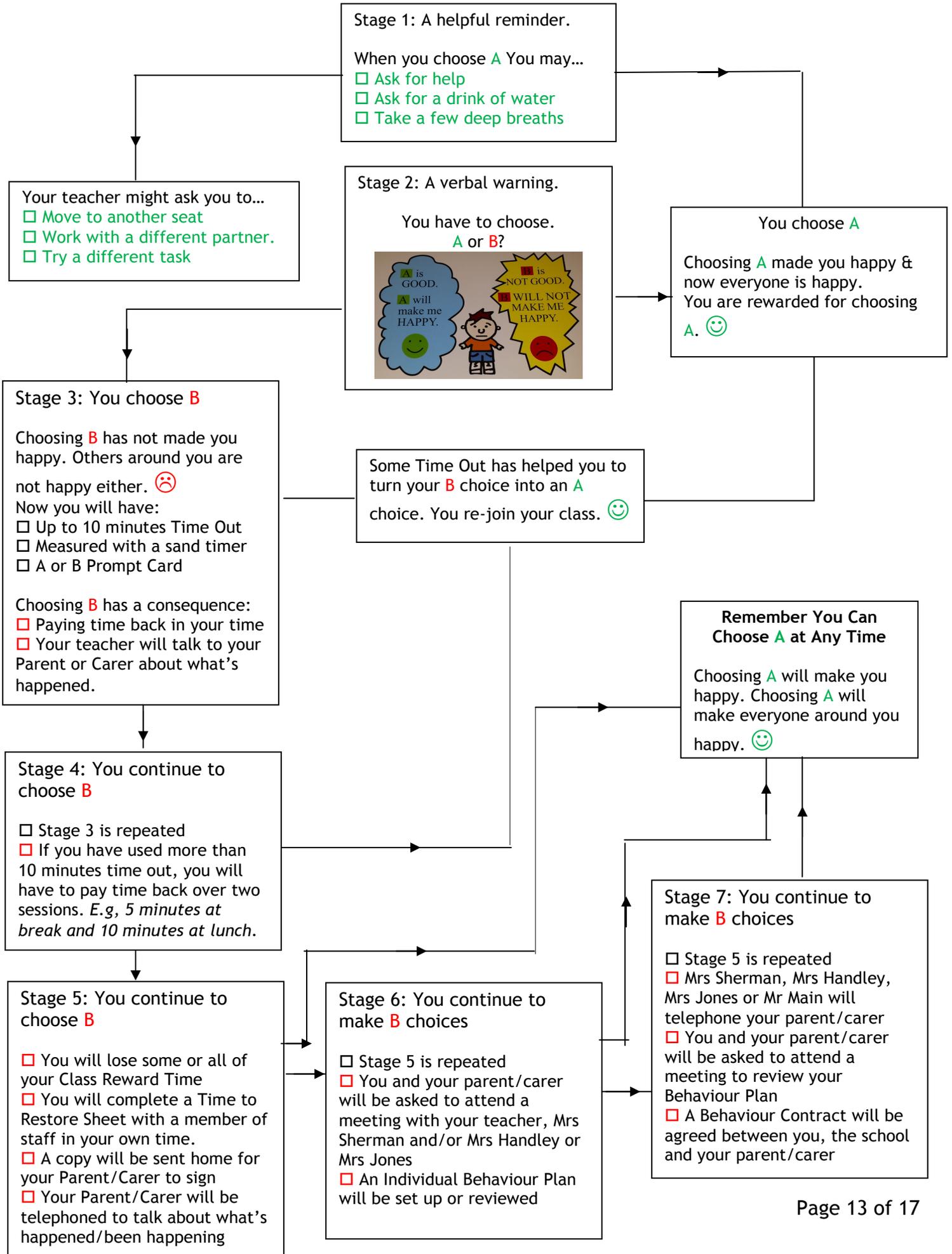
Stage 8

The Headteacher will request formal involvement of parents/carers and, in accordance with Buckinghamshire County Council guidance, may issue an exclusion.

Please note that this is a progression of events unless the incident has compromised the safety of individuals within the academy.

A or B?

A FLOW CHART OF SUPPORT & CONSEQUENCES FOR PUPILS



CONSEQUENCES FOR B CHOICES DURING BREAK OR LUNCH TIMES

A or B choice posters are displayed around school to provide a consistent reminder to the children at all times.

Fixed equipment and equipment stations are set up on the playgrounds to provide some optional structure and variety to keep children happy and engaged in positive play. All staff are expected to encourage and model GREEN behaviours at all times in order to support children with their developing social skills.

When a child is struggling with their behaviour, they should be reminded that they do have an A or B choice and pointed in the direction of a poster. At this point they should also be given some ideas, strategies or support to make an A choice for a member of staff on duty.

When a child chooses A, independently or with support, it is important that they are rewarded e.g. with a sticker or house point

When a child chooses B, the following steps will be followed;

- A member of staff will direct him/her to a Time Out bench for 5 minutes quiet, thinking time. This is a direct consequence as they are missing their own time.
- After 5 minutes the member of staff will ask the child what should happen next and keep an eye out ready to reward GREEN behaviour
- If after 5 minutes the child is not calm and ready then they need to take up to another 5 minutes Time Out. Repeat as above in 5 minute intervals. The child can re-join play sooner as long as they are showing GREEN behaviour.
- If at any point a member of staff is concerned that a child's behaviour is escalating or they are significantly concerned then they must signal for support from a nearby colleague and/or a member of the Inclusion Team.

Details of any time spent on a Time Out bench, as directed by a member of staff, at break or lunchtime, must be recorded on a Red Slip and given to the child's class teacher at the end of break or lunch for information;

- All Red Slips are passed on to a member of the Senior Leadership Team at the end of each day for filing and monitoring.
- Parents/carers will be informed by the child's teacher on receipt of a 2nd Red Slip in any week or 3rd Red Slip in any half term.
- Parents/carers will be contacted by a member of the Senior Leadership Team on receipt of a 3rd Red Slip in any week or a 4th Red Slip in any half term.

ADDITIONAL RECORD KEEPING & MONITORING

- Behaviour records are filed in the Inclusion Manager's office and formally monitored every term by the Senior Leadership Team.
- Names of children requiring Time Out during lesson times are shared with the Senior Leadership Team at the end of each week; or sooner if causing concern e.g. more than 2 periods of Time Out in one day, or more than 3 days requiring Time Out in one week
- All meetings and/or telephone conversations with parents and carers regarding a child's B choices must be recorded on a Child Update Form and copied to the Senior Leadership Team for filing.

A RESTORATIVE APPROACH

Staff and pupils are developing restorative ways to handle conflicts and disagreements that inevitably occur in and out of school.

Restorative approaches prioritise repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

A restorative approach gives victims, wrong doers and those around them 'a voice' so that disputes and conflicts can be handled positively, while working together to reach a resolution.

It is about asking the following questions:

- What happened?
- Who has been affected and how?
- How can we put things right?
- What have we all learnt?
- How might we make different choices next time?

The emphasis on 'we' is crucial. It implies that all those affected by what has happened are involved in finding the way forward.

This approach challenges many notions deeply embedded in our culture, e.g. those who do wrong deserve to be punished, punishment will change behaviour, and the threat of punishment is required to ensure that potential wrongdoers comply with the rules.

When people are asked to consider what they need when they have been harmed the answers tend to be:

- Someone to listen to my story
- Time to calm down
- An opportunity to ask, "Why me?"
- The person concerned to understand and acknowledge the impact their behaviours have had.
- A sincere and spontaneous apology
- Things put right - if possible
- Reassurance that it won't happen again

When people are asked what they need when they have caused harm to someone else, whether on purpose or by accident, answers usually include:

- Time to think
- Someone to listen to my story
- A chance to explain to myself and the other person why I did it
- An opportunity to apologise
- A chance to make amends

- Reassurance that the matter is dealt with and I can move on
- Hope that there is no resentment left

Traditional approaches rarely create a situation where any of these needs are met. At Bourton Meadow Academy we aim to equip pupils with different strategies which they can use whenever they meet conflict or tension, allowing them to reach decisions calmly.

Weekly class circle time will be designed to support our restorative vision; with an emphasis on emotional literacy, social skills and problem solving strategies.

In addition 2014/15 will see greater training and development opportunities for key groups of pupils; allowing them to better support staff and children across the academy.

- Year 6 Guardians
- Year 6 Squaddie's
- Year 5 Play Leaders
- House Captains
- School Councillors
- Pupil Voice Committee

KEY PEOPLE & CONTACTS

Mrs Sharon Sherringham

Inclusion Advisor for Early Years & KS1

Telephone: 01280 823374 (option 8)

Email: sen@bourtonmeadow.bucks.sch.uk

Mrs Andrea Thomas

Inclusion Advisor for KS2

Telephone: 01280 823374 (option 8)

Email: sen@bourtonmeadow.bucks.sch.uk

Mrs Sarah Sherman

Inclusion Manager

Telephone: 01280 823374 (option 8)

Email: ssherman@bourtonmeadow.bucks.sch.uk

Mrs S. Jones

Deputy Head Teacher

Telephone: 01280 823374 (option 3)

Email: sjones147@bucksgfl.org.uk

Mrs L. Handley

Deputy Head Teacher

Telephone: 01280 823374 (option 3)

Email: Lhandley2@bucksgfl.org.uk

Mr R. Main

Head Teacher

Telephone: 01280 823374 (option 3)

Email: rmain@bourtonmeadow.bucks.sch.uk