

# Bourton Meadow Academy



## Behaviour and Attitudes Policy

Created By	Lucy Berry (Headteacher)
Agreed By	Penny Croucher (Chair of Governors)
Implementation Date:	01/05/2022
Review Date:	01/05/2023

## 1. Introduction – Vision and Values

At Bourton Meadow Academy we nurture every child to fulfil their whole potential.

Creating a culture where we share positive relationships and hold high expectations of children and each other, ensures that we create the best environment for children to learn and thrive. Children learn best when they feel safe and secure. By having clear system for rewarding positive behaviours and providing support when behaviour doesn't meet our high standards, it ensures that children are treated equally and fairly and understand the expectations of them.

Our behaviour policy provides a framework of how we develop the children's positive attitudes and learning behaviours in order that they can thrive in our school, their next school and later life.

### Values

At Bourton Meadow our values underpin our culture and curriculum. These values are areas where we know our children need to develop in order to fulfil their whole potential.

Our values are:

- Respect
- Resilience
- Independence
- Compassion
- Integrity
- Curiosity

By embedding these values in all areas of school life, we ensure that our children develop into positive citizens ready to lead successful lives.

## 2. Culture and Relationships

Positive relationships between staff, children and each other are the key to developing excellent behaviour across school. Research suggests that schools with excellent behaviour develop a culture of mutual respect.

**All adults working in school are role models and therefore need to demonstrate the school values and model our high expectations at all times.** All staff are expected to greet children they might see around the building with a smile and a simple greeting. If a child displays courteous behaviour such as holding a door open, moving aside when adults are trying to get past/through or saying thank you for an adult doing the same, all adults must thank and praise the child/children. Any adult who sees examples of positive behaviour should praise the child/children involved.

### Curriculum

We believe that an appropriately structured curriculum, learning environment and pupil achievement contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

### 3. School Rules

We have a universal set of school rules which link to the school values. This ensures that the children understand how they can develop positive attitude to learning and each other. These rules are used across school and so they are consistent during the children's time with us and expectations are clear for all.

The school rules are

- Respect – I treat everyone and everything as I would want to be treated
- Resilience – I stay positive even when things are tough
- Compassion – I am kind with my words and actions
- Integrity – I do the right thing without being told to do so
- Curiosity – I show positive learning behaviour and allow everyone to learn
- Independence – I am responsible for my own behaviour choices

These rules are displayed in every classroom and area where the children learn and play (See Appendix A). School staff are trained to refer to the rules when praising children so they understand how to demonstrate them.

#### The Language we use...

Research shows that positive praise and highlighting good behaviour is an effective behaviour management tool. If we can "catch children being good" and make sure this is praised, children learn the benefit of making these choices.

When discussing behaviour with children we refer to A choices and B choices. A choices are positive choices which comply with the school rules and demonstrate the school values. When children do not follow the school rules we refer to their behaviour as B choice behaviour. This helps the children understand the difference between positive and negative behaviour, compare the different choices they could have made and reinforces that behaviour is a choice.

### 4. Rewards

At Bourton Meadow we reward positive A choice behaviour and attitudes as this helps the children understand the rewards of working cooperatively and following the rules. This helps develop skills they will need to be successful in their next step in education and the wider world as it links positive behaviour and attitudes to reward.

As a whole school we have several systems for rewarding good behaviour choices.

**Verbal Praise** – all staff are encouraged to praise children modelling the school values and following the school rules.

**House Points** – these are given to children who demonstrate excellent learning behaviour, model the school values and work cooperatively. All children earn house points for their house. House points are recorded and totalled at the end of each half term. The house with the most points chooses the positive behaviour reward for the whole school at the end of each half term.

**Reward Time** – children work together to earn reward time for the class. Reward time earned cannot be taken away.

**Happy Grams** – A certificate given by the teacher for modelling the school values. These are given out during celebration assembly.

**Lunchtime Awards** – A certificate given by lunchtime staff for children who have modelled the school values. These are given out during celebration assembly.

**Celebration Assembly** – a weekly assembly where we celebrate children's effort, achievements and the school values.

*Class Teachers also set up reward systems for their class which meet the individual needs of their class. This could include:*

**The Rocket** - A visual behaviour chart for children in F2 and Year 1.

**Traffic Lights** - A visual behaviour chart for children in Year 2 (and Year 3 when required)

**Table Points** – children earn points for their table by modelling positive learning behaviour

**Stickers and Certificates** - all staff are encouraged to give stickers

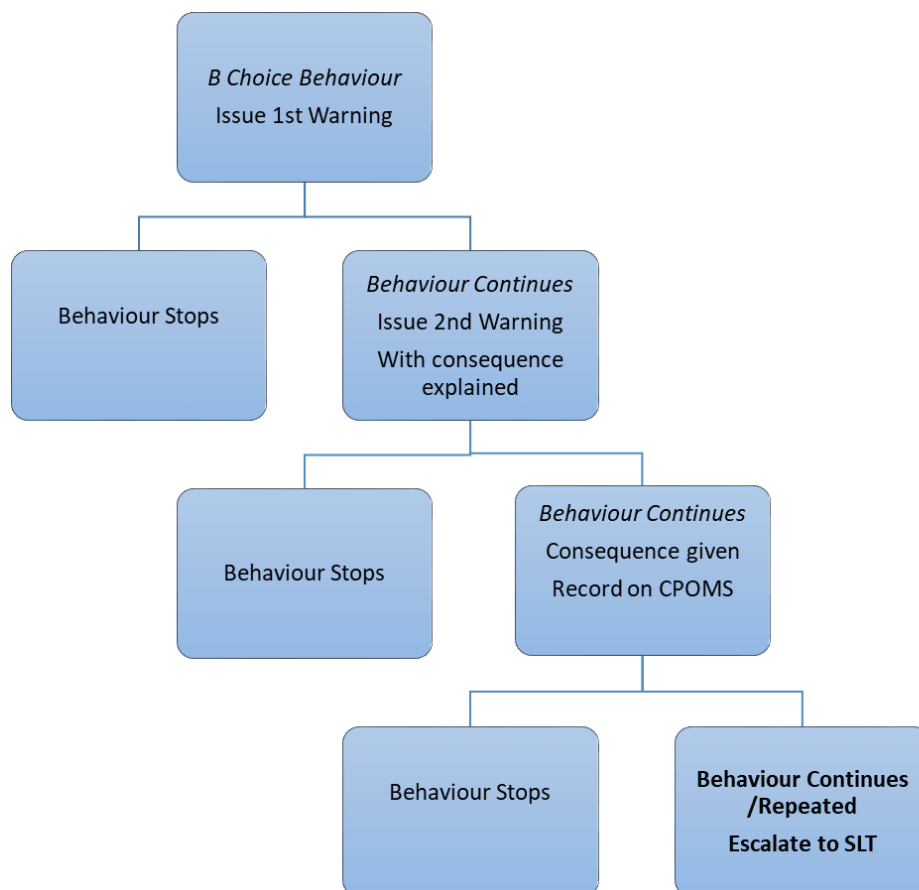
Teachers are encouraged to use these positive behaviour systems and design them to meet the emerging needs of their individual classes.

## 5. Process for Managing B Choice Behaviour

We understand that behaviour is communication. It is rare that children choose to make B choices without there being an explanation or reason for their actions. Therefore, we take time to investigate B choice behaviour incidents and have a restorative process to ensure that children learn from their choices.

Below are the processes for dealing with minor B choice behaviour incidents such as low level disruption in the classroom.

### Escalation Process for B Choice Behaviour



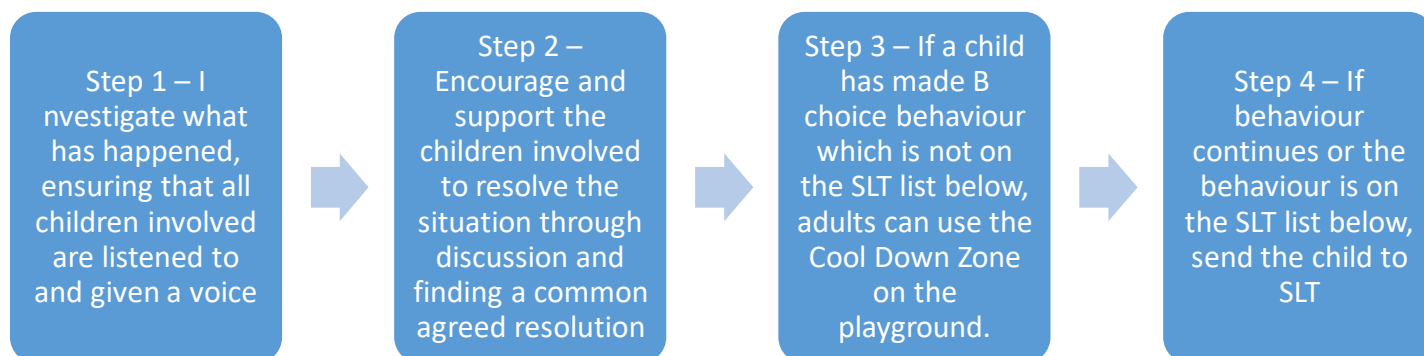
### Examples of Low Level Disruptive Behaviour

*Calling out, talking when asked not to, causing distraction – tapping, banging, making noises etc, not modelling positive learning behaviour by not completing work to the best of ability, not following instructions*

It is important that low level disruption that requires a consequence is recorded on CPOMS so that patterns of behaviour can be identified and parents can be informed for repeated incidents.

### For incidents at playtime/lunchtime

It is the job of all adults to support the children's behaviour at lunchtime/playtime. It is an important time for the children to learn to socialise and model the school values. Where there are playtime disagreements or disputes, all adults should follow this process:



*See Appendix C for a flow chart which gives support to lunchtime staff in following this process with examples.*

### 6. Behaviour incidents investigated by SLT

The following behaviours must be referred to SLT:

- Deliberate physical behaviour against another child e.g. hitting, pushing, kicking
- Deliberate destruction of property
- Swearing
- Discriminatory language - (derogatory comments about protected characteristics, LGBTQ, xenophobia)
- Disrespect of adults
- Any sexualised behaviour

In these cases, a member of SLT will investigate the incident using the following process:

1. Speak with staff to get an overview of the incident
2. Speak with all children involved to determine their views
3. Determine what school rules/values have not been followed
4. If necessary, decide on an appropriate consequence for the behaviour
5. Inform parents
6. If appropriate, bring all children together for a restorative conversation
7. Record the incident on CPOMS/Racist Incident Log

## **7. Escalation of Consequences**

We use consequences/sanctions for B choice behaviour so the children learn that their actions have an impact on others and themselves.

It is not possible to prescribe exact consequences to every type of behaviour because it will depend on the situation, child and any mitigating factors.

Consequences we use:

**Level 1** - Minutes off break time or lunchtime/Not earning reward time/time in the cool down zone outside

**Level 2** - Speaking with a member of SLT

**Level 3** – Behaviour meeting with parents and teacher

**Level 4** - Lunchtime/Playtime Fixed Term Exclusion (parents must always be informed)

**Level 5** –Behaviour meeting with parents and SLT

**Level 6** – Fixed Term Exclusion

**Level 7** – Permanent Lunchtime Exclusion

**Level 8** – Permanent Exclusion

## **8. Reflection Sheets**

A key part of this policy is ensuring that children learn from mistakes and B choice behaviour. If the children can reflect on their choices by identifying the impact and how they might change behaviour in the future, they are more likely to learn from the incident and make positive choices in the future.

Therefore, following any behaviour incident where a consequence is given, the child is asked to complete a Reflection Sheet. This sheet asks them to identify which value/school rule they did not demonstrate, what happened, the impact on themselves and others and what they would do differently next time.

See Appendix B

## **9. The Cool Down Zone**

The Cool Down Zone is an area on the playground, where children who have demonstrated low level playground B choice behaviour can be asked to go for short periods of time. This zone is designed to be a calm space that children can spend time in as a result of low level B choices or if a child needs some time out to calm down and prevent a more serious behaviour incident from occurring. The zone contains sensory resources to support children's self-regulation.

There is a Cool Down Zone on both KS1 and KS2 Playgrounds and two on the field when necessary.

## **10. Exclusion**

The decision to exclude a child is made by the headteacher.

The use of fixed term exclusion can be for repeated behaviour incidents which are not improving despite support or serious one off incidents. Fixed term exclusion can be from 1 to 5 days depending on the circumstances. The use of fixed term exclusion should be in the best interest of the child to demonstrate the impact of not following the school rules and so the child understands that certain behaviour will not be accepted in school.

Following the use of fixed term exclusion, the child and parents will be invited to a reintegration meeting.

We never want to exclude a child from school permanently and the use of permanent exclusion is always a last resort where serious behaviour does not improve following substantial intervention and support. This decision would be taken after all other avenues have been exhausted and in the best interests of the child/other children.

The Exclusion and Reintegration team at Buckinghamshire Council will be informed of any fixed-term or permanent exclusion.

### **Excluding children from trips and experiences**

All of our trips and experiences are part of the curriculum and therefore an entitlement for all children. We therefore do not exclude children from these experiences. There may be times when a child's behaviour means taking them on a trip could be a safety risk. In this case we will do everything we can, including inviting parents to attend the trip and undertaking an individual risk assessment, to ensure every child has full access.

## **11. Children with Specific Behaviour Needs**

For some of our children, their specific needs make following the behaviour policy more challenging. These children will have an individual behaviour plan alongside their SEN support plan which details the extra support they need to manage their behaviour. This might include specific behaviour strategies such as The Real Approach, use of movement breaks, structured games at playtimes, specific rewards etc.

## **12. Bullying**

The DFE describe bullying as behaviour against a child/group of children which is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying is premeditated and persistent.

We do not tolerate bullying at Bourton Meadow. If bullying is suspected a full investigation will be carried out by the Senior Leadership Team and immediate steps taken. More information can be found in our anti-bullying policy.

### **13. Recording of Behaviour Incidents**

We use the CPOMS system to record incidents of B choice behaviour which result in a sanction. This is an internal electronic record.

The adult dealing with the B choice behaviour incident should record it on CPOMS. If this incident has happened during lunchtime, the adults should use the playground ipads to record. Adults should ensure that classteachers are alerted to the CPOMS entry by ensuring they are included on the entry.

SLT monitor the records of behaviour incidents every 3 weeks to determine if there are any trends in behaviour incidents across school. This allows us to take swift action such as adaption of PSHRE curriculum, assembly planning or training of staff to ensure we are supporting the children to make the best choices.

### **14. Informing Parents**

We want to keep parents informed when children are demonstrating B choice behaviour. By ensuring we communicate and intervene early, we can work with parents to support children to improve their behaviour choices.

Classteachers are responsible for informing parents about repeated low level classroom disruption – this should be when there are more than 3 incidents where a consequence is given in a half term (classteachers have discretion to inform parents earlier than this if required)

SLT are responsible for informing parents following any incident they have investigated.

### **15. Behaviour outside of school**

Where behaviour incidents which occur outside of school impact on the children while they are in school, we will investigate and inform parents. This includes incidents online.

If an incident has happened on the way to or from school and the children are identified as part of the school community through school uniform, we will investigate and a consequence can be given. In these incidents parents will be involved as supervision outside of the school gates is the responsibility of parents.



## **16. Roles and Responsibilities**

The implementation of this policy is the responsibility of all members of the school community.

### **Class Teachers are responsible for:**

- Modelling the school values
- Developing positive relationships with all children
- Creating a safe and secure learning environment
- Ensuring the curriculum is accessible to all children and they have the opportunity to succeed
- Rewarding positive behaviour choices and ensuring rewards are distributed fairly and consistently
- Addressing B choice behaviour through the process outlined in this policy
- Recording all behaviour incidents that result in a sanction on CPOMS
- Informing and working with parents when a child is making repeated B choices
- Informing SLT when a child is making repeated B choices
- Working with the Inclusion team to develop behaviour plans for children with specific needs

### **Support Staff are responsible for:**

- Modelling the school values
- Developing positive relationships with all children
- Rewarding positive behaviour choices and ensuring rewards are distributed fairly and consistently
- Addressing B choice behaviour through the process outlined in this policy
- Recording all behaviour incidents that result in a sanction on CPOMS

### **Senior Leadership Team are responsible for:**

- Modelling the school values
- Developing positive relationships with all children
- Investigating escalated behaviour incidents and informing parents
- Monitoring CPOMS behaviour records for trends and developing actions to address
- Monitoring the implementation and impact of this policy
- Working with staff to provide support and training

### **The Headteacher is responsible for:**

- Modelling the school values
- Developing positive relationships with all children
- Investigating escalated behaviour incidents and informing parents
- Monitoring CPOMS behaviour records for trends and developing actions to address
- Monitoring the implementation and impact of this policy
- Issuing fixed term exclusions
- Issuing Permanent exclusions

### **The Governors are responsible for:**

- Monitoring the implementation of this policy
- Providing support and challenge to SLT on the impact of this policy
- Reviewing this policy as necessary

### **References:**

*This policy has been developed using some research from:*

*Tom Bennett: Independent Review of Behaviour in Schools 2017 and Behaviour and Discipline in Schools: Advice for Headteachers and School Staff January 2016*

# Bourton Meadow School Rules



I treat everyone and everything  
as I would want to be treated.

Respect

I stay positive even when  
things are tough.

Resilience

I am kind with my words  
and actions.

Compassion

I do the right thing without  
being told to do so.

Integrity



I show positive learning  
behaviour and allow everyone to learn.

Curiosity

I am responsible for my  
own behaviour choices.

Independence

## Appendix B – Behaviour Reflection Sheet

		<b>Bourton Meadow Academy</b> <b>Behaviour Reflection Sheet</b>			
Name:					
Class:					
Where and When did it happen?					
Tell me what happened...					
What was the impact/result? (e.g. Was learning stopped? Did someone get hurt?)					
Which School Value should you have used?					
Respect	Resilience	Compassion	Integrity	Curiosity	Independence
What could you have done? (What other choices could you have made?)					
What would you do differently next time?					
Was any sanction given? If so What? (Staff to complete)					
Recorded on CPOMS:					
Name of Staff Member:					

