



GREENWOOD DALE FOUNDATION TRUST

BISHOP CREIGHTON ACADEMY

Behaviour Policy

Appendix:

Promoting Positive Behaviour Rewards and Consequences

REVIEW PROCESS	
REVIEWED	01/03/2015
NEXT REVIEW	01/03/2016

How 'good' behaviour is encouraged and recognised at Bishop Creighton

We believe that positive re-enforcement of good behaviour is more effective than negative punishments.

Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour which is far more important than punishment. We praise and reward children in a variety of ways:

Rewards

- ✓ **Praise** – both verbal and non-verbal – Verbal praise should be discussed during circle times. The value of verbal praise should be promoted and modelled to pupils by staff at all times, e.g. 'Thank you' if a child holds a door open or 'Well done' if they impress.
- ✓ **Rainbow wristbands** – 'Our Rainbow of Brilliant Behaviour'. Every child is provided with a small star chart on which they collect set numbers of stars. These are awarded for learning, behaviour, attitude etc. There is an individual star chart for each colour of the rainbow. Once a chart is completed, children earn a coloured 'Brilliant Behaviour' wristband which they may wear to school. There are 10 bands to collect. Each class has a Rainbow Chart on their IWB which shows the colour of the rainbow children have achieved. The aim is to get to 'Gold' by the end of the academic year. Bronze, silver & gold wristbands only are presented in whole school Celebration assemblies. Please note from Summer 2016, stars will be collected on the class dojo only.

Red = 25 stars	Orange = 50 stars	Yellow = 75 stars	Green = 100 stars	Blue = 150 stars
Indigo = 200 stars	Violet = 250 stars	Bronze = 500 stars	Silver = 750 stars	Gold = 1000 stars

- ✓ **'Proud to be purple!'** class charts – every class has a 'Proud to be purple!' chart containing a card for every child. Children should aim to keep their card in the chart.
- ✓ **Stickers and stamps** - given for work, behaviour and attitude by all teaching staff
- ✓ **Weekly Certificates** as part of our Friday Celebration Assembly – one PRIDE Award and one Challenge Champion per class. Certificates are awarded for both academic/behaviour or social
- ✓ **'End of term PRIDE Award'** - recognising 'above and beyond' expectations for two pupils in each class per term – one boy, one girl. A photograph of awarded pupils and name is displayed in the academy and announced on the website and in our latest newsletter
- ✓ **Class Reward** (Marbles in the jar or similar) As a class, children may decide on a special class reward which they would like toward, e.g. a class party, disco, football tournament, art & craft activities, cooking, extra outdoor play, DVD etc. Overall several weeks the whole class will work toward collecting 20 marbles (or similar). Marbles should be awarded when the whole class do something well, e.g. working well in a lesson, walking to assembly or lining up smartly etc. The Class Reward time will last for the maximum of one hour.
- ✓ **PRIDE Lions** – Every week our PRIDE Lions are sent home with two children who have demonstrated exemplary behaviour all week – one child from each Key Stage. These pupils are selected by the Principal.
- ✓ Any other suitable rewards/awards as agreed by staff

At Bishop Creighton Academy, we acknowledge the efforts and achievement of all children, both in and out of school. Good behaviour and positive attitudes are discussed in PSHE lessons, P4C sessions, school assemblies and as part of the SEAL curriculum

Emphasis is placed upon recognising and rewarding positive behaviour, consequences are only given out when necessary.

At Bishop Creighton Academy, we believe a well-managed, well-planned teaching and learning environment decreases potential for problems. All teachers ensure that activities are well planned and resources well organised in order to ensure that every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. We firmly believe that well organised classes with carefully prepared lessons that take into account the range of abilities within the class tend to have fewer discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. When criticism is given it focuses on the inappropriate behaviour not the child.

The wellbeing and welfare of our children is the responsibility of everyone – teachers, teaching assistants, learning mentors, support staff and midday supervisors and of course parents. Together we play a vital role in ensuing success within school by reinforcing positive attitudes and values.

Everyone needs to feel part of the school community. Both adults and children need to feel safe, valued, motivated, welcome and supported. To this end it is important to remember that:

- The teacher is the leader in the classroom.
- The teacher sets the tone for learning
- The teacher, supported by other adults in the classroom, creates the environment in which children feel safe and want to learn

Children should be listened to and spoken to calmly. Every effort is made to pre-empt and/or diffuse potential problems before they arise.

Our PRIDE Values of Respecting property and Understanding & caring for each other are not negotiable. Our PRIDE values will be reviewed during Summer 2016.

It is of vital importance we also remember the PRIDE values of Praising achievements, Overcoming barriers and Doing our best when encouraging and promoting positive behaviours in children.

BISHOP CREIGHTON ACADEMY

P
Praise achievement

R
Respect property

O
Overcome barriers

U
Understand & care for each other

D
Do our best!

The graphic features a background image of five children in purple school uniforms standing in front of a school building. A purple bar is at the bottom. The PRIDE acronym is presented in speech bubbles above the children, with a school logo in the top right corner.

How inappropriate behaviour is managed at Bishop Creighton

The academy employs a number of consequences to ensure a safe and positive learning environment. We believe all children have the right to learn without the disturbance of others; good behavior is a necessary condition for effective teaching and learning to take place. All children and staff have the right to feel happy and safe in school and to be treated with fairly and well so that they feel valued and respected.

The following behaviours are deemed as 'extreme' and will not be tolerated in our academy;

- Physical hurting another person
- Threatening or intimidating behaviour towards others
- Persistent non-compliance
- Continual disruption of learning – including misuse of equipment, wandering out of seat, leaving the classroom or building without permission, repeatedly distracting others, repeated calling out
- Rudeness toward staff- including swearing, shouting, walking away whilst being spoken to
- Obscene Language or gestures
- Any form of derogatory, racist, sexual or homophobic name-calling or behaviour
- Deliberately damaging school equipment or property.

<u>Our Bishop Creighton Academy Code:</u>	
We look after each other We show good manners We do as we are asked We look after our stuff We tell the truth If we make a mess, we tidy up We work hard	We don't hurt others We don't argue or interrupt We don't use bad language We don't damage stuff on purpose We don't cover up the truth We don't mess about We don't waste our own or others time
We celebrate when we've doing something well We appreciate how lucky we are	

We believe good behaviour management starts with the principles of good classroom management strategies. A clear programme of behavior management is therefore important for the following reasons:

1. To ensure the safety and well being of all children
2. To ensure the safety and well-being of members of staff and the public
3. To protect the environment
4. To protect the child from self inflicted abuse or injury
5. To divert a child from inappropriate to appropriate behavior
6. To curb or divert repetitive behaviours in order that learning can take place
7. To teach children self control and subsequently to take responsibility and accountability for their actions
8. To teach children that actions and choices have consequences
9. To allow children to develop and demonstrate positive abilities and attitudes

The consequences outlined below work in conjunction with the rewards used. Before applying and of the 'stepped consequences' the following should have taken place;

- Non verbal management – eye contact, pausing, moving closer to a pupil etc
- General reminders and comments – either to the individual or class
- Use of 'Peaceful Place' – allowing the child the opportunity to correct their own behavior before applying a sanction. Every class has an agreed place where children may go for a set period of time to calm down.
- Child taken to a senior member of staff – reminder of expectations

At Bishop Creighton Academy we follow a clear set of agreed steps when dealing with inappropriate

behavior. These steps are displayed in all classroom. They are shared with children at the start of the academic year and as needed throughout the year. All staff make reference to the flow chart both in classrooms and on the playground. We recognize that any consequence or sanction that is over used becomes less effective in time. Therefore our list of consequences is long and varied so that the ultimate is not reached too soon. Consequences for inappropriate behavior may include;

Consequences

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- Verbal reminder
 - Removal of green card (Step 1) – Every class has a good to be green chart. Removal of green card is a sign to a child that they need to correct their behaviour
 - Time Out within own classroom (Step 2)
 - Time Out in Paired classroom (Step 3) – Each class has a paired classroom. Children should spend no longer than 10 minutes in their paired class. They should take their work with them and work at a table. Teachers may send a post it note to explain the behavior or use a TA to escort the offending child. Children should apologise to their own teacher/TA on return to class.
 - Loss of lunchtime/playtime (Step 4) – Details of the incident should be recorded to build a profile of repeated inappropriate behaviours. This should be recorded by the teacher on a 'Time Out' Record Form and be sent with the child. The Form will be completed by the senior member of staff on duty.
 - Lunchtime 'time out' (Step 5)
 - Loss of privileges of trip/class events removed
 - Loss of privilege of attending an after-school club removed
 - Internal seclusion for fixed period of time, e.g. one lesson/rest of day (Step 6)
 - Individualised Behaviour Plan (Step 6)
 - Internal Seclusion for 1 – 3 days (Step 7)
 - Seclusion 1-3 days (Step 7)
 - Fixed term or permanent exclusion from school (Step 7)

If a child repeatedly acts in a way that disrupts or upsets others, the academy will contact the child's parents to discuss the situation, with a view to improving the child's behaviour. An individual behaviour plan will be created in agreement with all parties and be used to develop the positive required behaviours. This could include a programme of support from the Learning Mentors in school, a personalised behaviour modification programme or a referral to an outside agency.

Bullying

Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. Children are offered different ways of communicating problems they may be experiencing, for example every class has a listening box. (See Anti-bullying policy for further information)

Class rules

Class teachers discuss the academy and Trust rules with each class and also agree their own classroom code with the children. The codes are displayed on the classroom walls. Playground rules are also agreed by the children. In this way every child knows the standard of behaviour that we expect at Bishop Creighton Academy. If there are incidents of anti-social behaviour, the teacher discusses these during PSHE lessons. It is important to reinforce that behaviour should not be looked at in isolation.

A happy and successful child in school will behave and learn well.

We believe children learn best when...

- ✓ the atmosphere is welcoming and stimulating;
- ✓ they are involved in active and practical experiences;
- ✓ they are secure and happy in their environment;
- ✓ they are familiar with their classroom surroundings;
- ✓ surroundings are attractive and well laid out;
- ✓ equipment is readily available;
- ✓ choices are available;
- ✓ clear explanations are given;
- ✓ encouragement is given;
- ✓ expectations are clear, high and realistic;
- ✓ adults are supportive and prepared to give guidance;
- ✓ there are positive shared attitudes to learning;
- ✓ there is an appropriate match of learning;
- ✓ different learning styles are recognised and catered for;
- ✓ they are challenged, no matter how small the steps;
- ✓ they can see the purpose of what they are doing;
- ✓ they can play, try out and experiment;
- ✓ they are interested in what they are doing;
- ✓ they are given time and space for in-depth and extended work;
- ✓ they are able to share in setting the agenda;
- ✓ they are encouraged to be active and independent;
- ✓ fun and enjoyment are promoted;
- ✓ parents are involved;
- ✓ there is a shared understanding of school's objectives with parents;
- ✓ they are seen to be valued;
- ✓ they feel confident;
- ✓ they can collaborate with other children and adults;
- ✓ they can communicate with other children and adults.

Getting the simple things right. A simple checklist for teachers.

Classroom

- ✓ Know the names and roles of any adults in class.
- ✓ Meet and greet pupils when they come into the classroom.
- ✓ Display rules in the class - and ensure that the pupils and staff know what they are.
- ✓ Display the tariff of consequences in class.
- ✓ Have a system in place to follow through with all consequences.
- ✓ Display the tariff of rewards in class.
- ✓ Have a system in place to follow through with all rewards.
- ✓ Have a visual timetable on the wall.
- ✓ Follow the school behaviour policy.

Pupils

- ✓ Know the names of children.
- ✓ Have a plan for children who are likely to misbehave.
- ✓ Ensure other adults in the class know the plan.
- ✓ Understand pupils' special needs.

Teaching

- ✓ Ensure that all resources are prepared in advance.
- ✓ Praise the behaviour you want to see more of.
- ✓ Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- ✓ Differentiate.
- ✓ Stay calm.
- ✓ Have clear routines for transitions and for stopping the class.
- ✓ Teach children the class routines.

Parents

- ✓ Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

(extract from Charlie Taylor's Behaviour checklists, Government Advisor for Behaviour, DfE 2011)

Pre-empting Inappropriate Behaviour

Guidance for Staff

A Hierarchy of consequences (based on BAP materials 2004)

	Non verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
	Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
	Description of reality	A simple statement of fact. Simple describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
	Simple direction	Clear statement of the required behaviour Jane, turn around thank you. James give tom his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
	Rule reminder	Restate the relevant rule – 'Scott our rule is that we put our hands up to answer.' 'Amirah remember the rule about lining up'
	Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour
	Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or is there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
	Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
	Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be removed from the classroom.

Step 3: Paired Classrooms for Time Out 2015-16

Reception	Year 1
Year 2	Year 4
Year 3SW	Year Y5
Year 6	Year Y3LG

Step 4 & Step 5: Lunchtime Time Out Duty

Monday	Mrs Redhead
Tuesday	Mrs Metcalfe
Wednesday	Mrs Baldock
Thursday	Mr Laud
Friday	Mrs Murphy

Inappropriate Behaviour Consequences

Verbal

