



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

BOLSHAW PRIMARY SCHOOL



Attitudes, Behaviour and Discipline Policy

Date Written	September 2016
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Ratified on:	Teaching and Learning Nov 2016

BOLSHAW PRIMARY SCHOOL

ATTITUDES, BEHAVIOUR & DISCIPLINE POLICY



Reviewed January 2017

The staff, governors, parents and children at Bolshaw Primary School recognise the crucial role that an effective Attitudes, Behaviour and Discipline policy can have on all aspects of school life. Every year a working party of all stakeholders come together to review and update our policy. The Governors have a high level of expectation regarding behaviour and our school ensures that all everyone is involved and all persons enforce this.

We believe that an effective Attitudes, Behaviour and Discipline policy will:

- Identify the boundaries for 'what is' and 'what isn't' acceptable behaviour.
- Give children, parents and staff clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.
- Play a vital role in ensuring that all children achieve their potential; academically, socially, emotionally and mentally.
- Help children's moral and social awareness, including that of citizenship.
- State clearly the procedures for rewards
- State clearly the procedures for consequences, sanctions and exclusion.
- Outline roles and responsibilities for pupils, parents, staff and governors.

The overriding aim of our school is to help children operate with self-discipline in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires considerable nurturing.

Underpinning our school attitudes, behaviour and discipline policy are our:

school core values:



and our school golden aims to help children become:

*Successful Learners
Confident Individuals
Responsible Citizens
Effective Contributors*

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has respect for each other, with shared values and a sense of shared responsibility. It is crucial that all members of our school community recognise the importance of creating this secure and nurturing environment, where there are clear, agreed expectations of behaviour. The development of our school culture is important for the achievement of our schools aims, especially if the school is to play a major role in the preparing our pupils for the responsibilities, opportunities and experiences of adult life.

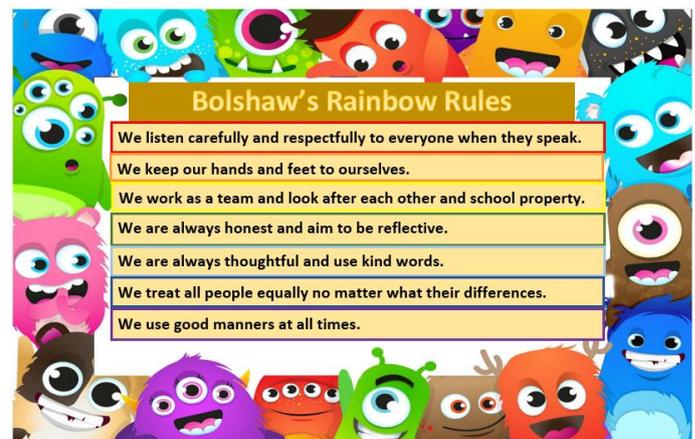
In 2016 our Learning Council were asked to review our whole school behaviour policy. Together with staff, parents and governors they have helped initiate our own bespoke behaviour system. As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display and this is the main focus. However, our system has very clear consequences if a child chooses to display inappropriate or unacceptable behaviour.

Behaviour System and School Rules

At Bolshaw Primary School, we follow the Rainbow Rules, which are displayed in all classrooms, bays, hall and office. These are:-



FS / KS1 rules



KS2 rules

Everyone in our school community are expected to manifest behaviour which reflects and supports the following school rules which are displayed throughout the school.

Aims

- To use class dojo consistently across school
- To have a cohesive behaviour system which ties different aspects of behaviour management together

Consistency of awarding dojo points *(decided with Learning Council)*

In all classes:

1 dojo	2 dojo	3 dojo
Item of homework in on time (if sufficient level of effort made)	Outstanding homework (must be in on time)	
Significant improvement in spelling mark	Full marks in spelling test	
Significant improvement in times tables mark	Full marks in times tables test (or times tables grid completed in set time)	
Every time child reads at home, or shares a book with an adult – if an acceptable amount read and parent/carer has signed (maximum of 1 each day)		
Having complete P.E. kit		
Being helpful at lunchtime – mid day supervisors responsible	Helping a teacher at lunchtime with classroom jobs (up to a maximum of twice a week)	
Ending the day in the green zone on the rainbow	Ending the day in the blue zone on the rainbow – for outstanding achievement	Ending the day in the purple zone – for phenomenal achievement
<i>This list is not exclusive or exhaustive, however, it should ensure that currency of dojos is applied consistently across school. Children should not routinely be given dojos for being heard read in school or for working with</i>		

TA/LSA support. Similarly, children should not randomly be awarded dojo points for doing something which should be expected, especially if the majority of other children are already complying, e.g. sitting smartly in assembly.

Dojo Rainbow

The **dojo rainbow** is designed to link together the concepts of behaviour for learning, school's 'rainbow rules', class dojo and link to Friday reward time – 'Rainbow Rewards'.

Principles

- A2 or A1 rainbow to be displayed clearly in all classrooms
- All children's names to start each day in the **green zone**
- Unacceptable behaviour results in moving into yellow, orange or red. This should generally be in single steps; one move per misdemeanour. However, it is at the teacher's discretion dependent on the severity of the situation.
- Once a child enters the yellow zone – this is a warning zone – they can move from here into green or orange as appropriate depending on how their behaviour continues. If a child enters the orange zone this is an automatic dojo loss (straight away) – record 10 minutes missing of Rainbow Rewards time) and they move back to yellow.
- A child would enter the red zone if they continued to make the wrong choices once they had been moved back to the yellow zone from the orange zone. The Key Stage Leader (AGJ or GW) should be informed later in the day and parents/carers must be informed at the end of the day by the class teacher.
- If behaviour disrupts the learning of the other children in the class, AFTER being moved into red, the next stage is to send the child to the Key Stage Leaders' classroom. The child will then spend the rest of the lesson in that classroom.
- Children may be moved into the blue zone for outstanding achievement. **NB Children may be awarded dojo points for other achievements, without moving into the blue or purple zone.**
- Phenomenal achievement would mean the child was moved into the purple zone and would result in a visit to the Deputy Head or Assistant Head to share their achievement.
- Star of the Day would be chosen from anybody who has remained on green all day, or moved into blue or purple.
- If a child is in the blue or purple zone, they can be moved either up or down.
- Any racist, violent or homophobic behaviour **MUST** be reported to the Head immediately who will contact the child's parents and send a report to the Local Authority. The child would automatically spend the next half day in a member of the SLT's classroom as a minimum (internal exclusion). Depending on the severity or in the event of a recurrence of this behaviour, temporary or even permanent exclusion may apply at the discretion of the Headteacher.
- Exclusions may also apply if children consistently display unacceptable behaviour, whether internal, temporary external or permanent external – at the discretion of the Headteacher.



Good behaviour is ...

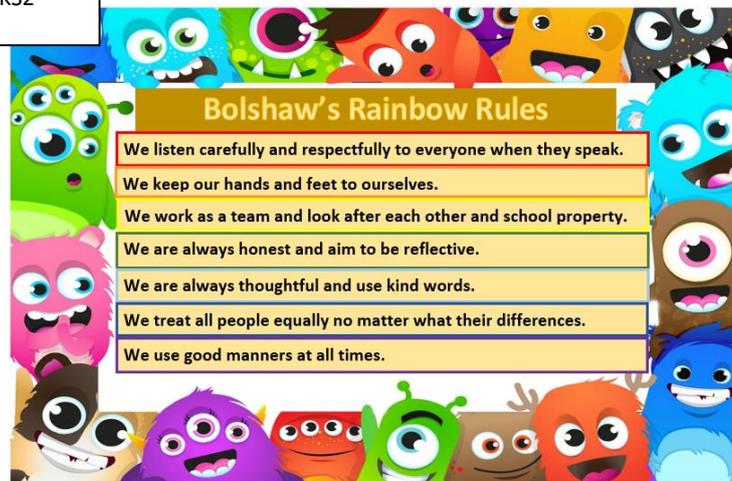
FS/KS1



Examples of unacceptable behaviour are...

Not listening carefully or interrupting/shouting out.
Hitting, pushing or kicking on purpose.
Leaving people out on purpose.
Not telling the truth straightaway.
Saying upsetting or unkind words.
Treating people differently because they might be different to you. Using bad words. Not looking after school property.
Not using manners; snatching or taking things without asking.

KS2



Not listening if someone else is talking; not showing respect for other people's ideas; rolling eyes, tutting, swearing, shrugging shoulders when asked a question.
Deliberately hurting another person. Retaliating rather than going to the nearest member of staff.
Leaving people out; breaking or damaging school property intentionally.
Not telling the truth immediately; not trying to see something from somebody else's point of view.
Being unthoughtful, using unkind words.
Racist, homophobic or sexist language or actions.
Pushing through doors, pushing to the front of the line, not letting other people go first, speaking in a silly voice at the wrong time.

P.E. kit

Children will gain a dojo point for having the complete P.E. kit in school on P.E. days.

Children will not borrow kit from other classes or other children in their class. There will be a small collection of spare PE kit for children to wear or they can take part by removing their tie and jumper/cardigan. However, children must have the correct footwear for reasons of safety or they cannot take part in the class. They must remain with their class (with the exception of swimming). Parents should be contacted via Dojo message if this happens. Children not taking part in P.E. for medical reasons should take a role designated by the teacher to include them in the lesson in some way, e.g. counting laps.

Homework

From Reception – Year Four, children do not lose dojos for not completing homework. However, there will be a homework club for Year 1 / Year 2 children and Year 3/Year 4 children in the main for those who find it difficult to complete their homework.

In Year 5 / 6, children will lose dojos for not completing homework. There will also be a homework club run for these children to attend.

Recording on SIMS

The Learning Mentor has time allocated each week to record on SIMS lost dojo points or other incidents.

Incident Forms

These should be completed by the member of staff who has dealt with the incident and stored in the purple file for the class. SLT and the Learning Mentor must be informed and decisions will be made for actions to be taken, who will follow incidents up and who will monitor.

Rainbow Rewards

On Friday afternoons, from 2p.m – 2.50p.m. children who have remained at green or above all week will have all of their Rainbow Reward time. This will involve going to an activity of their choice in their key stage. The activities range from: digital discoveries, film club, football, mindfulness, art, team building games, dance, knitting, creative club, construction. Children sign up to a club at the beginning of every half term. Each half term the activities are reviewed and children have the opportunity to select a new one or stay in the same.

Unacceptable behaviour during Rainbow Rewards Time would result in the child working in the with the Learning Mentor immediately.

Prizes

The children will **not** have their dojo bubbles reset each week. This will enable them to work towards prizes, such as a pencil for 100 points, a homework pass for 500 points. These lists should be agreed with as a class, however the Learning Council will provide guidance at the beginning of the term to ensure consistency.

At the end of each term, there will be a **Headteacher's Treat** for the seven children (1 from each class) who have achieved the most dojo points. This may be a bowling trip, a visit to the cinema or a visit to a restaurant. This will be reviewed on an annual basis

Strategies used to promote positive attitudes and behaviours

At Bolshaw we employ a wide range of strategies to recognise and reward both individual children, group and whole class' attitude and behaviour.

These strategies include:

Ongoing pupil rewards

These can be individualised to match the needs of individuals or classes and may include certificates and/or stickers. The 'common currency' for the school are 'Dojos' which can be awarded by all members of staff for:-

- Good work
- Effort
- Positive attitudes
- Good manners
- Following our school rules
- Progress

- Homework

Year 6 responsibilities

Prefect badges are also awarded to our Year 6 children who meet criteria displayed in the classroom. The criteria is reviewed at the start of the academic year (for example being kind and helpful around school, dress smartly and working hard, able to listen to other people's ideas or problems, responsible and set a good example to others, show a good attitude towards everything you do and try your hardest, be polite and respectful at all times.)

Senior Prefect badges may also be awarded for exceptional conduct to children in Year 6.

Our Achievement Circles Assembly takes place every Friday, which recognises the achievements of children during the week. Our Head Boy and Head Girl, along with Year 6 prefects, organise and run our Achievement assembly. Every child has the opportunity to share how they have been successful during the week and what they feel they have improved in.

During the circles achievement assembly we celebrate:

- Superstar of the Days in every class
- Class of the week in Key Stage One / Key Stage Two
- Mathlete of the school
- Class with best attendance
- Personal achievements outside school

Each teacher should keep a register to ensure that all children receive superstar of the day several times throughout the year.

Restorative Approaches

At Bolshaw Primary School we use restorative approaches.

Effective restorative practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative practices acknowledge the intrinsic worth of the person and their potential contribution to the school community.

Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of restorative practices. These are:

- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.

Social Discipline Window (Framework for working with ...)

HIGH

(limit-setting, discipline)	TO punitive	WITH restorative
	NOT neglectful	FOR permissive

LOW support (encouragement, nurture) **HIGH**

Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future

Restorative Questions

To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

At Bolshaw Primary School we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.

Restorative Language:

We believe it is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to restorative practice philosophy.

Listed below are some examples of affective statements and questions which all staff can use with pupils:

Affective statements

I am sorry that I misunderstood the situation

I feel really proud of you when I heard

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

I was very disappointed when you did that to

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

Questions

What happened? – followed by:

What were you thinking about when you did that?

How did your actions affect

How do you think felt about what you did?

How do you feel about what you did?

How do you feel about what you did and the affect it had on me?

CONSEQUENCES and SANCTIONS FOR INAPPROPRIATE BEHAVIOUR

How do we use consequences and sanctions:

At Bolshaw we identify 'why' behaviour is unacceptable and inappropriate. We discuss with the children how they could have handled a situation differently. We focus on the behaviour being unacceptable not the child.

Conduct for teachers:

It is the school rules that sanction a child so there is no need to shout or be intimidating.

A child should not be 'manhandled'. In the event of a child presenting an immediate risk to the health and safety of other children he/she would be restrained using team-teach approved methods by staff who have received appropriate training. (All teachers and teaching assistants were trained in September 2016)

Children should always apologise in a meaningful way to the other party/ies.

Sanction tactfully and praise in public wherever possible.

We discipline and use consequences because we care about the child behaving appropriately 100% not 95%.

Use a second member of staff in difficult situations as a witness and for support.

If there are recurring difficulties pupils need to be referred to their line manager and Learning Mnetor, after which if difficulties persist may consult the Headteacher or Deputy Headteacher.

All staff are empowered to give sanctions outlined below, but any exclusions must be issued by the Headteacher or Deputy Headteacher.

Exclusions are monitored and reported to Governors.

Breaking of school rainbow rules:

Consideration is given to Special Educational Needs SEN & other identified children who require an individual approach. These children will have a personal behaviour plan. However, Health and Safety must remain a priority for all members of the school community. (Whenever supply teachers are teaching they are provided with a black file containing any IBPs as well as pertinent points about individual children.)

Missing playtimes

Children would only miss playtime if it was felt it would put other children at risk for them to be on the playground, or if they have continued to make the wrong choices after being moved to red. These children would visit the Deputy Head's classroom. If a child has been involved in a racist or homophobic incident they would not go out for

the whole of playtime. If children have not completed an acceptable amount of work, they would also miss their playtime to catch up.

Orange and red on the Rainbow

Children who have moved to orange will miss ten minutes for each time this has happened (maximum miss = 30 minutes for 3 x on orange. If it has happened four or five times, they will miss the whole session).

Children who have been moved onto red will miss 15 minutes for each time this has happened. (maximum miss = 30 minutes for 2 x on red. If the time missed exceeds 25 minutes, they will miss the whole session). Class teachers should provide work the children can complete independently. On Friday these children will work in the reflective room (Hublet) with time spent on setting future goals and reflecting on actions from the week with our Learning Mentor.

Parents will have been informed if the children goes onto orange or red.

Sever Inappropriate and Unacceptable Behaviour

Severe inappropriate and unacceptable behaviour which threatens the Health and Safety of other children would result in immediate removal from the situation to another classroom or pre-determined safe place (DHT office), as well as consultation with the line manager who would decide the next course of action. However, children must not be made to stand outside classrooms because of poor behaviour.

In extreme cases of severe inappropriate and unacceptable behaviour such as violent conduct, continued targeting of specific children or severe verbal abuse, children will be sent to the Head, Deputy Head or most senior teacher on site. All instances must be viewed on an individual basis, although the following guidelines should be followed.

Violent conduct or severe verbal abuse will always result in parents being spoken to at the end of the school day by the class teacher. Serious violent conduct i.e. that resulting in serious injury, would lead to a meeting with parents and the Deputy or Head.

If a situation is deemed serious enough by the Senior Leadership Team internal exclusion will be considered. Depending on the severity of the offence, this exclusion may last between half a day and two days. Temporary external exclusion would be considered if the offence was deemed to be serious enough or if there had been previous internal exclusions within the academic year.

In the event of extreme unacceptable behaviour and repeated internal and external exclusion, the Governing body would determine the course of action, which could result in permanent exclusion.

Parents should always be informed prior to an exclusion, whether internal or external. However, there may be very rare occasions when a child goes to work in another class for the remainder of a session. In this circumstance, parents would need to be informed after the event.

In extremely rare cases and only with the support of Behaviour Support Services and Inclusion Services a child may access a reduced timetable for a time in order to avoid permanent exclusion. This would be to provide the child with more manageable goals. The ultimate aim would be to extend this gradually to full time education, as the child demonstrates they are able to cope for longer periods of time.

This policy should be viewed in conjunction with the Anti-Bullying Policy.

To be reviewed January 2018