



## Behaviour Policy

Date written:	July 2016
Reviewed	Annually
Reviewed by children, staff, governors and parents/carers	Autumn Term 2023 New updated policy implemented following
Ratification by:	Teaching & Learning Committee
Review Date	Autumn Term 2024

# BOLSHAW PRIMARY SCHOOL



## BEHAVIOUR POLICY

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.

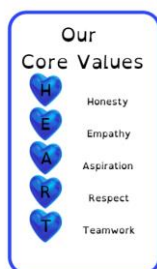
We believe that an effective Attitudes, Behaviour and Discipline policy will:

- 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 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 our shared core 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 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 driven 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

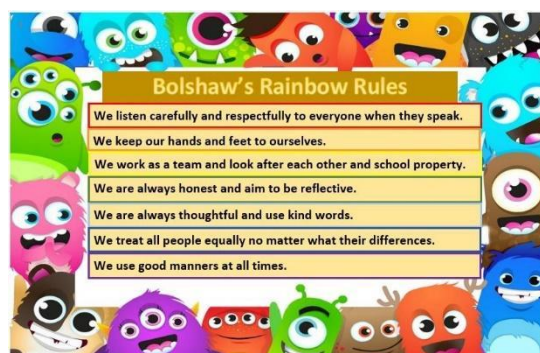
At Bolshaw Primary School, we follow the Rainbow Rules, which are displayed in all classrooms, bays, hall and office.

These are:-

### EYFS and 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

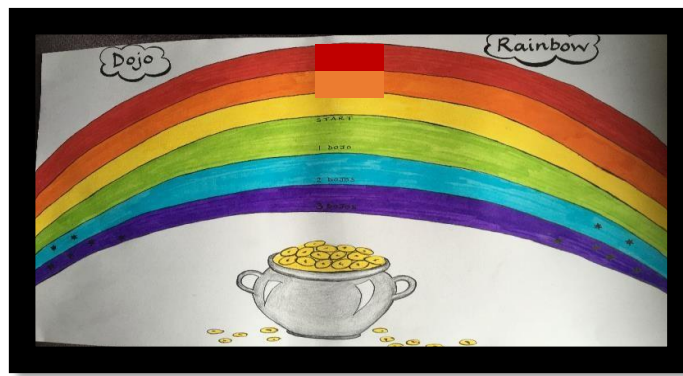
- o To use class dojo consistently across school
- o To have a cohesive behaviour system which ties different aspects of behaviour management together

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

Across the classes there may be some discrepancies between the number of points awarded, however, there will be consistency within each class.

Throughout the school every class has a bank of the same dojos for demonstrating our school core values and for a range of positive behaviours. These include answering questions, being enthusiastic, being reflective, being kind to others, good listening, good manners, growth mindset, independence, making the right choice, sharing learning, tidying up and 100% effort. This will be used at the teacher's discretion to reward noticeable effort, or to encourage more children to follow an example in some way.

1 dojo	2 dojo	3 dojo
Item of homework in on time (if sufficient level of effort made)	Mathletics over 2000	Mathlete of the Week Mathletics over 3000
Full marks in spelling test		
Full marks in times tables test Going up a level on TT Rockstars		
Every time child reads at home, or shares a book with an adult – if an acceptable amount read <b>and parent/carer has signed</b> (maximum of 5 each week)		
Being helpful at lunchtime – mid day supervisors responsible	Helping a teacher at lunchtime with classroom jobs	Star of the Day
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. <b>Children should not routinely be given dojos for being heard read in school or for working with TA/LSA support.</b></i>		



## Acknowledgement of Positive Attitudes and Behaviour

The dojo rainbow is designed to link together the concepts of behaviour for learning, school's 'rainbow rules', class dojo and our core values.

### Principles

- o **A2 or A1 rainbow to be displayed clearly in all classrooms**
- o All children's names to start each day in the **green zone**
- o 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.**
- o Phenomenal achievement would mean the child was moved into the purple zone.
- o Star of the Day would be chosen from anybody who has remained on green all day, or moved into blue or purple.
- o If a child is in the blue or purple zone, they can be moved either up or down.
- o 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.
- o 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 1 dojo loss (straight away) If a child moves from orange to red in the same day they will lose 2 dojos. If a child moves to orange or red in a day they do not move back to yellow or orange. They will start on green the next day.
- o A child would enter the red zone if they continued to make the wrong choices once they had been moved to the orange zone. Parents/carers and SLT will be informed.
- o A child would automatically move to the red zone if they have physically hurt another child. This behaviour is not acceptable and parents will be informed by their class teacher. For any physical behaviour the class teacher will contact the parent / carer by telephone or verbally and inform a member of the SLT.
- o If behaviour disrupts the learning of the other children in the class, AFTER being moved into red, the next stage is for the child to move to a neighbouring classroom (preferably with a SLT member). The child will then spend the rest of the lesson in that classroom. The class teacher will inform the child's parent/carer at the end of the day by telephone. If the parent is not able to be contacted, a written message will be sent via dojo.
- o Children may also be asked to work in another classroom for the purpose of having time out in some circumstances, e.g. needing to focus or to have calming down time.
- o Any racist, violent, hate or homophobic behaviour **MUST** be reported to the Head or member of the Senior Leadership immediately. This is red behaviour. They will contact the child's parents and the Headteacher has a duty to report this to Bolshaw Governing Board and 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 or the Deputy in her absence. Exclusions may also apply if children consistently display unacceptable behaviour, whether internal, temporary external or permanent external – at the discretion of the Headteacher or the Deputy in their absence.

FS/KS1



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 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.

### Homework

Children do not lose dojos for not bringing in homework. It will be recorded as a neutral dojo so that parents/carers are aware. In Years 5 and 6 children may be required to complete homework during their break or lunchtime at the discretion of the teacher. If this becomes an ongoing issue, parents should be informed.

### Recording Incidents

Any incident where a child has been placed on orange or red must be recorded on CPOMS (our online recording system) Any child who has been involved in an incident will have a copy of the incident placed in their individual file on CPOMS.

### Monitoring of behaviour

Regular monitoring of recorded incidents takes place by our Senior Leadership Team and Learning Mentor. If a child is displaying regular inappropriate behaviour the class teacher will keep a daily log so staff can monitor their day to day behaviour; this helps identify any triggers or reoccurring patterns. Our team of staff are then able to put individual plans in place to support the child. This will be shared with their parents / carers.



## 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:

### Acknowledgement of positive behaviour

Rewarding positive behaviour 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 eg:

- ❖ Good work
- ❖ Core Values
- ❖ Effort
- ❖ Positive attitudes
- ❖ Good manners
- ❖ Following our rainbow rules
- ❖ Progress
- ❖ Homework

### Achievement 'Circles' Assembly

Our Achievement 'Circles' Assembly takes place every Friday, which recognises the achievements of children during the week. Our Head Ambassadors, Deputy Ambassadors and Assistant Ambassadors prepare, organise and run our Achievement 'circles' 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:

- ❖ Stars of the Day in every class
- ❖ Class of the week in Key Stage One / Key Stage Two
- ❖ Mathlete of each class
- ❖ PE
- ❖ Class with best attendance
- ❖ Personal achievements outside school

Each teacher maintains a register to ensure that all children receive star of the day several times throughout the year although this should not be on a rota basis.

### 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.

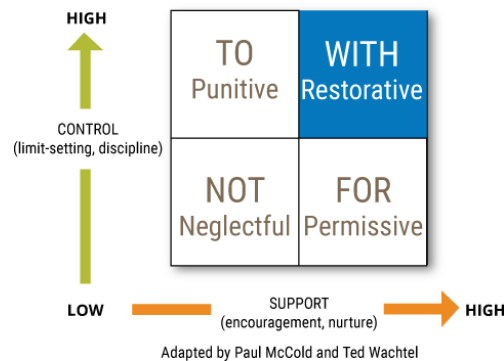
### Restorative Practices framework will:

- 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 ...)



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 effective statements and questions which all staff can use with pupils



## Effective 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 .....

I am upset by what has just happened...

I feel that (describe action) was very disrespectful.

## 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 .....?

## 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 have regular team teach training)

Using the restorative approaches children should be encouraged to 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 Mentor, 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 SEND & other identified children who may 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 an overview of children in the class with specific needs, as well as pertinent points about individual children.)

## Missing playtimes or lunchtimes

Children who have been moved to orange or red will visit the Deputy Head's / SLT's classroom at break. Children who have moved to orange will miss five minutes for each time or ten minutes for red. Parents will have been informed each week on dojos their child has gained or lost via an email from Class Dojo.

If a child has been involved in a racist, violent or homophobic incident they would not go out for the whole of playtime, but would have time to have a drink, snack and toilet break if required.

If children have not completed an acceptable amount of work, they would also miss their playtime to catch up. Children may miss lunchtime with a member of the SLT if deemed appropriate.

## Representing our School

If a child is repeatedly losing dojos, it is imperative that this is discussed by the teacher and parents, including the Learning Mentor where it is deemed appropriate. In the case of ongoing poor behaviour choices, the Headteacher may make the decision that the child should not represent the school, e.g. in football tournaments, for a time.

## Severe 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), as well as consultation with the line manager who would decide the next course of action. However, children must not stand or work outside classrooms because of inappropriate 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 contacted 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 Headteacher.

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. In this circumstance the [DFE guidelines for exclusion](#) will be followed.

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 2024-2025 with staff, parent forum, governors and school council.*

**-2 DOJO  
RED**

**-1 DOJO  
ORANGE**

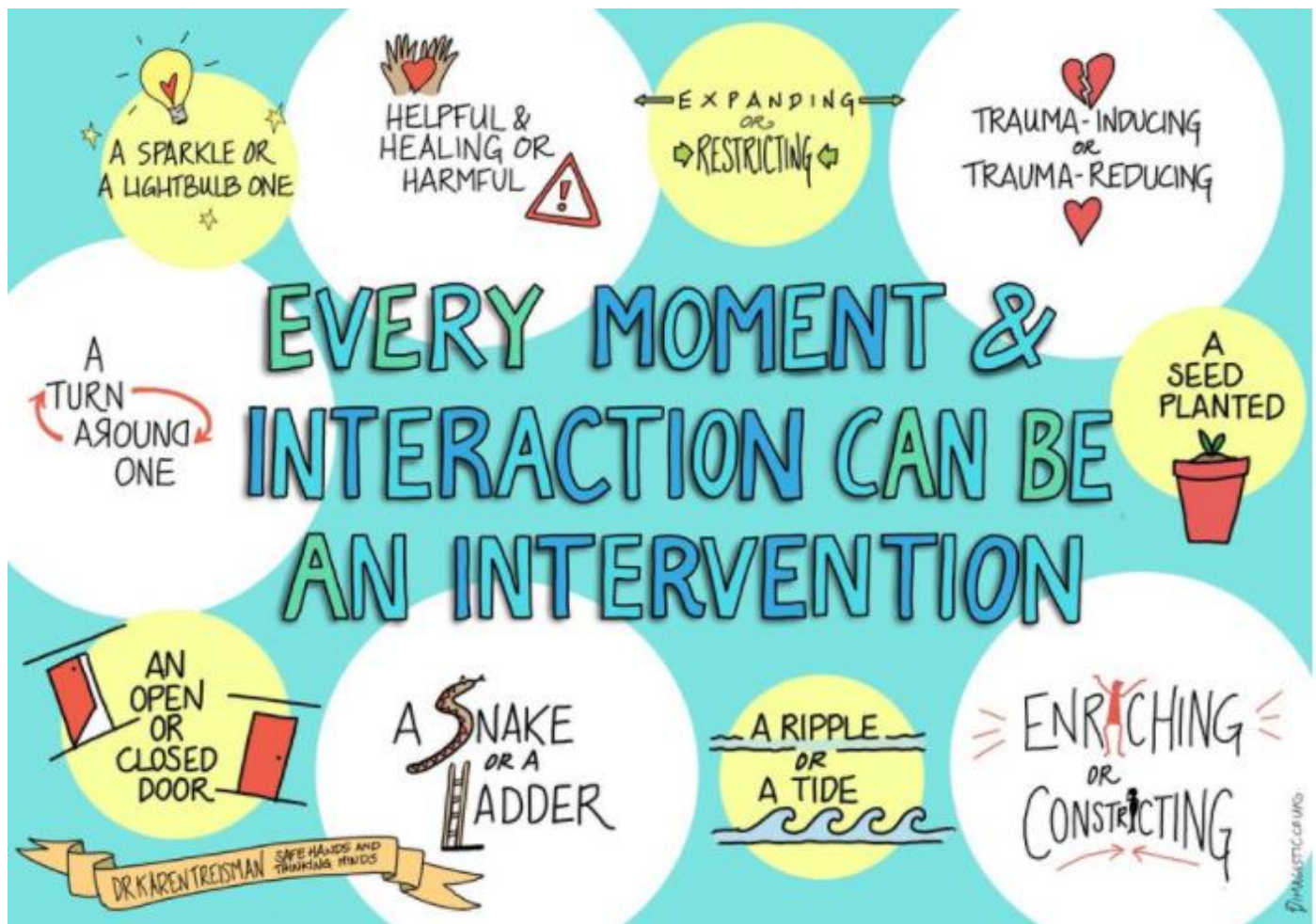
**WARNING  
YELLOW**



**GREEN**

**+ 2 DOJOS  
TURQUOISE**

**+ 3 DOJOS  
PURPLE**



## Relate

*'Every time we relate through quality moments together with a child or young person we teach them that connection is paramount, that relationships are necessary in order to live well. That relationships can be safe and positive, and can bring safety and comfort, love and joy. The message of health and wellbeing.'*

**Louise Bomber, Know Me to Teach Me, 2020**