



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

BOLSHAW PRIMARY SCHOOL



Attitudes, Behaviour and Discipline Policy

Date Written	July 2019
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BOLSHAW PRIMARY SCHOOL

ATTITUDES, BEHAVIOUR & DISCIPLINE POLICY



Reviewed July 2019

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 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.

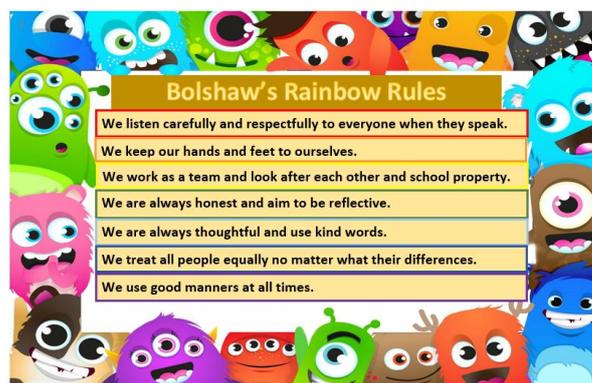
In 2016 our Learning Council were asked to review our whole school behaviour policy. Together with staff, parents and governors they have helped initiate our own bespoke behaviour system. As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour 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)*

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

In KS2 classes: Dojos can be awarded for answering questions, being enthusiastic, being honest and reflective, being kind to others, good listening, good manners, growth mindset, independence, making the right choice, sharing learning, tidying up, teamwork 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.

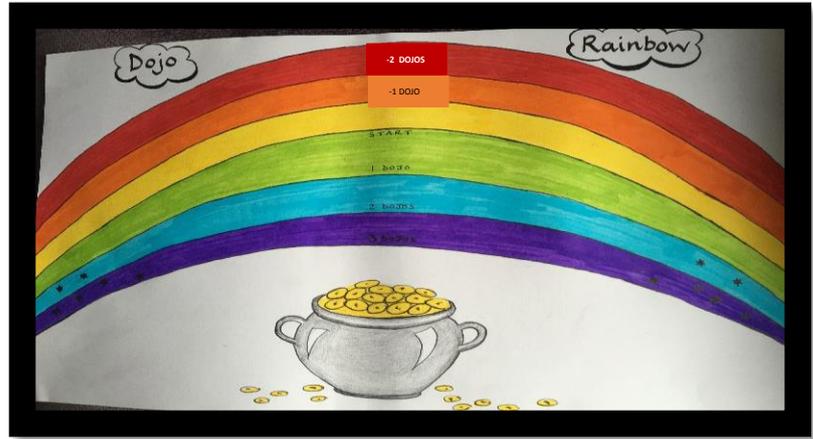
1 dojo	2 dojo	3 dojo
Item of homework in on time (if sufficient level of effort made)	Mathletics over 2000	Mathlete of the Week Mathletics over 3000
Full marks in spelling test		
Full marks in times tables test Going up a level on TT Rockstars		
Every time child reads at home, or shares a book with an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

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 5 minutes missing of playtime in Y6 classroom). If a child moves from orange to red in the same day they will lose 10 minutes of playtime) 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.
- 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 depending on the severity of the actions and the teacher's professional judgement.
- 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.
- 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 a neighbouring classroom. The child will then spend the rest of the lesson in that classroom.
- Children may also be moved to another classroom for the purpose of having time out in some circumstances, e.g. needing to focus or to have calming down time.
- 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.
- 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 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.



Good behaviour is ...

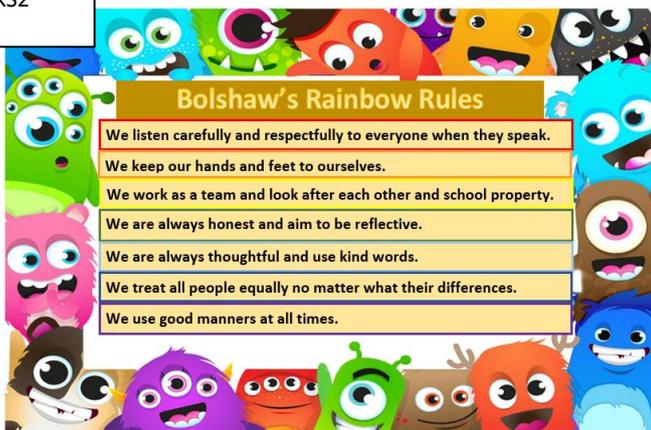
Examples of unacceptable behaviour are...

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, e.g. counting laps.

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.

Incident Forms

For significant incidents, these should be completed by the member of staff who has dealt with the incident and stored in the purple file for the class.

Rainbow Rewards

On Friday afternoons, from 2.20p.m – 3.00p.m. All children are involved in this, unless there has been a 'red' incident after break that day. In this instance the child would miss 10 minutes of their Rainbow Rewards. The activities might include: digital discoveries, film club, football, mindfulness, art, team building games, dance, knitting, creative club, construction.

In Key Stage One children choose their activity on a weekly basis.

In Key Stage Two, 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 taking time out from the activity (sit at the side and watch).

The children will **not** have their dojo bubbles reset each week. They will be reset at the end of each half term by the Deputy Headteacher.

At the end of each term, there will be a **Teacher for a Day** for the seven children (1 from each class) who have achieved the most dojo points.

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 rainbow 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.) If a child moves to orange on three occasions or red on one occasion, they will lose their prefect badge for a period of one week, after which time it will be reviewed. The same applies to other badges signifying responsibilities, e.g. House Captain badges etc.

Senior Prefect badges may also be awarded to children in Year 6 for exceptional conduct. Head Prefect Badges are awarded on very rare occasions for outstanding attitude at all times. Senior Prefects receive training on using the photocopier, though this must only be when directed by a member of staff.

Our Achievement Circles Assembly takes place every Friday, which recognises the achievements of children during the week. Our Head Boy and Head Girl, as well as deputies, and later 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:

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

Each teacher should keep 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 acknowledges the intrinsic worth of the person and their potential contribution to the school community.

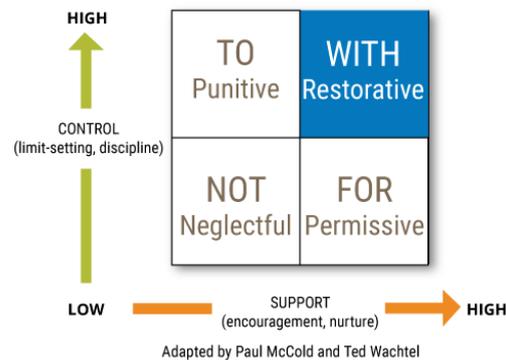
Restorative Practices framework will:

- 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 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)

Using the restorative approaches 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 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 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 have lunchtime detentions 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 (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 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 July 2020 with staff, parent forum, governors and school council.