



## Bradshaw Hall Primary School

Vernon Close,  
Cheadle Hulme,  
SK8 6AN

Date Reviewed:	Spring 2023
Date Ratified & Adopted by the Governing Board:	Spring 2023
Signed - Head Teacher	
Signed - Chair of Governing Board	
Next Review:	Spring 2025
Comments:	Adapted & Adopted from Local Authority model policy Spring 2018 COVID 19 Addendum included JUNE 2020 Updated School Uniform Policy Summer 2022 Updated Exclusion Policy Spring 2023

**UPDATES/ADDITIONS IN RED**

## BEHAVIOUR & DISCIPLINE POLICY & PROCEDURES INCORPORATING RESTORATIVE APPROACH GUIDANCE

# **Bradshaw Hall Primary School**

## **Behaviour and Discipline Model**

This Behaviour and Discipline Model ensures that all children live out the aims and values of Bradshaw Hall Primary School: Successful Learners, Resilient Individuals and Responsible Citizens through enabling children's character

The behaviour policy reflects the significant discussions and research approaches updated to reflect the needs and challenges of the 'post-covid' child. Now and in the future as adults. Since 2022, with stakeholders, the values and superpowers reflect succinctly the aims of the school. Children will be rewarded in line with the school Golden Principles and the 13 Superpowers.

### **1. The School's Aims are:**

We are committed to delivering a curriculum which enables all our children to become responsible, resilient and successful learners. Acquiring powerful knowledge, skills and attitudes is at the heart of the curriculum intent. Our powerful curriculum is congruent with our School Aims, Values and Superpowers supporting high aspiration and a passion for lifelong learning, as well as encouraging curiosity, aspiration and a love of learning.

Our innovative and aspirational approach to the curriculum is constantly adapted to ensure the Bradshaw Hall aims and values are met. Our bespoke approach is uniquely designed to support children's character. Consequently, children understand their role and purpose now and are prepared for their future role in society. Bradshaw Hall is committed to achieving this vision through:

- ensuring that all decisions made in school contribute toward our vision, aims and 'Superpower' characteristics.
- utilising research informed approaches to support high quality staff development
- a committed, engaged, reflective and high performing team.
- positively engaging with, and proactively encouraging change to fulfil our aims.
- teaching transferrable skills and personalising learning.
- engaging with the wider world more meaningfully and taking a 'wider', more holistic approach to curriculum provision.
- listening and communicating views between stakeholders.

### **2. Our School Values are:**

Bradshaw Hall is a positive and exciting environment. Children are engulfed with opportunity. We have amended our behaviour policy and systems to reflect our learning and success culture; where achievement and effort are rewarded; where all are challenged to do their best and where all are valued and respected.

Our updated '*Behaviour Policy 2024*' is designed to support this aim. The basis of this policy is to reward excellent behaviour so that everyone strives to be the best they can.

Our school values and 13 superpowers enable children to take responsibility for their own behaviour with increasing independence.

<b>Responsible Citizens</b>	<p>Bradshaw Hall Primary School provides the opportunity for our children and our families to care and to be cared for through:</p> <ul style="list-style-type: none"> <li>• a welcoming, safe, happy school where everyone is respected and listened to.</li> <li>• a curriculum that develops every child's ability, providing mirrors and windows for children to understand themselves, others and the world in which they live. A curriculum where every child feels included, valued and cared for.</li> <li>• an environment and curriculum where children develop respect and where diversity and the protected characteristics are celebrated.</li> <li>• quality curriculum experiences promoting citizens that care for each other and the environment.</li> <li>• effective partnerships with parents, including outstanding pastoral support for our families and pupil voice at the core of change.</li> </ul>
<b>Resilient Individuals</b>	<p>Bradshaw Hall Primary School encourages:</p> <ul style="list-style-type: none"> <li>• a love of learning, inspired by high quality teaching and thoughtful planning that is purposeful, collaborative and that motivates our children.</li> <li>• high expectation, challenge and the determination to achieve.</li> <li>• a range of opportunities, designed to develop every child's sense of what is possible for them to achieve now and in their future lives.</li> <li>• opportunities and inspirational experiences so that children's talents in many areas can be identified and developed.</li> <li>• links and networks beyond the school.</li> <li>• everyone to strive for excellence, where the staff are committed to their own learning journey and the sharing of quality practice.</li> <li>• parents to support and engage with their children's learning.</li> </ul>
<b>Successful Learners</b>	<p>Bradshaw Hall Primary enables everyone to achieve and be proud of their achievements through:</p> <ul style="list-style-type: none"> <li>• a curriculum that ensures all children have the skills, knowledge, attitudes and character to achieve in all aspects of their lives.</li> <li>• the development of character and learning, enabling children to become resilient and successful.</li> <li>• high aspiration and expectation for every child and member of staff.</li> <li>• a curriculum that promotes our aims and values of responsibility, resilience and successful learners.</li> <li>• breaking down barriers to ensure high achievement (strong attainment and high progress) utilising all available information and knowledge of our children.</li> </ul>

**The 13 Superpowers supporting the school's values are:**



Staff are models of the School Behaviour Policy and outwork the values of character through the 13 superpowers.

### **The Behaviour System**

We strive to recognise good behaviour and achievement. Through the Behaviour System we aim to motivate and praise children for their effort, participation and achievement against our 13 Superpowers individually and within a 'House System.'

Children receive individual points but they will also share responsibility for generating points towards their House totals. Every child will be placed in one of 6 'Houses' with other children from different year groups.

### **Rewards**

At the end of each week dojos are tallied and age appropriate rewards are negotiated and provided e.g.

- Pick from the teacher's special prize box
- Jump the Queue lunch badge for you and a friend
- Play-time pass

Each week the children with the highest number of dojos from every class will be rewarded. Postcards are sent home for exceptional work, behaviour and attitude through the Commendation System and presented during a weekly assembly. Children are rewarded through superpower stickers from April 2024.

House rewards are presented termly.

## **Sanctions**

There is collective responsibility to ensure children feel safe and secure and that learning is not disrupted.

Behaviour not in line with our school aims, values and superpowers is addressed through our triangle system.

### **The Triangle System:**

Children lose privileges if they move down the triangle system:

**Green:** Praise, dojos, commendation.

**White:** Following verbal warning (miss 5 minute of break)

**Amber:** Following verbal warning (miss 5 minute of break)

**Red** child loses dojo privilege for the week

The following sanctions will be applied when the Bradshaw Hall Personal Competences Model have not been adhered to:

**WHITE:** Formal warning after a child has been verbally told about their behaviour

**AMBER:** This will be issued if there is no improvement following the white triangle warning. A 10-minute timeout will be issued with the class teacher

**RED:** This will be used if there is still no improvement following an amber triangle warning. The conduct is electronically recorded on CPOMS. The child will complete a restorative reflection and discuss with a member of the Senior Leadership Team. Depending upon the severity of an action a child may move straight to a red triangle for example swearing, hitting. The event will be recorded electronically. A phone call home will be made.

### **SEND and Vulnerability. Individual Behaviour Support Plan.**

We recognise that behaviour could be attributed to a combination of inter-related factors, including SEND children. Therefore, we will work closely with children and parents/carers to develop strategies which can be adopted by both home and school to help each individual overcome his/her problems within a consistent and secure environment. Consequently an individual child may be supported by an Individual Behaviour Support Plan (IBSP) or Education Health and Care Plan (EHCP)

### **Escalating incidents:**

A child may be removed from a lesson as part of a **time out** to reflect with members of SLT on their behaviour.

An **internal exclusion is an extended period of time during the school day** where children are isolated from their class. Parents are informed.

### **Exclusion Policy & Statement**

An occasion may arise when a pupil's behaviour repeatedly falls short of what is regarded as acceptable. In this instance, the ultimate sanction is a fixed term (suspension) or permanent exclusion from the school.

*At Bradshaw Hall, we follow the statutory exclusion guidance issued by the Department for Education (DfE) when making decisions regarding exclusion from school and carrying out the exclusion process.*

*The current version of the DfE exclusion guidance ‘**Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England**’ can be found on the school exclusion page of the Gov.uk website: <https://www.gov.uk/government/publications/school-exclusion>*

*All maintained schools in England must have regard to this guidance when carrying out their functions in relation to exclusions. The phrase ‘must have regard’, when used in this context, means that everyone involved in the exclusion process at Bradshaw Hall Primary School will follow the sections of statutory guidance unless there is a good reason not to in a particular case, in which case the reason must be justified.*

### **Restorative Practice**

Restorative approaches are used to build and maintain healthy relationships and a framework to resolve difficulties, disputes, and repair harm when relationships break down.

At school we believe that Restorative Practice helps build respect, responsibility, resolution and regeneration in our community.

**By working with staff, children and parents in a restorative environment we aim to seek resolution to challenges by listening and understanding:**

- **what happened**
- **what people were thinking and feeling at the time**
- **what harm has been caused**
- **what needs to be done to make people feel better and**
- **what needs to be done to put thing right**