



Behaviour Policy

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BOLSHAW PRIMARY SCHOOL



BEHAVIOUR POLICY 2025-2026

The staff, governors, parents and children at Bolshaw Primary School recognise the crucial role that an effective Behaviour 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. Bolshaw Primary School is committed to creating a safe, calm, nurturing environment where exemplary behaviour is at the heart of learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aims of the policy

- To build a school community which supports our school core values and school rules.
- To ensure that all adults and children have a common language to promote positive behaviour.
- To teach our children how their behaviour will enable them to make a positive contribution to society
- To provide a clear structure for all members of the school community to promote and understand our school core values and aims.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To help children take control over their behaviour, self-regulate and be responsible for the consequences of it.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

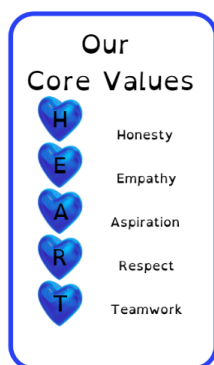
The overriding aim of our school is to help children operate with self-discipline in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires considerable nurturing.

Underpinning our school behaviour policy are our:

School Core Values

and

our **School Aims** to help children become:



*Successful Learners
Confident Individuals
Responsible Citizens
Effective Contributors*

Purpose of the policy

To provide effective and practical procedures for the school community that enables the following:

- 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 acknowledged and praised
- Give children, parents and staff clear and consistent guidelines for intervention strategies, support and consequences for unacceptable behaviour
- Play a vital role in ensuring that all children achieve their potential; academically, socially, emotionally and mentally
- Help children's moral and social awareness
- State clearly the procedures for rewards
- State clearly the procedures for consequences
- Outline roles and responsibilities for pupils, parents, staff and governors
- To ensure there is consistency of approach across school which will be monitored by Senior Leaders.

SCHOOL CULTURE, ETHOS AND ENVIRONMENT

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.

At Bolshaw, we take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be offered compassion and restorative learning with a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow.

We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in an unacceptable way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing.

Each classroom environment is designed around supporting self-regulation and will allow our children to develop greater self-awareness in social and emotional aspects of learning. Children will be encouraged and supported to explore their emotions, how this impacts on their behaviour and the behaviour of others and strategies they can employ to self regulate. This is supported through the use of a range of strategies and restorative practice and where necessary.

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 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 the Week
- ❖ PE Star of the Week
- ❖ 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.

Bolshaw School Rules

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

These are:-



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

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.

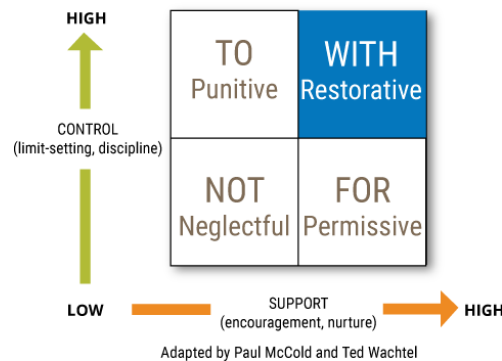
Restorative Practices framework will:

- 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 and to help restore relationships

- *What happened?*
- *How were you feeling?*
- *Who has been affected by what has happened?*
- *How can we make it right?*
- *What can we do differently next time?*

At Bolshaw Primary School, we believe it is best to do things WITH PEOPLE. Wherever possible, you should use fair processes 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

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.

Inclusion

We use a proactive approach to behaviour management, focusing on positive reinforcement and support for all children, particularly those with SEND, other identified children or neurodivergent conditions who may require an individual approach. Effectively supporting and managing the behaviour of neurodiverse pupils requires a comprehensive approach that fosters understanding and collaboration. Teachers will need to make adaptations to support the behaviour of neurodiverse children. For children with SEND a discussion should be held with the inclusion team to gain insights into each child's unique needs and challenges and which strategies would best support this. Drawing from these conversations, tailored strategies are then developed, aligning with the principles of restorative practice. These strategies encompass a range of approaches, including visual supports, sensory accommodations and individualised plans which consider triggers and preferred coping mechanisms. By embracing restorative principles, such as active listening, empathy, and promoting positive relationships, educators can address behavioural issues in a holistic manner. Regular reviews and adjustments of strategies, in consultation with the inclusion team, should be held to ensure a supportive and inclusive environment where neurodiverse pupils can thrive academically and socially.

Reasonable Adjustments and Additional Support for Inclusion

In line with the SEND Code of Practice, we will make reasonable adjustments, which may include:

- **Restorative Approaches:** We focus on helping children understand the impact of their behaviour and encourage them to make amends through restorative practices and natural consequences where possible
- **Individual Reward Systems:** Positive reinforcement through reward charts or praise for desired behaviours can be particularly motivating for some children.
- **Clear Visual Cues:** For children who struggle with verbal instructions, we provide visual prompts, including visual timetables, charts, and reminders
- **Communication Support:** Offering alternative communication methods, such as visual aids, sign language, or communication boards, augmentative communication tools for children with speech or language difficulties
- **Social and Emotional Support:** Providing targeted interventions for social skills and emotional regulation, such as 1:1 support, mentoring, social stories or small group work
- **Behavioural Adjustments:** Understanding that challenging behaviour may be a form of communication and adapting our responses accordingly to support the child in a way that prevents escalation eg structured routines, allowing additional time for tasks, breaks, or quiet spaces when needed to help children focus and de-escalate when they feel overwhelmed.
- **Sensory Needs:** Creating a sensory-friendly environment or providing sensory breaks to help children regulate their emotions and sensory input.
- **Individualised Support Plans:** Where necessary, Individual Support Plans will be created to address specific needs and ensure the right provision is made.

Early intervention and support

As well as dealing with inappropriate behaviour when it occurs, this behaviour policy aims to reduce disaffection among pupils. The school recognises that where there are signs of disaffection, early intervention may prevent problems from worsening. We will review the support available to individual pupils who may be at risk of disaffection.

Additional measures could include:

- Pastoral support
- Make reasonable adjustments to timetabled learning and activities
- Assessment of Special Educational Needs
- Buddy system / mentoring
- Engaging with parents
- Counselling
- Encouraging involvement in alternative provision
- Curriculum flexibility
- Referral to a specific support service, such as school's Education Psychologist consultant, Early Help Assessment, Primary Jigsaw

Bolshaw's Dojo System and Rainbow Behaviour Zones

Aims of dojo system and rainbow behaviour zones

- 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 (*reviewed with School Council, Parents Forum and Staff*)

Across the classes there may be some discrepancies between the number of dojos awarded due to age groups.

Throughout the school, every class has a bank of the dojos for demonstrating our school core values and for a range of positive behaviours. These include teamwork, empathy, showing resilience, confidence, enthusiasm and many other positive attributes. As well as for aspects of class and school activities.

The dojo rainbow behaviour zones have been designed to link together the concepts of behaviour and attitudes for learning, demonstrating our school core values and following our school's 'rainbow rules.'

Rainbow learning behaviour zones are displayed in each classroom and around school.

Positive Acceptable Behaviour - *making the right choice*

- o All children start each day in the *green behaviour zone*
- o 1 dojo - *green behaviour zone* - children are rewarded single dojos throughout the day for demonstrating school core values, positive learning behaviours and following our school rules
- o 2 dojos - *blue behaviour zone* - for outstanding achievement.
- o 3 dojos - *purple behaviour zone* - for phenomenal achievement
- o Star of the Day would be chosen from anybody who has demonstrated positive, appropriate behaviour all day (green, blue or purple)

Consequences for Inappropriate behaviour - *making the wrong choice*

Bolshaw Primary has in place a hierarchy of consequences that can be used in response to inappropriate behaviour. When an incident occurs, the school will endeavour to establish the facts of the case before applying a consequence. Following serious incidents, the school will undertake a full investigation of events (including collecting statements from pupils involved and any witnesses where appropriate) before agreeing on a sanction. In all cases, consequences will be applied consistently and fairly within a context of positive reinforcement of good behaviour. We will take account of the individual circumstances of the case, including the seriousness of the incident.

The consequences employed by the school are intended to promote positive behaviour, rather than punish pupils. Staff are regularly briefed about the school's policy and attitude towards applying consequences and they encourage pupils to reflect on the effects and impact of their behaviour on themselves and others in the school community. The use of both rewards and consequences will be monitored and analysed in relation to race, ethnicity, gender, disability, and SEND.

A child will be given a verbal warning if they are not following the rainbow rules and reminded about expected behaviours.

YELLOW - yellow behaviour zone this is a warning zone to help the child reflect on their behaviour—once a child enters the yellow zone the aim is for them to move back into the green zone.

- following a second verbal warning the member of staff will move the child into the yellow zone for continuing to make the wrong choice
- If they change their behaviour and start making the right choices they will move back into the green zone
- If at the end of the day the child hasn't moved into green a 0 dojo **yellow behaviour zone** will be given

ORANGE -orange behaviour zone *continuing to make the wrong choice / inappropriate behaviour*

- 1:1 restorative discussion with child and a member of staff
- EYFS and Year 1 children to spend 2 minutes restorative time out asap - reflection with class teacher
- Year 2-6 children miss 5 minutes of playtime or lunchtime in classroom for reflection time
- Children have the opportunity to achieve positive dojos throughout the day if they change their behaviour
- -1 dojo - **orange behaviour zone** A child will lose 1 dojo for their unacceptable or inappropriate behaviour
- **Incident to be recorded on CPOMS**

RED - red behaviour zone *continuing to make the wrong choice / significant inappropriate behaviour*

- 1:1 restorative discussion with child and a member of staff
- EYFS and Year 1 children to spend 5 minutes restorative time out reflection time with class teacher/Learning Mentor
- Year 2 - 6 miss 10 minutes of playtime or lunchtime in their classroom for reflection time with class teacher/Learning Mentor
- Children have the opportunity to achieve positive dojos throughout the day if they change their behaviour
- Staff will contact parents about the incident
- A red incident may involve an *internal reflection time*. This will be discussed with a member of SLT
- -2 dojos - **red behaviour zone** A child can move from orange to red if they continue to make the wrong choice. They may also go straight to the red zone depending on the severity of their behaviour.
- **Incident to be recorded on CPOMS**

- o If a child's behaviour disrupts the learning of the other children in the class, after being in the red zone, the next stage is for the child to work on a 1:1 with our Learning Mentor or SLT and may move to a neighbouring classroom (preferably with a SLT member). 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 a short period of time. The purpose of having time out in some circumstances can help, e.g. needing time to self regulate

- 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 Local Governing Board. The child would automatically spend time with our Learning Mentor and a member of SLT reflecting on their behaviour.

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 record this on CPOMS as this helps identify triggers or recurring patterns.

Involvement of other agencies

The school has access to a range of services to support pupils. The school may make referrals to these services where appropriate and with the consent of their parents/carers where necessary. These include:

- External Counselling service – child mental health worker
- Stockport Local Authority Primary Inclusion Service
- School's External Education Psychology Service
- Stockport School Nursing Team
- Stockport Primary Jigsaw
- Education Welfare Service
- Youth Offending Team
- Social Care services, link social worker, School Age + Worker

Severe Inappropriate and Unacceptable Behaviour

In cases of severe inappropriate and unacceptable behaviour such as violent conduct, continued targeting of specific children or severe verbal abuse, children and parents will meet with the Headteacher (or most senior teacher) and Learning Mentor. All instances must be viewed on an individual basis, although the following guidelines should be followed.

Internal Reflection Time (on school site)

Internal 'red' reflection time (repeated red behavior) allows children to spend time with our Pastoral Lead or staff member to go through our restorative approaches to reflect on how their behaviour has impacted themselves and on others. Senior staff will meet with parents /carers so we can all work together to discuss and implement strategies to help support the child.

Severe inappropriate and unacceptable behaviour which puts the health and safety at risk of other children would result in immediate removal from the situation to a pre-determined safe place.

Suspension and Permanent Exclusion

At Bolshaw Primary School, we follow the statutory guidance issued by the Department for Education (DfE) when making decisions regarding a suspension and an exclusion from school. It will usually be used as a last resort when all other alternatives have been exhausted. In this circumstance the [DFE guidelines on school suspension and exclusions](#) will be followed.

External Fixed Period Suspension (off site)

Depending on the severity or in the event of a recurrence of unacceptable behaviour, temporary fixed period suspension may be considered at the discretion of the Headteacher.

Permanent Exclusion

In the event of extreme unacceptable behaviour and repeated external fixed period suspensions, the Headteacher would determine the course of action, which could result in permanent exclusion.

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

