

# Bollin Primary School



*Growing hearts and minds together*

## Behaviour Policy

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*Date of next review: September 2026*

This policy describes our expectations of behaviour on the school premises, the procedures for rewarding good behaviour and sanctions for unacceptable behaviour. Our Behaviour Policy promotes the mission and values of our school:

**Growing hearts and minds together**

*We work together*

*We learn and achieve*

*We are kind and care for each other*

*We respect our school and community*

**1. Rationale**

We aim to create a safe, secure, happy environment with a positive ethos of praise. We strive to demonstrate the value that is attached to social learning and the high expectations of behaviour and respect for everyone involved in the school community.

**2. Approach**

We believe the successful implementation of the Behaviour Policy depends upon a numbers of factors:

- Consistency
- Clarity
- Meaningful
- Ownership by everyone. Everyone on board.
- Whole school awareness, understanding and support
- Child-friendly policy
- Effective staff training
- Positive approach
- Fairness
- Measurable
- Respect
- Age-appropriate and relevant from Nursery to Year 6
- Visible

### **3. Rights and Responsibilities of Pupils**

All pupils have the right to:

- Be part of a safe, caring well-ordered school
- Be valued as an individual
- Be allowed to learn
- Have appropriate help and support from all school staff
- Know whom they can tell if they have any concerns about bullying issues
- Know their concerns will be taken seriously and dealt with promptly and sensitively
- Be listened to
- Be treated with fairness and equality of opportunity

The school expects pupils to:

- Follow the School Values
- Walk quietly and calmly throughout the school at all times and use indoor voices
- Actively engage in their own learning
- Listen to others carefully without interrupting
- Demonstrate good teamwork
- Follow instructions the first time
- Be caring and demonstrate kindness to everyone
- Be responsible for their own behaviour and demonstrate self-control
- Learn to respect other people, their possessions and the school environment
- Demonstrate empathy and understand the viewpoint of others
- Enter the classroom ready to learn
- Complete learning tasks to the best of their abilities
- Use a suitable classroom voice
- Keep to the school routines
- Show good manners at all times
- Wear our school uniform with pride
- Ask adults for help when there is a problem
- Not to tolerate any form of bullying or discrimination and to report bullying and/or discrimination
- Be supportive to victims of bullying

#### **4. Rights and Responsibilities of Staff (See also *Whistle-Blowing Policy*)**

All staff have the right to:

- Work in a safe, caring, well-ordered school
- Be valued as an individual
- Be allowed to carry out their work
- Expect pupils and parents to give them the opportunity to help solve any problems of bullying
- Be treated with fairness and equality of opportunity
- Be listened to
- Have appropriate help and support from all school staff
- Know whom they can tell if they have any concerns about bullying issues
- Know their concerns will be taken seriously and dealt with promptly and sensitively

Responsibilities of Staff

- Reinforce the School Values
- Establish a climate of trust and respect for all and provide a safe and secure learning environment
- Praise, reward and celebrate the success of all children
- Be a role model for pupils
- Consistently implement agreed behaviour and Anti-Bullying policies
- Be prepared to listen and hear everyone's point of view
- Intervene early to make sure everyone is safe
- Use a calm, but firm voice to discuss the situation without prejudging what has happened
- Reward good behaviour as often as possible and appropriate
- Apply sanctions fairly, justly and consistently
- Work in partnership with parents and carers
- Maintain the school routines
- Develop class routines through consultation with children
- Take seriously and properly investigate (in a thorough, fair and respectful manner) every incident of bullying/discrimination that is reported
- Offer full support to people who try to help stop bullying by reporting it
- Provide full support to victims of bullying
- Provide the opportunity for pupils involved in bullying behaviour to discuss incidents in an atmosphere of openness and concern
- Support pupils involved in bullying behaviour helping them to learn alternative behaviours
- Report incidents of bullying behaviour by another member of staff, a parent, a governor or another adult associated with the school
- Challenge inequality, racism, bullying and all forms of discrimination

## **5. Rights and Responsibilities of Parents**

All parents have the right to:

- Expect their child to be treated fairly
- To be listened to
- To receive support and guidance from school staff
- Know their concerns will be taken seriously and dealt with promptly and sensitively

Responsibilities of Parents:

- Discuss the school rules with their child
- Talk to their child about their behaviour
- Follow procedures outlined in this policy where they have a concern about behaviour
- Talk to their child's teacher if they are concerned about a behaviour issue
- Talk to their child's teacher if the school is concerned about a behaviour issue
- Listen to their child's point of view whilst also considering the other side
- Make sure their child attends school regularly and punctually
- Make sure their child is dressed appropriately for school and has any necessary equipment

## **6. General Strategies to manage behaviour**

- Create a happy caring environment.
- Establish boundaries of acceptable behaviour by establishing with the children the Values (which are displayed all around school).
- Super Class Award used as a reward for following the Values as a whole class.
- Use of a calm manner by all staff when dealing with behaviour issues.
- Recognising and rewarding achievement to promote self-esteem.
- Discussion and reflection recognising that children need to be heard.
- Lots of verbal praise, stickers and certificates to reward good behaviour.
- Wonderful Walking – to use this vocabulary as a whole staff team to positively identify where children are walking quietly, calmly and sensibly in and around the school building.
- For children whom the behavior policy is not appropriate, parents, teachers and children will work together to create an individual plan.

## **7. Rewards**

**Praise** – lots of!

**Stickers**

### **Contacting home**

- ✓ Regular opportunities when seeing / speaking to parents to report achievements in school
- ✓ Praise postcards sent home for fantastic work / behaviour or sustained improvements over time

### **Dojos (Year 1-6)**

- ✓ Given in each class for good conduct / learning behaviour linked to school values/ class contribution/ excellent work.
- ✓ Given and recorded daily.
- ✓ Children collect them individually but are also part of one of the four teams – Beech, Ash, Oak or Rowan.
- ✓ Children can 'collect and spend' points. Only 1 or 2 given at a time.
- ✓ Dojo Rewards in multiples of 20s. Class to agree awards with the class teacher.
- ✓ Collected Friday lunchtime and weekly winners announced in weekly assembly.
- ✓ Non-uniform day for half termly team winners (parents informed in a Parentmail).

### **Super Class Award**

- ✓ Super Class Award display in every classroom as letters earned as a whole class.
- ✓ Rewarded with one letter for the morning and one letter for the afternoon if no yellow or red cards are given.
- ✓ EYFS - Extra enhancements within play provision or toast / biscuits with snack
- ✓ KS1 and KS2 Super Class – Letters spell – SUPER CLASS AWARD
  - Activities chosen by each class
  - Activities to be fun and exciting
  - Children can choose indoor or outdoor activities

### **Achievement Assemblies**

- ✓ Achievement Assembly weekly to celebrate success against school values
  - Two children from each class presented with a certificate. Certificates linked to school values.
  - In EYFS, there is a Golden Ticket assembly on Friday mornings with Mrs Johnson. The children's names will be displayed in the windows.
- ✓ Golden Ticket Achievement Assembly at the end of each half term

## **8. Inappropriate Behaviour**

This list is not intended to be exhaustive but provides guidance. Staff should assess a situation and use professional judgement in conjunction with the policy guidance when dealing with a situation.

### **Yellow Card Behaviour**

*For low level behaviour, two verbal reminders will be given by staff and children will have a clear understanding as to why the reminder has been given. Depending on the severity of the Yellow Card behaviour, Yellow Cards may be issued without reminders eg. Intentional damage of equipment*

Low Level Behaviour where reminders are given could include:

- Shouting out
- Distracting or disturbing others
- Getting out of chair and wandering
- Snatching/ not sharing
- Talking instead of working
- Not following class instructions eg. Writing the date, getting out equipment or not lining up

Behaviour that could result in an immediate Yellow Card:

- Answering back rudely to an adult
- Intentional damage to equipment
- Unsociable behaviour in the lunch hall
- Intentionally covering up the truth
- Not completing class work

### **Red Card Behaviour**

*Depending on the severity of the behavior Red Cards may be issued without reminders. Yellow Card behaviour may be escalated to a Red Card if Yellow Card behaviour continues – further reminders will be given.*

- Deliberate/ purposeful defiance
- Swearing/ use of foul language around or towards others
- Physical violence/ aggression shown \*context dependent\*
- Vandalism of property
- Theft
- Spitting
- Misuse of toilets and washrooms
- Spoiling/ ruining children's work
- Threatening/ intimidating behaviour

### **Escalated Behaviour**

- Bullying
- Sexualised behaviour/ language
- Physical violence/ aggression shown \*context dependent\*
- Discriminatory language/ behaviour - racism
  - homophobia
  - religious discrimination

## **9. Sanctions**

Staff will use their judgement, remembering that sanctions must be immediate and proportionate to be most effective.

### **Yellow Card Behaviour**

- EYFS: Restorative practice chat regarding behaviour.
- KS1/2: Children complete a 'Think Sheet' at the start of break, lunchtime or before the end of the day. The 'Think Sheet' is sent home at the end of the day to be signed and returned by parents/carers. Where possible, the 'Think Sheet' is to be handed directly to the parents/carers at the end of the school day. This ensures that parents are fully informed of behaviours and incidents that have taken place during the school day and can reflect on these with their child at home. If a parent/carer does not pick up at the end of the day, then a phone call home is required.
- KS1 – think sheet for restorative practice during morning break, lunch or afternoon break.
- KS2 - think sheet for restorative practice during morning break, lunch or before the end of the day.
- If at playtimes/ lunchtimes a 'time out' may be required to deescalate the situation.
- Phase Leaders will be notified of Yellow Cards via CPOMS.
- Think Sheet to be handed to Phase Leaders when they are returned to school.

### **Red Card Behaviour**

- KS1/2: Children complete a 'Think Sheet' at the start of break, lunchtime or before the end of the day. The 'Think Sheet' is sent home at the end of the day to be signed and returned by parents/carers. Where possible, the 'Think Sheet' is to be handed directly to the parents/carers at the end of the school day. This ensures that parents are fully informed of behaviours and incidents that have taken place during the school day and can reflect on these with their child at home. If a parent/carer does not pick up at the end of the day, then a phone call home is required.
- KS1 – 5 minutes of lunchtime or afternoon break missed.
- KS2 - 5 minutes of lunch missed. If a red card is given in the afternoon, the 5 minutes will carry over to the next day.
- If at playtimes/ lunchtimes a 'time out' may be required to deescalate the situation.
- Phase Leaders will be notified of Red Cards via CPOMS – a phase leader will meet with any child who has been given a red card at the beginning of the following week to ensure they are starting the new week in a positive way.
- Think Sheet to be handed to Phase Leaders when they are returned to school.



### **Escalated Behaviour**

All sanctions from Escalated Behaviour:

- Contact Deputy Head or Head of School.
- Deputy Head or Head of School to inform and meet with parents.
- Sanctions may include internal exclusion (removal from class/ playground), fixed term or permanent exclusion.

Children are discouraged from making wrong choices. In most cases, children start afresh each morning and afternoon. They are helped to understand that everybody is given a chance, and that forgiveness is an important element for our school community. It is not the child that we wish to change but the behaviour displayed.

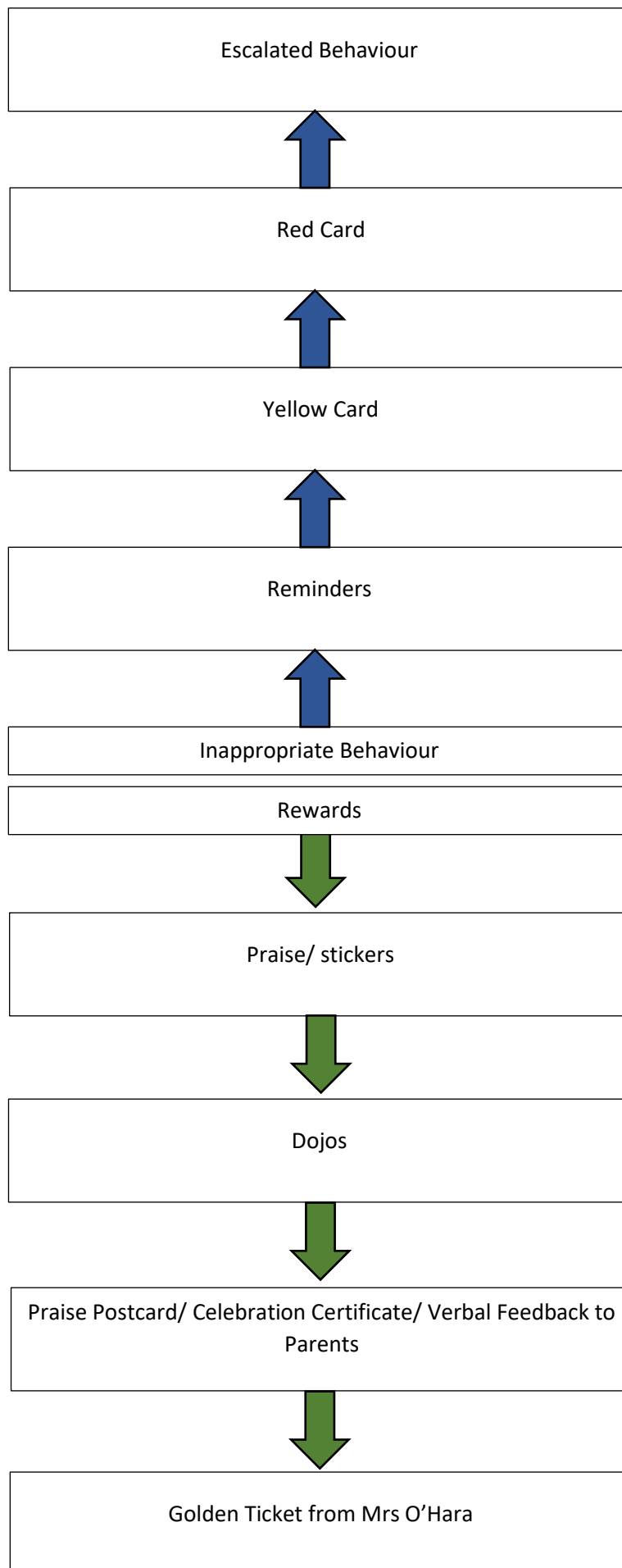
### **10. Sports – 3 A's**

Throughout the year there are competitive and friendly sporting events where children are chosen to represent the school. To be selected for these events, children must demonstrate the 3A's (Attendance, Ability, Attitude).

The selection process involves at least three members of teaching staff when deciding which children should be taken to a sporting event. A register of those children who have attended events is also referred to when choosing those children who attend.

Selection is based upon the context of the competitive or friendly sporting event that is taking place. This is set by the sporting event hosts and not the school. The event hosts will also determine the number of children who are to be invited to the sporting event.

If a child has been selected to represent the school at a sporting event but then receives a yellow or red card on the day/week of the event, they will unfortunately be removed from the team on that occasion. Parents will be notified of their child's removal from the sporting event as soon as possible.



## **11. Informing parents**

Parents need to be made aware when their child is behaving well or when they are unsafe and/ or persistently disrupting learning in school for themselves or others. Parental involvement at early stages is advisable.

We can keep parents informed in a variety of ways:

- 'Think Sheets' sent home and handed to parents where possible. A phone call will be made to parents if they do not pick up at the end of the school day.
- At the point when 5/6 'Think Sheets' for yellow card behavior have been sent home during a half term period, a phone call will be made from the Phase Leader to the child's parents to invite them in to discuss the situation and steps to move the situation forward will be offered to them.
- At the point when 2/3 'Think Sheets' for red card behavior have been sent home during a half term period, a phone call will be made from the Deputy Head Teacher to the child's parents to invite them in to discuss the situation and steps to move the situation forward will be offered to them.

## **12. Reporting concerns**

Any pupil with concerns should speak in the first instance with their class teacher or another adult in school that they trust e.g. a teaching assistant

Any parent with concerns should follow these procedures:

- 1) Always speak to the **Class teacher** in the first instance even if a child is working with an individual teaching or assistant or receiving pastoral support. It may be that the situation is passed on to a member of the pastoral team but the class teacher should always be informed first.
- 2) If a parent is not happy with the response or feels the matter hasn't been fully addressed they should then see the **Phase Leader**:  
(Nursery and Reception, Y1 and Y2 – Mr Lane and Mrs Johnson, Y3 to Y6 – Mrs Gagon and Miss Johnson)
- 3) The next stage is to speak to the **Deputy Headteacher**
- 4) The final stage is to speak to the **Head of School**

### **13. Inclusion**

School may be required to investigate or assess potential special educational needs and disabilities (SEND) and/or social emotional mental health needs (SEMH) in relation to a child. Parents will always be involved in this process. This may include:

- When a child has appeared regularly on CPOMS
- When the behaviour presented is over a sustained period of time
- When a teacher/parent/child has expressed concerns in this area - When a pupil is diagnosed with a behaviour related condition (such as ADHD)
- When a child has been excluded from school or internally

For some children, it may be appropriate to develop an Individual Behaviour Plan (IBP) where the support and management of the child's behaviour is personalised to meet individual needs. An IBP would be developed and agreed with parents.

### **14. Monitoring and Evaluation**

All class teachers and teaching assistants to enter Yellow and Red cards on to CPOMS where the Behaviour Lead collates information and runs reports to monitor individual, class and group trends. Information entered must address the 5Ws-Who, What, Where, When and Why so that a context is provided for each incident with a clear rationale for actions taken.

This information is monitored by SLT and further action taken where appropriate.

Biannual Behaviour Audits will formally review the consistent implementation and impact of the Behaviour Policy.

### **15. Exclusion**

In some circumstances, where the safety and well-being of the school community is compromised, the Head of School may choose to exclude a pupil from the school for a period of time, either in the form of external exclusion or internal sanction. This may take the form of time out or internal separation, either during class time or break time/lunchtime. If a child is to be excluded from the school, the Head of School (or Deputy Headteacher) will follow guidelines set by the LA.

## **Appendix 1**

### Guidance from Trafford Council on Exclusion

Head teachers may issue a Fixed Period Exclusion (FPE) as a sanction where it is warranted –if your child has a FPE, they should not be about and about in a public place during school hours.

A FPE must have a start and end date and your child must return to school when it is completed.

Schools should send work home for the first five days of a FPE which should be returned to school for marking. Occasionally, a FPE of more than five days may be issued. Schools **must** put full time education in place from the sixth school day. This is usually at another school or with an Alternative Provider (AP) until the FPE is completed. The school should notify the LA of the details.

**Permanent Exclusion** should only be used as a last resort. In most cases, Head teachers will issue a FPE of up to five days whilst they establish all of the facts and consider if there are any other alternatives to exclusion. The school should let you know if this is to become Permanent as soon as a decision has been reached.

Every effort should be made to avoid the permanent exclusion of a pupil with an [Education Health Care Plan](#) (EHCP)/SEN or a child who is [looked after](#). Schools should contact us as soon as they feel that a child is at risk of exclusion.

If a pupil is permanently excluded, school must provide work for the first five days and notify the Local Authority. From the sixth school day, the authority where you live will put full time education in place for your child.

You can apply for another school place, but your child should attend the place provide by the LA until they are on roll at a new school.

Schools must hold a Pupil Discipline Meeting (PDC) within 15 school days of a Permanent Exclusion for Governors to decide if the Head teacher's decision is lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

If Governors uphold the decision and you would like to appeal, you have 15 days in which to lodge an appeal which will be heard by an Independent Review Panel.

Officers from the [Education of Vulnerable Children Service](#) are available to offer advice and guidance at all stages of the exclusion process.

Schools should follow the [Department for Education Statutory Guidance](#)