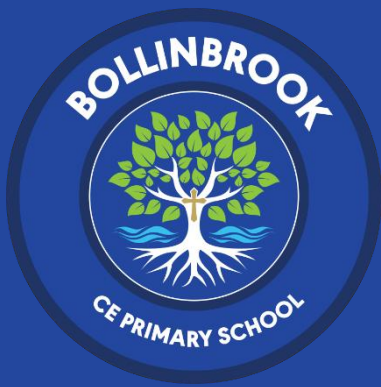




BEHAVIOUR POLICY

'...like a tree firmly planted by streams of water which yields its fruit...'

Psalms 1v3



Bollinbrook CE Primary School Behaviour Policy

Recommended by	L.Le Marinel
Approved by	FGB
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Legal Status	

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2	August 2022	September 2022	L.LeMarinel	Policy review
3	September 2023	September 2023	L.LeMarinel	Policy review
4	September 2024	September 2024	L.LeMarinel	Policy review
5	September 2025	September 2025	L.LeMarinel	Policy review



Mission Statement

... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3

At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.

Our Behaviour Code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour. They are not a set of 'rules' but a set of values which promote growth both spiritually and morally. They link to our core Christian Values.

Philosophy and Aims

At Bollinbrook Church of England Aided Primary School we aim to create a positive, happy, safe and secure environment, where there is an atmosphere of mutual trust, understanding and respect in which meaningful and worthwhile learning can take place. Bollinbrook CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We recognise that high quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

Christian values are elements of our life that we find to be most important as individuals and as a community. They influence our behaviour and our motives and help us to understand how we should live our lives at school and in the wider community.

As a Church of England school, we would describe the values as those principles and characteristics displayed by Jesus throughout his ministry and teaching and by his own example. Recognised by Christians as integral to their faith, these are nevertheless universally esteemed by people of any faith or none as values by which to live a good life.

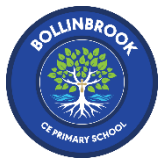
These Values provide all our children - and indeed our whole school community - with a moral code by which to live and a firm foundation and standard against which to evaluate the experiences of life. This is the root of our behaviour policy.

As with our curriculum, we have adopted a behaviour approach that helps our children grow. We link all our conversations with children about their behaviour to our core Christian values of Love, Honesty and Respect.

In addition, our gospel values of Kindness, Patience, Courage, Generosity and being Servant-hearted are the 'fruits' that we want children to bear and live out daily in their actions towards each other.

Our behaviour policy and approaches to promoting positive behaviour are underpinned by the code which has been written by children at Bollinbrook;

We always try to tell the truth so that others will trust us (Honesty)



We are respectful to each other and to their property with our words and actions (Respect)

We care for everyone and everything by showing kindness always (Love)

In order that our behaviour code is followed at school;

All staff must:

- Take time to welcome children at the start of the day;
- Be at the door of their rooms at the start of each session;
- Always pick up on children who are failing to meet expectations; and
- Always redirect children by referring to our behaviour code

The Headteacher and Senior Leadership Team must:

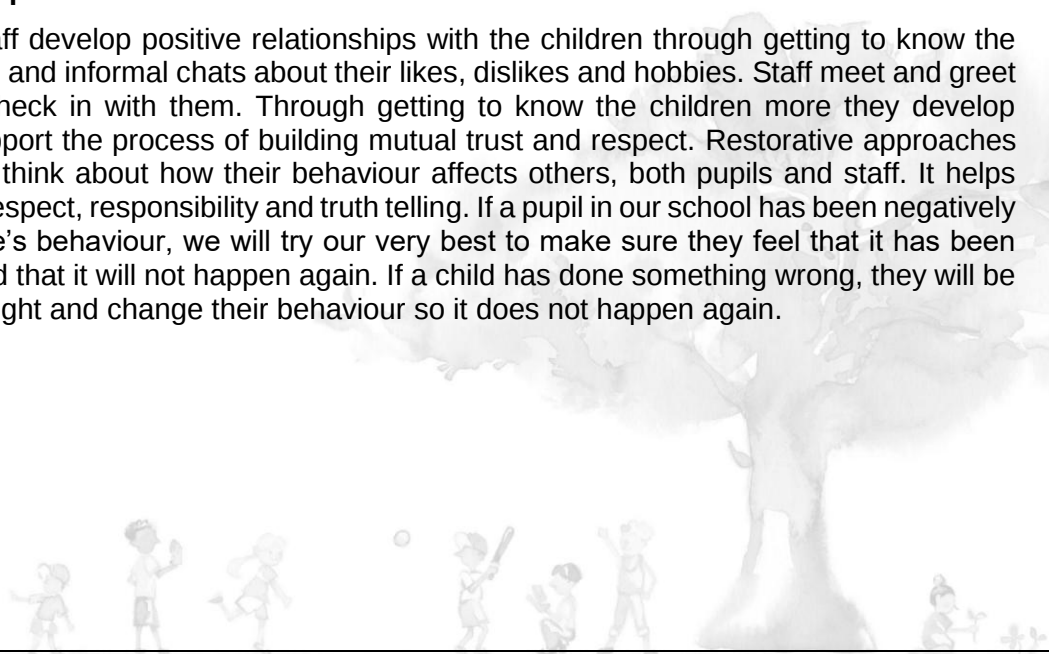
- Be a visible presence around the school;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage the use of positive praise, phone calls/texts/notes home and certificates/awards;
- Ensure staff training needs are identified and met;
- Use behaviour records to target and assess interventions;
- Support teachers in managing children with more complex or distressed/challenging behaviours.

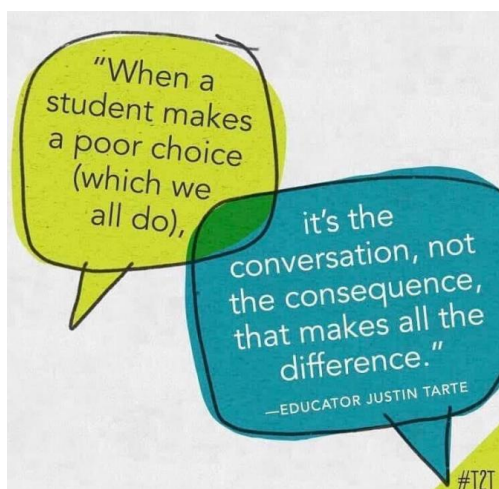
Successful behaviour management will be when staff:

- Deliberately and persistently catch children doing the right thing and praise them in front of others;
- Know their classes well and develop positive relationships with all children;
- Relentlessly work to build mutual respect;
- Remain calm and regulate their emotion appropriately;
- Demonstrate unconditional care and compassion;
- Are responsible for identifying their own training / needs for support

Positive Relationships

At Bollinbrook all staff develop positive relationships with the children through getting to know the children, discussions and informal chats about their likes, dislikes and hobbies. Staff meet and greet children daily and check in with them. Through getting to know the children more they develop connections that support the process of building mutual trust and respect. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.





Rewards

At Bollinbrook Primary School not only do we promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated, we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Our Expectations	Visible Consistencies	Over and Above Recognition
We always try to tell the truth so that others will trust us (Honesty) We are respectful to each other and to property with our words and action (Respect) We care for everyone and everything by showing kindness always (Love)	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in public (PIP), Reprimanding in private (RIP) 6. Consistent language	1. Verbal praise 2. DoJo points 3. Notes home 4. Values Certificates 5. Phone call/text home 6. Show work to another adults 7. SLT praise 8. Headteacher Award

Over and above recognition

At the end of every week the school comes together for a worship celebration. For this the focus is on:



Christian Values - How children have displayed these in their actions. Any staff member can choose a pupil, who in their opinion has made a significant contribution in one or more of our core Christian values. The awardees will be presented with a certificate.

Sports stars - Those children who have shown a sporting value through PE – a certificate awarded by our Sports Coach.

Headteacher's awards - Children can be sent to the Head/Deputy Head for individual personal achievements. These could be academic, personal and social, growth mindset etc. Each time a child visits, they receive a certificate and a parent receives an email home.

Class DoJo

All children can earn DoJo points given by any member of the school staff including Mid-day Assistants, which are then added together to celebrate the achievements of each class. At the end of each half term, we ensure that each class can celebrate with an own clothes day for reaching a set amount of DoJo points. This number may differ from class-to-class dependant on cohort needs. There will always be an extra threshold for the class to reach. If they do so, the class work together to vote for a whole class treat from a menu selection. These may include a movie, disco, extended break times etc.

Consequences of not following the behaviour code

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Bollinbrook Primary School recognise that it may be necessary to employ a number of consequences to enforce our Behaviour Code and Classroom Ethos to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of consequences which should be appropriate to each inappropriate behaviour. All consequences for inappropriate behaviour need to be clearly understood by staff, children, parents and governors. The use of sanctions will be characterised by the following features: Be calm- all children must be dealt with in a calm manner, referring to which behaviour is not acceptable and the action being taken.

It must be clear why the consequence is being applied

- The child should be encouraged to take responsibility for their actions, apologise, redress any damage caused, improve their own standards of behaviour
- It must be made clear what value the children have not displayed and the changes in behaviour that are required
- Group consequences are avoided
- There is a clear distinction between minor and major offences and their regularity in occurring
- Focus on the behaviour not the child

To be clear and consistent in our behaviour consequences, we have outlined our behaviour pathway:

Stage 1 (examples)	Restorative Approach
Out of seat Rocking on seat, slouching Calling out Not listening/ paying attention Pushing, shoving in line Running indoors Not working	Verbal Reminder - Any form of mild disruption/misbehaviour will result to a verbal reminder of expectations. No formal record is kept of this however, the child is expected to acknowledge the reminder and correct their behaviour. A token maybe placed on the desk as a reminder to the child that they need to change their



Not tidying up Messing with equipment (This includes break and lunchtimes)	behaviour. Positive praise is given to the child when this is done and the token can be taken away.
Stage 2	Restorative Approach
Distracts others Throws small objects to distract – not to hurt Inappropriate physical contact, e.g., poking, flicking, pulling hair, Complains or mutters disruptively/persistently Talking at an inappropriate time, or asking inappropriate questions to disrupt Hides work or resources Interferes with other's property Minor deliberate damage (i.e., breaking pencils) Leaves the room without permission.	Make a choice - Failure to correct behaviour means that the child has ignored the 1st verbal reminder. At this stage, the teacher will have a restorative chat with the child. Staff will conduct this conversation in a positive manner, giving the child a chance to make the right choice and improve their behaviour. The aim of this conversation is for the child to accept responsibility for their behaviour, acknowledge who their behaviour is affecting and choose their next steps. This may take place at the time of the event or at the next convenient time, decided by the teacher.
Stage 3	Restorative Approach
Persistently breaking the behaviour code by repeating behaviours in stage 2	Time to reflect - Here, the child is fully aware of who their behaviour is affecting, but has failed to make better choices. The consequence is that the child is moved to a quieter space in class to reflect on their behaviour. It also ensures that the learning of others close by is not disrupted. A set amount of Golden time can be removed for persistently breaking the behaviour code. That day's Golden time will not be earned. However, children may be given the opportunity to earn the Golden time later in the school day Positive praise is given for children who are able to, or trying to, make better choices and repair the harm that has been done. (Chance to allow Golden time to be earned back). All behaviour that has reached stage 3 will be formally logged and parents informed
Stage 4	Restorative Approach
The child has continued after their time to reflect or displays other more serious behaviours, e.g.: Encourages others to misbehave Telling lies to get others into trouble Persistent rough play Answering back or constantly questioning adults' decision or request Refuses to obey instruction	Time to Reset If a child is choosing to ignore all the warnings, conversations and support that the teacher or other peers are giving. This is looked on as persistent, intentional misbehaviour. At this stage the child will be removed from class and work outside. They will still be visible by the class teacher who will go out and see them after a period of Reset time. This is in order to not disrupt other children's learning any further, nor to taint the positive mood the class teacher tries to set in the

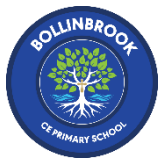


Destroys own work Destroys others' work	classroom. When the child is ready, they will return to class. If further intervention is needed, the pastoral team or Key stage leader will support with restorative conversations. All behaviour that is repeatedly reaching Stage 4 across the week will be formally logged and parents informed.
Stage 5 / 6	Restorative Approach
There may be occasions in school where a child exhibits more serious behaviour. In these cases, it will be necessary to implement a higher level of support and more serious consequence for their actions. For example; Causes hurt intentionally Verbal abuse of adults Damage to property or equipment (including play equipment). Physical or violent assault causing injury, or persistent violent behaviour Insulting, name calling including racist and homophobic language Sexualised behaviour or assault Serious damage to property (e.g., vandalism) Carrying a weapon with the intention to wound (or using classroom implements e.g., scissors) Persistent Bullying (proven) including homophobic, racist threats and abuse Inappropriate use of social media bringing the school into disrepute	Serious forms of misbehaviour can result in a child being sent directly to the Deputy or Head Teacher. Alternatively, failure to change persistent misbehaviour (Stage 3 or 4) can result in stage 5 being implemented. Here, the Deputy and/or Head Teacher will deal with the situation appropriately, depending on the circumstances. Parents/carers will be called into the school for a restorative conversation. The aim of the school at this stage will be to solve the situation in a restorative way. There will need to be consequences that support the child in understanding their actions are not appropriate. We may need to work with outside agencies to seek further support. At this stage, it is possible that pupils require an internal exclusion or other further action. If behaviour is extreme the school will use its powers to internally exclude, or may exclude children for a fixed period. If the behaviour persists the school may seek to use its power to exercise a permanent exclusion.

The consequences listed are not an exhaustive list. Parents / Carers would be consulted immediately in these circumstances. If the behaviour met the threshold for exclusion, the procedures in the Exclusions policy would be followed: <https://www.bollinbrook.cheshire.sch.uk/page/administration-policies/147225>

Our midday team will use the same stages to manage behaviour at lunchtime. A class teacher will be on duty every lunchtime to support with restorative approaches that are required. Parents/carers will also be notified if lunchtime behaviour reaches stage 3 or above.

In the event of extreme behaviour or a serious case of physical hurting/ fighting/ aggression or violence, the headteacher may have to consider if the threshold outlined in the school exclusion policy is met.



In the interim period, the child would be removed from the class and sent to the headteacher or deputy headteacher. The nurture room or safe space would be used in order to allow the child to calm down and reflect on their actions.

There should be prior notification with the headteacher before parent/carer is contacted.

Children with additional needs / EAL

At Bollinbrook we pride ourselves on being a Christian school with an inclusive ethos. We fully understand that every child is different and certain behaviours are a result of their learning need or individual family circumstances. This does not mean that these children are exempt from any consequence. However, we recognise that these may need to be applied in a more suitable way so that the children fully understand their actions and can be given the right support. In such cases we would work closely with parents / carers to support their child if they were experiencing behaviour difficulties.

Positive handling

Where pupils may display challenging or physical behaviour, our staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy.

Children Reporting Behaviour

'Lower-level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture. Children should call out and report anything that makes them uncomfortable, no matter how 'small' they think it is. We will always take their safety and wellbeing seriously, listen to them, act on their concerns and not tolerate or accept abuse.

Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else

Calling out behaviour as it happens will help all children understand what is and is not acceptable. If the incident is very 'low level' – for example, a child making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't acceptable and ask the child to apologise to the victim on the spot.

Bullying

At Bollinbrook School, we do not tolerate bullying in any form. We are committed to reinforcing respect and care for others within our school. Any report of an alleged case of bullying is taken seriously and investigated promptly.

We see bullying as **repeated** displays of verbal and physical abuse and threats directed at others.

Children are encouraged to discuss and report bullying throughout the year with initiatives such as Anti-Bullying Week each November and dedicated assemblies each half -term.

Children also have the opportunity to respond to school behaviour and bullying through Pupil Voice Questionnaires. These are shared with children and staff and issues raised are acted upon. Subsequent questionnaires show how the school climate changes after actions are completed.

Please see our separate Anti-Bullying policy for full details.

Child on Child Abuse



All child-on-child abuse is unacceptable and will be taken seriously. Staff must be aware that young people may be abused out of school but should not minimise the potential risks of child-on-child abuse within school too. We recognise that child-on-child abuse must be addressed in the terms of the context in which it occurs. Contextual safeguarding recognises an approach which understands the harm and abuse to which young people can be exposed beyond their families.

As the school operates a contextual approach to safeguarding, it recognises the need to work alongside a Local Safeguarding Partnership, rather than just referring young people to it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery)
- 'Up skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- initiation/hazing type violence and rituals

How can we create a whole school approach to preventing child on child abuse?

The school is actively committed to education for its entire community – staff, children, parents, governors and volunteers – in raising awareness of, identifying, and preventing, child-on-child abuse.

This strategy will include:

- an understanding of contextual safeguarding
- the identification of specific behaviour, including on-line activities, by encouraging young people to use social media responsibly and training them to identify and manage digitally abusive behaviour
- ensuring that even low-level concerns are followed up and never dismissing any form of concern as mere "banter" or "teasing"
- via the education of young people about the widespread nature of child-on-child abuse. This should include PSHE lessons about consent etc but also in the wider school curriculum where equality and respect should be promoted at all times.

Often, child-on-child abuse cases are complex and where the incident cannot be managed by the school itself, it is imperative that effective partnership working is involved, especially when wider safeguarding concerns exist.



Staff are clear on our procedures with regards to child-on-child abuse and do not take it any less seriously than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We ensure that we apply the same thresholds.

In our school we have referred to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable. In our school we ensure this is part of our work through the curriculum and that there is pastoral support available for both the “perpetrator” and “victim”.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2025.

Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS) Sharing nudes and semi-nudes: advice for education settings.

Parental Partnership

At Bollinbrook School, we value working closely in partnership with parents, and appreciate that parents are their child’s first teachers. We involve parents early where there are concerns regarding behaviour and work with them to help their child. Where behaviour consequences have escalated, we also hold reintegration meetings between the school, children, parents and, if relevant, other agencies. This may involve school considering what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

We ask parents and pupils their views on a regular basis via questionnaires through the website. Responses and comments on these questionnaires are useful to help us address possible issues and to inform action plans to address these issues if necessary.

In addition, we send out our behaviour policy at the start of each academic year to show that all parties involved have the same expectations of rewards, consequences and procedures relating to behaviour. This document is particularly important in conveying our aims for appropriate behaviour and also ensuring that the correct information has been received by all those concerned.

Training and Resources

At Bollinbrook School, we firmly believe in positive reinforcement and strive to provide opportunities for our children and staff to learn new skills.

We value Professional Development and encourage staff to attend INSET as often as possible, within budget and curriculum constraints.

We aim to purchase resources to supplement those already in school to aid all our staff in the reinforcement of good behaviour and support our children in managing and taking responsibility for their own behaviour.

Personal and Social Development within the School Timetable

Within the curriculum and timetable, we provide opportunities for children to express themselves, relate to others in teambuilding exercises, take on new roles and responsibilities and also refine skills and techniques for self-discipline. These opportunities are invaluable because working in a controlled environment with their class teacher allows children to experiment with situations safely in role play and hot seating for example. We are developing the use of metacognition activities and mindfulness techniques to support the children and create a calm yet purposeful learning environment.

Wrap around care and holiday club

The procedures set out in this policy also apply when children attend our wrap around care and holiday club. The same restorative approaches will be used to encourage pupils to think about how their behaviour affects others, both pupils and staff during club hours. The HolidayZone team will



support the school ethos by promoting respect, responsibility and truth telling. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again. For serious behaviour incidents, they will continue to follow the school policy and inform parents/carers when necessary.

Behaviour Tracking and Monitoring

This year, as part of our behaviour policy review, we are collecting, monitoring and analysing behaviour data internally in order to interrogate repeat patterns and the effectiveness of the policy. This will include making data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches, pastoral support or assessment by the Special Educational Needs Co-ordinator (SENCo), or whether specific teachers may require more support. Our behaviour monitoring and tracking will include:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves

Behaviour will be tracked so that class teachers are aware of children who are frequently requiring stage 2 or above intervention. Children who are constantly reaching stage 3 on a regular basis will be seen by the pastoral team and key stage leads. Parents will be made aware of their child's behaviour and children who are constantly reaching stage 4 will be placed on a behaviour reflection plan.

This will be completed by a member of the pastoral team and signed off with the class teacher and parents / carers.

****At this stage, the child may be unable to participate in whole class rewards, represent the school in sporting events etc.**

School leaders and staff will analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. Senior leaders will also meet to pose questions to drill down further to identify possible factors contributing to the behaviour. Analysing the data by protected characteristic and using those findings to inform policy and practice will help to ensure that our school is meeting its duties under the Equality Act 2010.

Monitoring and Evaluation

This policy will be reviewed annually.

This policy is underpinned by our 'behaviour statement' and take into account the following guidance for schools:

[Behaviour and discipline in schools](#)

[Behaviour and Discipline in Schools - Guidance for Governing Bodies](#)



Appendix 1

Details on Restorative conversations

A pupil may be asked to attend a Restorative Conversation if they are having a conflict at school. This is a meeting with everyone involved to:

- Discuss what is happening
- Look at who has been affected or upset
- Decide how it can be put right
- Find a way forward - in a way that is fair to everyone

To make sure that those who have been using poor behaviour can be held accountable they will be expected to take responsibility for their actions before the meeting starts. This allows the school to:

- Hold pupils accountable for their poor behaviour.
- Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs 'put right'
- Support those displaying poor behaviour to make better choices in the future

During this time, an agreement is made, this will list actions or promises that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again. Someone within school will make sure that everyone is keeping to the agreement. Parents/carers may also be invited to attend if it is felt that it would be helpful for your child that you were there.

