HEAP BRIDGE VILLAGE PRIMARY SCHOOL

"Working together, learning together"

Hollingworth Learning Trust

Behaviour Policy

Headteacher

Mr. M. Cockcroft

September 2026

BE POSITIVE ***BE PRO-ACTIVE*** ***BE PROUD***

HEAP BRIDGE VILLAGE PRIMARY SCHOOL

BEHAVIOUR POLICY

Values & Principles

The staff and governors at Heap Bridge believe that a calm, safe, supportive and welcoming environment, where relationships are based on mutual respect, helps to develop self-esteem and promote positive behaviours. We are committed to maintaining high expectations of behaviour as an essential contribution to the educational experience of the pupils and to the happiness and well-being of our school community.

Purpose

The purpose of this policy is to give a clear and consistent whole school approach to the management of behaviour. It has been written following a review of the latest research and in consultation with staff and pupils. This policy is underpinned by our three key school principles:

BE POSITIVE ***BE PRO-ACTIVE*** ***BE PROUD***

Be **POSITIVE** by:

- developing **positive** attitudes (kindness, respect, co-operation) to learning and conduct by creating a **positive** culture and by providing a range of rewards.
- Approaching challenges, when they occur, in a **positive**, calm and respectful manner in the hope of achieving an improvement in behaviour and identifying appropriate interventions where necessary.

Be **PROACTIVE** by:

- encouraging children to be **pro-active** in their pursuit of high expectations in their own **positive** behaviour and that of others – ***going above and beyond***
- making clear to everyone the distinction between minor and more serious misbehaviour and ensure each are underpinned by a clearly defined range of actions and consequences that are applied consistently across the school.
- equipping all pupils *(through a whole school curriculum and specific intervention for those requiring additional support)* with the skills to consciously and **proactively** regulate their behaviour, leading to increased emotional control and problem solving abilities.

Be **PROUD** by:

- encouraging, in pupils, a respect for and **pride** in themselves, for other people and for property.
- leading by example (adults and pupils), guiding others to meet high expectations

Teaching and Learning – Are our lessons worth behaving for?

We know that high quality teaching and learning will not take place without a high level of engagement and positive behaviours. We also recognise that good behaviour will be adversely affected by low quality teaching and learning. ***A primary aim of all staff in the promotion of good behaviour is to ensure high quality, well scaffolded and engaging lessons which motivate pupils and directly teach & promote positive learning behaviours****.*

The Principles in Action

These key values and principles underpin our school ethos and are seen to be met when **pupils** observe the following:-

Be POSITIVE…

- **be kind and respectful** *(to everyone)*
- **don't give up** *(developing resilience - we all make mistakes)*

Visible evidence – what might we see?

- *Positive greetings / interactions… 'Good morning Miss Smith" (see also Positive Handling policy)*
- *getting on the class 'recognition board'*
- *doing my work to the very best of my ability*
- *working positively with others in my group and class*
- *using positive/supportive language*
- *classroom display – learning pits – positive/can do language*

Be PRO-ACTIVE…

- **be ready to learn and hardworking**
- **go above and beyond**

Visible evidence – what might we see?

- *getting on the class 'recognition board'*
- *active listening… focus on learning tasks*
- *arriving at school on time*
- *doing my home reading / homework and bringing all the items I need for work and play*
- *acting quickly on feedback from my teacher or other staff asks*
- *develop my leadership skills (leading self & supporting others)*

Be PROUD…

- **respect yourself, each other and the school**
- **walk proudly** *(STAR walking)* **/excellent conduct** *(conduct around school)*

Visible evidence – what might we see?

- *getting on the class 'recognition board'*
- *take care of my books and school equipment (and that of others)*
- *walking (around school) proudly, sitting proudly*
- *help to look after the school buildings and grounds*
- *develop my leadership skills (leading self & taking on responsibility)*
- *talk confidently (and proudly) about my achievements & responsibilities*

Leadership & Management – Roles & Responsibilities

Governors will keep the whole school behaviour policy under regular review, analyse available data to evaluate its effectiveness and impact and support the Headteacher and school leaders in making the necessary improvements to support the values and principles set out above.

The Headteacher and other senior leaders will be highly visible and regularly engage with pupils, parents and staff on setting the behaviour culture of the school and upholding the values, principles and expected professional practice set out in this policy. This work will be underpinned by regular and effective staff induction and professional development.

All school staff have an important role in developing a calm and safe environment for all our pupils. Staff are responsible for upholding the positive and structured approach set out in this policy to managing behaviour that falls below the expected standard and for recording such instances in the agreed way. All staff are equally responsible for modelling expected behaviour so pupils see examples of 'good habits'.

School Prefects have responsibility for exemplifying, promoting and recognising in others our behaviour principles in action.

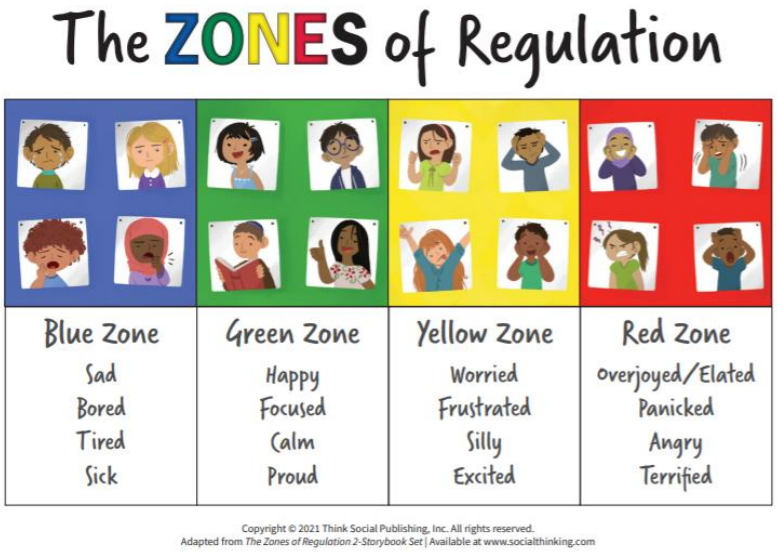
Our School Behaviour Curriculum

Zones of Regulation

We recognise the importance of promoting positive mental health and emotional wellbeing to our pupils and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the **Zones of Regulation** curriculum, and embedding consistent vocabulary across school *(see Appendix document for glossary of terms)*, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies (tools) to help regulate their emotions and improve their wellbeing.

The Zones of Regulation is a curriculum based around the use of four coloured zones to help children self-identify how they are feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies (tools) to cope with and manage their emotions based on which colour zone they are in. Additionally, the Zones of Regulation help children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

There is a clear curriculum framework with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how our behaviour can impact upon the feelings of those around us.



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Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

Additional small group interventions or 1:1 sessions based on the Zones of Regulation are on offer for pupils who require further or on-going support to control their emotions and regulate. This includes increased practice with Zones concepts and self-regulation tools/strategies, tracking Zones across the day, daily check-ins, scheduled breaks and increased positive reinforcement for using tools. For some pupils, personalised 'Toolboxes' are put in place, identifying strategies (tools) for the child to apply within each zone:

Blue Zone tools: help wake up our bodies, feel better and regain focus.

Green Zone tools: help us stay calm, focused and feeling good. These are often **pro-active** strategies.

Yellow Zone tools: help us regain control and calm ourselves.

Red Zone tools: help us stay safe and start to calm down.

Responding to Good Behaviour – Rewards, Praise & Recognition

Acknowledging good behaviour encourages repetition and reinforces the schools values and core principles. This helps to establish, maintain and strengthen the whole school behaviour culture.

Verbal Praise - When using praise it is important to always:

- find opportunities to **publicly praise good behaviour**
- be genuine and specific (identifying 'learning' behaviours)
- differentiate styles of praise for pupils with different needs

Class Dojos - The positive reward system used for the whole school is based on the electronic reward scheme Class Dojo *(see Appendix document)*. Within the use of this programme the children are divided into four 'houses' – Asteroid, Comet, Supernova and Meteor.
Recording: Children's individually earned Class Dojos are totalled within the Class Dojo programme/app which can be used by teachers *(and parents, through a dedicated parent app)* to monitor the total number of Class Dojos awarded over the year (or any other designated period of time). Children are further presented with certificates when they have earned 200 Class Dojos (bronze), 400 (silver), 600 (gold), 800 (honours) and 1000 (medal). These certificates will be given out in the Headteacher's whole school celebration assembly each week.

The Class Dojos awarded to each individual are collated each week and counted within the total for each 'house' by the 'House Captains'. The total points for each house are announced in the weekly celebration assembly by the House Captains and celebrated within our weekly newsletter.

Individual class certificates and 'Praise notes' are awarded by the class teacher for various achievements in line with a vision and values, e.g. trying hard, caring, etc.
Recording: These are sent home to share with family and friends.

Incentive stickers are available for a whole range of achievements and may be given by any adult across the school. Each class teacher gives verbal or written praise as often as possible.

The Headteacher also awards a special '**Headteacher Award'** to those children that demonstrate a level of excellence within any aspect of school life. These are awarded throughout each term where appropriate.

On a Friday morning the Head or Deputy will present a '**Good Work/Merit Assembly'**. In this assembly they will share good work completed by children in school that week.
Recording: Celebrated within the half termly 'School Story' section of Class Dojo.

Most children respond to a positive approach to discipline, where their hard work is seen to be valued, and make considerable efforts to improve their work and, where necessary, their behaviour.

Sanctions & Consequences

Sadly, there will be times when children make **poor choices** about their behaviour, often for a complex range of reasons. Some children need effective teaching, mentoring & coaching to discover where the bounds of acceptable behaviour lie and be supported in their efforts to meet these expectations and overcome any challenges they may face.

In the **vast majority** of cases, the **correction of negative behaviours should be done privately with the child**. Publically dealing with negative behaviours can fuel attention seeking strategies, elevate the status of disruptive pupils within the class and further agitate and escalate behaviours and situations within the classroom/school.

The first priority for staff, in dealing with misbehaviour, is to ensure the safety of pupils and staff and to restore a calm environment. Staff should respond predictably, promptly and assertively in accordance with the whole school approach set out below.

The actions and sanctions below will generally be used as a progressive scaled response when dealing with general, low level misbehaviour. However, in instances where misbehaviour is more serious, staff may start their intervention at one of that later stages (as appropriate).

General incidents:

Verbal reprimand (and reminder of expectations of behaviour) – Minor misbehaviours are generally dealt with by the class teacher *(using a Stage 1 script – see STAFF TEAMs area)* in a caring, supportive and fair manner, with some flexibility regarding the age of the child. This takes the form of a verbal warning, delivered in private, where children are made aware that they are responsible for their own actions and that breaking rules will lead to a specific consequence (see subsequent stages below).

5 minute consequence (Level 1) – is issued when a 'verbal reprimand' and reminders of expected behaviour have failed to have the desired effect. This should be managed in line with the suggested 'scripts' to encourage pupils to correct their behaviour before moving to the next stage below.

The 5 minutes should be taken from a child's break *(am/lunch/pm)* where the child will be asked to either; complete a piece of work *(not finished as a result of their behaviour/complete a reflection of the impact their behaviour has on self and/or others/engage in restorative conversation with class teacher/staff)*
Recording – Arbor + automated email home to parent (incident closed)

10 minute consequence (Level 2) – is issued when a '5 minute consequence' and reminders continue to not have the desired effect. This should be managed in line with the suggested 'scripts' to encourage pupils to correct their behaviour before moving to the next stage below.

The 10 minutes should be taken from a child's break (am/lunch/pm) where the child will be asked to either; complete a piece of work (not finished as a result of their behaviour/complete a reflection of the impact their behaviour has on self and others/engage in restorative conversation with class teacher/staff)
Recording – Arbor + automated email home to parent (incident closed)

10 minute consequence x 3 (Level 3) – where a pupil receives x3 Level 2 (10 min consequence) sanctions over a period of time (typically 1 term), the Arbor system will automatically trigger a move to Level 3 which will involve a meeting or regular meetings with parents to consider a proactive strategy for improving the pupil's behaviour.
Automated within Arbor – following recording of 3 or more 10 min consequences (Level 2) behaviours noted above *(incident left open until class teacher has arranged meeting with parents – see SLT for support if required).*

More Serious Incidents (Level 4&5)

More serious incidents of misbehaviour include:

- Physical assault against an PUPIL/ADULT
- Verbal abuse/threatening behaviour against an PUPIL/ADULT
- Bullying (inc, verbal, physical, homophobic, racist)
- Racist Abuse
- Sexual misconduct
- Drug and alcohol related
- Damage (of school or personal property)
- Theft
- Persistent disruptive behaviour
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Willful and repeated transgression of protective measures in place to protect public health

This type of behaviour is generally rare and **it is the responsibility of all staff**, with the support from the Headteacher or the Deputy Headteacher to deal with it appropriately.

Sanctions & consequences for more serious incidents of misbehaviour:

- Full break / lunchtime detention
- Loss of privileges / roles of responsibility *(temporarily or permanently)*
- Classroom removal *i.e. being sent to another class / HT office / LM office, to work*
- Suspension *(see separate DfE guidance)*
- Managed Move
- Permanent Exclusion *NOTE: parents have the right to appeal to the Governing Board against any decision to suspend or permanently exclude.*

Recording: Serious Incidents (Level 4) are also recorded within Arbor *(Level 5 is triggered where pupils receive more than one serious incident report in the year)*. A written account of the incident is sent to parents via an automated email within Arbor and a phone call). Some incidents *i.e. child on child abuse* may also alert designated staff to potential safeguarding concerns *(see Safeguarding Policy).*

Supporting pupils following a serious incident:

Each serious incident of misbehaviour will be followed up with a conversation/meeting with the Headteacher (or Deputy Headteacher), parents, the pupil and class teacher (and/or member of staff) linked to incident.

The purpose of the meeting will be to address the misbehaviour, any underlying triggers and any strategies appropriate to support the pupil in meeting expected levels of behaviour in the future.

Possible strategies that may be discussed include:

- appropriate restorative actions i.e. letter of apology to those impacted by behaviour
- wider review of behaviour, consideration given to appropriate use of report/support card / behaviour action plan / 121 or small group interventions
- transition/re-induction arrangements *(especially following a suspension)*
- inquiries into circumstances outside of school, including at home *(to be led by DSL/DDSL)*
- consider referrals to external agencies *i.e. #Thrive, CAMHS, RANS…*
- consider any underlying, unidentified needs *(with SENDCo)* and possible changes to provision / reasonable adjustments

The senior leadership team will review the behaviour data within Arbor on a regular basis and ensure that any follow up actions *i.e. parental meetings* have been arranged. This data will also form the basis of the Headteacher's termly report to governors.

Supporting pupils with identified SEND

We will not assume that because a pupil has an additional need, it must have affected their behaviour on any particular occasion. We will use our judgement based on the facts of each situation. This will inform the appropriateness and lawfulness of any sanctions the school decides to impose. We will also consider any reasonable adjustments needing to be made to a sanction *i.e. use of comic strips/social conversations to support restorative conversations*…

Individual Behaviour Plans

If a child has been identified as persistently displaying disruptive behaviours, the school may refer the child to the Special Educational Needs and Disabilities (SEND) lead who will review the use of behaviour strategies being used and consider next steps. It is likely that an individual behaviour plan will be established. At Heap Bridge we use the Boxall Profile to support assessment of pupils' needs and subsequent action planning.

The Boxall Profile supports:

- Early identification and assessment - Supporting staff to develop their observational skills and their understanding of children and young people's difficulties.
- Target setting and intervention - Setting individualised, achievable targets that reinforce target behaviour and skills.
- Tracking progress - Helping staff review children and young people's target behaviour.

Equally, when a child is presenting with persistent social, emotional or behavioural difficulties, a Boxall Profile will be completed using the online assessment tool. The two-part checklist, should be completed by staff who know the child and young person best.

Where appropriate, the lead teacher for SEND may consider a 'multi agency assessment' by referring a child to a number of external agencies to support the school in gaining a wider assessment of a child's need. Such agencies may include the Local Authority's Fair Access Team, CAMHS and Rochdale Additional Needs Service (RANs). Assessments by external agencies will only be carried out in agreement with parents who will have been consulted throughout the whole sanction process noted within this policy.

NOTE: Class Dojos should not be given disproportionately to children displaying challenging behaviour as this distorts the awarding of Class Dojo certificates. Alternative positive rewards should be used to promote positive behaviours.

Parents

All parents are expected to support the school's Behaviour Policy. Parents can help by:-

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending parent's evenings, parent's functions and by developing informal contacts with school.
- Knowing that learning and teaching cannot take place without school discipline.
- Remembering that staff deal with behaviour problems patiently and positively.

Parents will receive a termly report containing grades given for their child's attitudes and dispositions, including interaction with adults, interaction with children, attitude to learning, resilience and general behaviour *(see Appendix document)* Parents can also monitor positive rewards through the Class Dojo App.

Lunchtime Supervision

At lunchtime, supervision is carried out by our team of experienced teaching assistants and is overseen by the school's senior leadership team. The lunchtime team is expected to maintain order during the lunchtime period by reminding children of the standard of behaviour expected.

It is important that any sanctions given are both in line with the actions noted above and are communicated to the class teacher so they can be recorded appropriately. Class Dojos and certificates for good behaviour may also be given.

General incidents:

1. **Verbal reprimand** (and reminder of expectations of behaviour) – Minor misbehaviours are generally dealt with by staff *(using a Stage 1 script – see Appendix document)* in a caring, supportive and fair manner, with some flexibility regarding the age of the child. This takes the form of a verbal warning delivered in private where children are made aware that they are responsible for their own actions and that breaking rules will lead to a specific consequence (see subsequent stages below).

2. **5 minute consequence** – is issued when a 'verbal reprimand' and reminders of expected behaviour has failed to have the desired effect. This should be managed in line with the suggested 'scripts' to encourage pupils to correct their behaviour before moving to the next stage below.

   The child should be asked to spend 5 minutes at the **'reflection zone'** (multi-coloured ZoR bench) where the child will be asked to consider their behaviour before having a short discussion with the member of staff dealing with the incident.
   Recording – Report to teaching staff through lunchtime supervision sheet

3. **10 minute consequence** – is issued when a '5 minute consequence' and reminders continue to not have the desired effect. This should be managed as with the 5 min consequence and in line with the suggested 'scripts' to encourage pupils to correct their behaviour before moving to the next stage below.
   Recording – Report to teaching staff through lunchtime supervision sheet

Persistent and serious incidents of misbehaviour at lunchtime are brought to the attention of the Headteacher, Deputy or member of the teaching team.

Staff Induction, Development & Support

School staff receive annual training alongside a basic overview and reminder of expectations in the development, refinement and application of this policy and related guidance from the DfE though inset and professional development meetings in school.

Additional reading materials i.e. DfE guidance, EEF research reports and other literature such as books by experienced professionals, are circulated and linked to aspects of this policy to support professional practice.

In line with the school's Physical Intervention Policy, key staff are trained to use the Team Teach approach to physical intervention. The school subscribes to the REAL Trust and directs staff to behaviour management

courses where appropriate. This is particularly the case for new members of staff and Early Career Teachers (ECTs).

Bullying

The sanctions set out in this policy include the school's actions to combat bullying behaviours. For a more detailed view of the school's strategic approach to combat bullying please read our **Anti Bullying Strategy Policy**.

Associated resources

1. https://www.gov.uk/school-behaviour-exclusions
2. https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
3. https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools *(updated for 1st April 2026)*
4. https://www.gov.uk/government/publications/searching-screening-and-confiscation
5. https://www.gov.uk/government/publications/school-exclusion
6. https:/www.gov.uk/government/publications/keeping-children-safe-in-education--2
7. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Appendix 3. Overview of Behaviours Warrenting Sanctions & Attitude & Dispositions Grades

	General 'lower level' misbehaviours 5 min – 10 min sanctions	Serious incidents of misbehaviour
Interaction with adults	Answering back Refusing to follow instructions Insolent / rude behaviour Telling lies	▪ Physical assault against an PUPIL/ADULT ▪ Verbal abuse/threatening behaviour against an PUPIL/ADULT ▪ Bullying (inc, verbal, physical, homophobic, racist) ▪ Racist Abuse ▪ Sexual misconduct ▪ Drug and alcohol related ▪ Damage (of school or personal property) ▪ Theft ▪ Persistent disruptive behaviour ▪ Use or threat of use of an offensive weapon or prohibited item ▪ Abuse against sexual orientation and gender identity ▪ Abuse relating to disability ▪ Inappropriate use of social media or online technology ▪ Wilful and repeated transgression of protective measures in place to protect public health
Interaction with children	Being unkind to other children Provoking other children Inappropriate physical contact i.e. pushing, pulling, poking etc. Refusal to co-operate with others	
Attitude to learning (AtL)	Off task Time wasting (slow work) Not completing work (or to best of ability) Copying work of others Homework (Y5/6 only) – *lunchtime santion* Refusal to work/complete task	
General behaviour	Failure to follow rules Disruptive behaviour Not wearing uniform correctly Shouting out Throwing objects inside *(not at someone)* Running on corridor/stairs Minor damaging/defacing property/books Following any Health & Safety rules	