



BOROUGHBRIDGE
Primary School & Nursery
Making A Difference

Boroughbridge Primary School and Nursery

Behaviour Policy

Date Adopted 27 March 2025	Date for Review 27 March 2026	Person/s Responsible Headteacher Nominated Governor
Approved by:	Emma Ryan Headteacher	Jules Preston Governor

This Policy is valid from the date as recorded, thereby invalidating any other preceding policy.

Where a 'named' person is no longer in post, this policy remains valid until the next review date.

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1. Background & Introduction

All staff share the responsibility to manage behaviour for learning in classrooms as well as in communal /social areas. All staff have the opportunity to develop their knowledge, skills and experience through CPD, and have the opportunity to contribute to the review and development of this policy. We are all responsible for promoting good behaviour for learning. All pupils, staff and others have the right to feel safe, the right to be respected and learn so that they make good progress in class lessons. We expect adults in school to set an example of appropriate behaviour at all times. We expect parents to do the same and to support the school's behaviour policy.

2. Aims and expectations

- To create an environment which encourages and reinforces good behaviour whilst defining standards of behaviour and promoting self-esteem, self-discipline and positive relationships.
- Staff will have high expectations of behaviour at Boroughbridge Primary School where behaviour management of all children is the responsibility of all staff. Each class will follow the school behaviour policy.
- To establish a partnership approach that includes all those involved with the school and encourages consistency of response to both positive and negative behaviour.
- To establish that some children will have modified behaviour policies due to their needs.

3. School Expectations

- We always try our hardest.
- We do as we are told the first time.
- We speak and act kindly.
- We will respect each other and keep our hands and feet to ourselves.

These will be displayed in all classrooms and all staff will refer to them. These are the rules we keep and we are rewarded for keeping them.

4. Recognition, Rewards and Sanctions.

Rewards and sanctions are given on an individual basis because we promote personal responsibility for how children behave. **Children who behave well are told this as often as possible and rewarded where appropriate with :**

- Staff say “Well Done”.
- Show work to other teachers and other classes.
- Star of the Week certificate for celebration assembly.
- Sticker chart – achieve 10 stickers to fill your chart. Once full, the chart can be taken home.
- All children who complete a chart with 10 stickers, stand up in assembly to be applauded.

5. Colour Coded System

To help promote the positive behaviour of our children, we use a colour coded system, displayed in every classroom and shared area that recognises that the vast majority of our children behave well for the vast majority of the time.

Colour	What this is.	Rewards	Sanctions EYFS	Sanctions Year 1 – Year 6
Green	Expected Good behaviour. Children will all start on Green at the beginning of every session and remain on there when they demonstrate this.	Praise further where appropriate with rewards as set out above.	None. Children are consistently following our expectations	
Warning phase	An opportunity for a child to modify their behaviour so to meet the expectations in the remaining session so not to move to amber and face the consequences of this.	If a child has been given a warning and changed their behaviour so not to reach amber, this should be acknowledged and praised.	None. Children have modified their behaviour and there is no further concern or sanction.	
Amber	Despite a warning and an explanation of how they should modify their behaviour, they are still not meeting our expectations for behaviours.	None: Children are not meeting the school's expectation. However, children are reminded there is a new start where they can demonstrate our expectations.	Immediate time out with 2 minute sand timer	Children who have not met our expectations will discuss the reason for being on amber and the next steps to help them remain on green. This will be done during 2 minutes of their next playtime.

Red	Despite being given a warning and moving to amber, children have not modified their behaviour and have again disrupted learning in the classroom.	None: Children are not meeting the school's expectation. However, children are reminded there is a new start where they can demonstrate our expectations.	Immediate Time out with 5 minute sand timer	Children spend 5 minutes of their next playtime discussing behaviours that need to be improved and decide strategies to help. Teachers will contact parents via email or a phone. If on red 3 times in a week then SLT will get involved.
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SLT will become involved if:

- Continual disregard to requests
- Serious use of foul language and abuse
- Swearing
- Physical abuse
- Bullying or racial or sexual harassment.

6. Discretion/Differentiation

It is recognised that behaviour needs to be taught and that some children find it more difficult than others to meet our expectations and behave positively at all times. In view of this we believe that some children may need more support than others and that their behaviour needs should be treated in the same way as learning. Some children may have their own behaviour expectations with individual recognition, rewards and sanctions.

7. Suspensions and Exclusions

Please refer to our Suspension and Exclusion Policy.

8. Written Statement of Behaviour Principles

Sections 88-94 of the Education and Inspections Act 2006, requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement (see Appendix 2) of behaviour principles.

9. Harmful Sexual Behaviours

Boroughbridge Primary School has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledges that it could be occurring at schools and in our school communities. The schools are proactive in their approach to assessing prevalence, responding to incidents and challenging and changing behaviour.

Schools have a statutory duty to safeguarding the children in their setting. We work together to foster an environment that creates healthy relationships for children.

Boroughbridge Primary School's approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality education within the curriculum to

reduce the likelihood of the situations occurring.

We recognise that harmful sexual behaviour is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful.

At Boroughbridge Primary School, we provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and regular updates where possible and using the NSPCC Traffic Light tool:

<https://learning.nspcc.org.uk/media/2685/responding-to-children-who-display-sexualised-behaviour-guide.pdf>

We also use the RSHE/PSHCE curriculum to help educate students about these issues as well as regularly reminding and promoting the reporting routes within our school to ensure they know what to do should an incident occur.

In addition to the above, further information is available from the North Yorkshire Safeguarding Children Partnership:

<https://safeguardingchildren.co.uk/professionals/procedures-practice-guidance-and-one-minute-guides/children-and-young-people-who-display-sexualised-behaviour/>

Appendix 1: School behaviour guidelines for a child with challenging behaviour.

Any child with challenging behaviour will have support according to their needs at timetabled parts of the day. Learning will be clearly differentiated.

Lone working:

All adults supporting any child with challenging behavior will, wherever possible, be in an environment with another adult or other children. If alone with any child with challenging behaviour, staff need to inform other adults where they are working and be clear where help can be sought. Adults to use internal phones or walkie talkie for instant communication links to class teacher or the office staff who can call upon SLT if needed.

Pre-emptive measures:

All staff working with any children with challenging behaviour need to recognise and react promptly to any behaviours that may escalate. Redirection of task or alternative tasks may be appropriate. Teachers should direct staff as a pre-emptive measure.

De-escalation (where appropriate):

All staff need to remain calm during an outburst. Speak calmly and remain in control. Try to engage with the child in conversation in a non-threatening way about what is happening and the next steps to help move the problem on. Keep talking to the child throughout the de-escalation.

e.g. "name.... I understand you are feeling angry/ hurt/ upset/ cross/ disappointed. Come and sit with me and tell me about it/ use the calm down area to help you..."

provide reassurance and any solutions where possible.

e.g. "I will go and talk to them...shall we write an apology letter? A calm hand on the child's back or arm can help.

Calling for assistance:

Assistance from the class teacher, office or Senior Leadership Team should be sought via internal phones or walkie talkies when the child is endangering themselves or any other person in the building. E.g. the child has left the room, is not visible and staff cannot locate the child. The child is threatening others using equipment or their body and is refusing to follow instructions to stop and leave the classroom for their calm down area. If challenging behaviour continues, where possible make sure that 2 people are present. After an incident allow staff some "relief" time to de-escalate the situation and complete any reports.

Body language:

Appropriate body language should be used. Adults need to be aware of their own body position in relation to the message they are sending to the children.

E.g. in a de-escalation situation sit down alongside the child, for direct action – deliver the message and turn away (conversation closed)

De-escalation training:

All staff within school will have de-escalation training and will support any children with challenging behaviour.

Safety:

Keeping everyone safe with the school environment is of up most priority. The above points and behaviour conduct policy are written to help protect children and adults working within Boroughbridge Primary School and Nursery.

Appendix 2: Written Statement of Behaviour Principles (linked to the Unicef articles 28 (right to education) and Article 29 (goals of education))

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions procedure explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.