



# Baildon Glen Primary School

## Behaviour Policy

### September 2025

|                      |                    |  |             |
|----------------------|--------------------|--|-------------|
| <b>Date of issue</b> | <b>Review date</b> | <b>Date ratified by Governing Body</b>   |             |
| September 25         | September 26       | 2.10.25  |             |
|                      | <b>Print name</b>  | <b>Signature</b>   | <b>Date</b> |
| <b>Head Teacher</b>  | Joanna Jackson     |  | Sept 25     |

## Rationale

We want to encourage individuals and groups to understand what is commonly agreed as 'Ready', 'Respectful' and 'Safe'. These principles will underpin all parts of this policy and the practices within the school.

Children are taught that all adult instructions in school are linked to:

- Supporting them to be **ready** for learning.
- Supporting them to be **respectful** and build strong relationships in school.
- Supporting them to be **safe**.

Pupils, Adults and other stakeholders will be expected to display these three principles throughout all interactions in the school. These will be shown through the school's 'Six Ways to Grow'.

The Six Pillars of Practice will underpin all interactions and celebrations.

These pillars are:



1) Relentless Routines



2) Recognition for Best Conduct



3) Consistent, Calm Adult Behaviour



4) Adult Assistance/Support



5) Application of sanctions and consequences



6) Restorative Follow-Up



### 1) Relentless Routines

Pupils, adults and other stakeholders will be expected to follow the Six Ways to Grow at all times. Application and engagement with the Six Ways To Grow will be celebrated in a variety of ways. The Six Ways to Grow link closely with the principles of Ready, Respectful and Safe.

Respectful  
& Safe

Respectful  
& Ready

Ready



Respectful  
& Safe

Ready

Ready &  
Safe

### Self-Help Strategies

Pupils will be taught self-help strategies as part of the PSHE curriculum and the Zones of Regulation lessons and daily regulation technique. These could include:

- Grounding techniques
- 5 fingers of breathing
- Mindful techniques
- Physical movement to promote regulation



## 2) Recognition for Best Conduct

### The Recognition Board

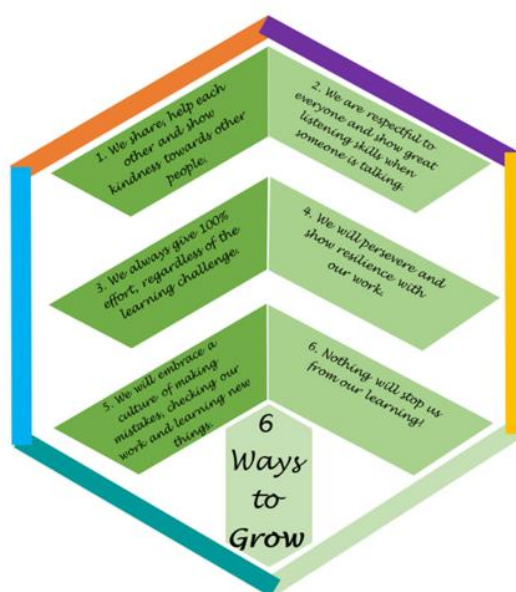
Pupils who go *over* and *above* expectations will be recognised for it.

The pupil's name will be written on the 'Way to Grow' recognition board and will be awarded a Dojo point. The Recognition Board will be displayed at the front of the classroom, so all pupils can celebrate the recognition.

Names remain on the recognition board throughout the week once they have been added, regardless of any display of dysregulation.

Pupils can have their name written more than once on the Recognition Board throughout the week.

## Six Ways to Grow Recognition / Dojo Board



All recognition will be linked to the 'Way to Grow' the pupil has gone *over* and *above* with.

In some circumstances, pupils may be asked to take an exceptional piece of work that has shown one of their 'Six Ways to Grow' to the Headteacher, who will discuss the 'Way to Grow' that has been shown and celebrate with the child.

### Stickers and stamps

Each class teacher will be given a supply of Six Ways to Grow stickers and a stamp to be used when children have demonstrated **exemplary** effort in one of the Six Ways to Grow. If this is demonstrated in a piece of work, children can choose whether to wear their sticker or place it in their workbook, and the book can also be stamped. If the child has demonstrated exemplary kindness or respectful listening, children's planners or reading journals can be stamped so that parents can share in this good news.

### Dojos

A maximum of five Dojos can be awarded per child, per day to celebrate and recognise *over* and *above* expected behaviour.

Dojo points can accumulate on the Class Dojo system. Children can choose to save these points towards prizes on a scale (see appendix 4). This is to support children's understanding of spending and saving which is an essential life skill linked to economic wellbeing. The longer the children save their Dojo points, the higher the value of prize they may receive.

Each term, children can choose to 'redeem' their Dojo points in exchange for a prize or they may choose to save their points. The spotty box containing lower value prizes will be sent around classes on a regular basis if children choose to spend their points on these items.

### Star of the Week

Pupils consistently showing the Six Ways to Grow may be awarded 'Star of the Week' by their teacher. Star of the Week certificates are presented at the Celebration Assembly on Friday each week. The teacher will write the reason for their choice on the back of the certificate.

### Headteacher Award

A maximum of two children across school per week may be awarded a 'Headteacher Award', linking to the Six Ways to Grow. Headteacher Award certificates are presented in Celebration Assembly each week.

The Headteacher will write the reason for their choice on the back of the certificate.

Pupils who are awarded with a 'Headteacher Award' are given a special reward time with the Headteacher at the end of the half term in which they received the Headteacher Award.

### Zones of Regulation Award

Each week, one child from each class will be chosen to win the Zones of Regulation award. This is for children who have been seen using one of their regulation tools to get themselves back into the green zone. This award can also be given to children who work hard to remain regulated and ready to learn even when children around them are struggling to do this. A certificate will be awarded each week in celebration assembly, with the reason for the award written on the back. Winners will also get to choose a small regulation prize in recognition of their effort.

### 'Always' Award

It is very important to recognise the children who consistently demonstrate our high expectations of behaviour. These children are always safe, always respectful and always ready to learn. Each half term, up to five children per class will be chosen to take part in a treat activity to recognise their efforts and to thank them for consistently demonstrating the Baildon Glen Way.



## 3) Consistent, Calm Adult Behaviour

Adults will:

- Approach all reminders about being Ready, Respectful and Safe with patience, encouragement and kindness.
- Allow time and space for them/their pupil to calm if needed
- Speak in a way that shows the *adult* is **respectful** of the *pupil* at all times and their interest is ensuring that they remain ready, respectful and safe.



## 4) Adult Assistance/Help

Adults may:

- Remind the pupil about the expectations of being ready, respectful and safe.
- Remind the pupil of a time it was seen before
- Ask the pupil to remain for 2 minutes at the end of the lesson to discuss further
- Offer or direct a calm zone to allow less public de-escalation
- Note down secondary behaviours to discuss later
- Escort a child to a calm zone for their own/others' safety
- Seek support from other adults in school if required

Adults may say:

- I noticed you are... *(name the behaviour seen)*
- It was the Way to Grow about ... that you forgot *(insert Way to Grow)*
- You have chosen to *(name the behaviour seen)*
- Remember *last week/yesterday*, when you... *(something positive)*
- That is who/what I need to see today
- Thank you for listening

The adult will then move away from the pupil to give time and space to absorb, respond and correct the behaviour.

### **Reminders about being ready, respectful or safe**

#### **Being ready and respectful**

An adult will:

- Give themselves/the pupil time and space to calm if necessary
- Remind the pupil of the expectation/Way to Grow they need to see
- Remind the pupil of a time when they showed this Way to Grow/expectation before
- Note down any secondary behaviours to discuss later

An adult may:

- Request the child takes time out to reflect on their behaviour.
- Seek support from another adult if necessary

#### **Being Safe**

An adult will also:

- Offer or direct a calm zone as necessary
- Lower their stance, so they are at the pupil's level
- Allow the pupil to move further away if required

An adult may also:

- Seek support from/escalate to a member of the Senior Leadership Team if necessary

Any agreed consequences will be privately discussed with the child



## **5) Application of sanctions and consequences**

It is important that children understand that negative actions which go against our principles of being ready, respectful and safe have consequences. This is an important life lesson which is replicated in the outside world, and therefore is preparing children for adulthood. It is hoped that these consequences can support children to correct the negative behaviour early on, so that they can continue with their learning. We have developed a staged approach for these, and they have been shared with children so that they understand them.

At each stage, children can have the chance to 'turn things around'. We recognise that for some children, the application of sanctions may need to be adapted dependent on their individual needs.

We also recognise that for some extreme behaviours, stages of consequences would be missed in order to maintain safety and learning in classrooms.

Staged consequences for not demonstrating respectful, ready or safe behaviour:

- 1) A non-verbal reminder by adults such as making eye contact or moving nearer to them.
- 2) A private verbal reminder.
- 3) 5 minutes of reflection in a dedicated classroom 'reflection zone'.
- 4) Completion of missed work at playtime.
- 5) 15 minutes time out in a different classroom. Work given to complete as appropriate. CPOMS 'behaviour monitoring' entry made for this stage onwards.
- 6) Child sent to member of the SLT who is out of class. They will make the decision about the length of time this is for. Class teacher contacts parents after school at this stage. Missed work can be completed or sent home.
- 7) Child sent to the headteacher who will decide upon appropriate consequences depending on how extreme the behaviour is. Class teacher or headteacher to contact parents depending on the level of behaviour.

At all stages, staff should deploy de-escalation techniques to try to prevent the child moving up through stages. This could include distraction, change of face, a walk around school or a brain break.

If there are repeated low level behaviours below stage 5 over a number of days, staff will also record this on CPOMS so that patterns can be spotted and issues can be explored and addressed by DSLs or senior leaders if needed.

These rewards and consequences are displayed in the class in a child-friendly format and will be understood by the children. (See appendix 1)

### **Extremes of unsafe behaviour**

If a child displays extremes of unsafe behaviour towards themselves, others or school property, in some cases, the Headteacher may choose to suspend the pupil, or in extreme cases, permanently exclude the pupil. This may include internal suspension, lunchtime suspension or suspension at home. Where suspension at home is selected, parents/carers and the Local Authority will be informed of the decision.

Suspension or exclusion is always used as a last resort and only if the school has exhausted other means to support the pupil to regulate their emotions or modify their own behaviour.

These extreme behaviours might include (although not exhaustive):

- \*Verbal abuse to adults - comments, swearing or suggestions which could cause deep offence
- \*Physical abuse/violence towards other pupils or adults
- \*Persistent racist or homophobic remarks or behaviour
- \*Persistent and deliberate hurting of other pupils
- \*Persistent defiance to adults, both verbally and non-verbally
- \*Persistent disregard for other people's/school property which includes deliberate damage
- \*Continued unsafe behaviour, where themselves or others could be injured
- \*Continued disruptive behaviour

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Where the school is considering a permanent exclusion, the pupil's parent/carer will be informed and advice will be sought from the Local Authority. Appropriate action will be taken as a result of the advice sought.

### Damages

Parents/carers will be expected to pay for any deliberate damage carried out by their child to either equipment or to the school building.



## 6) Restorative Follow-Up

After a period of dysregulation, adults will assist the pupils involved with a restorative follow-up. In order to facilitate this conversation, the adult may ask the following questions:

- *What happened?*
- *How did you feel?*
- *How did they feel? (if appropriate)*
- *What do you feel needs to happen to repair this now?*
- *What do you feel needs to happen to avoid this happening in the future?*
- *What do you feel the consequence should be for this behaviour?*

The member of staff will then record the outcome of the discussion and action taken as a result on CPOMS.

### Stages of Crisis and Risk Assessments

Where appropriate, a child may be supported by a Stages of Crisis Document to help staff to see any triggers for unwanted behaviour and mitigate the risks of these. This may also be accompanied by a Risk Assessment. If either of these documents are produced to support a child, they will always be shared with parents/carers.

## Appendix 1: child-friendly rewards and consequences document



### Rewards and Consequences

Adult instructions in school are given to:

- Help you to be ready to learn
- Help you to stay respectful in relationships
  - Keep you safe

Rules and adult instructions must be followed so that we are listening, learning, showing respect and staying safe. This is the **Baildon Glen Way**.

#### Rewards for being ready, respectful and safe:

- Praise from adults.
- Name on '6 Ways to Grow' recognition board.
- Superstar certificates.
- Zones of Regulation award.
- Headteacher award.
- Sharing good news with parents and carers.
- Stickers and stamps.
- Dojo points and prizes.
- 'Always' award.



#### Consequences for not being ready, respectful and safe:

- 1) A quiet reminder about following the rules.
- 2) A verbal reminder.
- 3) 5 minutes of reflection time in the classroom.
- 4) Completing missed work at playtime.
- 5) 15 minutes of time out in a different classroom, finishing work if needed.
- 6) Sent to a senior leader. Parents / carers contacted. Work to be completed or sent home.
- 7) Sent to Miss Jackson who will decide on what happens next depending on how safe you are being. Parents contacted.

## Appendix 2: Links to other policies and Legislative Practices (Including SEND)

### SEND Pupils and Personal Learning Plans

For some children, the whole school behaviour system is inappropriate and alternative strategies will be employed. These will be discussed between the SENDCo, class teacher and parents/carers. In some cases, the SENDCo may seek support from Bradford's SEND Support Services and the pupil will be placed on the SEND Register at 'Below age-related expectations' or at 'School Support' as a result. They will then have a Personal Learning Plan and/or Risk Assessment written for them, outlining their personal behaviour targets and strategies in place. (See SEND Policy for more details)

### Reasonable adjustments

At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Emotional and Mental Health Needs (SEMH);
- Difficult factors in their home lives;
- Adverse Childhood Experiences (ACEs);
- Special Educational Needs and Disabilities (SEND).

Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDCo), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms.

They will be guided by the Education, Health and Care plans (EHCPs) for those pupils who hold them, or by personal learning plans (PLPs) for those with additional needs but without an EHCP.

Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the expectations and behavioural norms.

Reasonable adjustments might include, but not limited to:

- preview of new behavioural norms and perhaps a visit to school
- additional support for the arrival and exit to school
- additional support to adhere to break and lunch time norms
- re-teaching behavioural norms
- giving take-up time to make the correct choices
- adapted resources to teach behavioural norms
- brain breaks / activity breaks to help with focus and retention of instructions
- adapted communication of reminders around being Ready, Respectful and Safe

For pupils with special educational needs and/or disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

### Mental Health and Wellbeing

Baildon Glen recognises the importance of supporting children with their mental health and wellbeing as this directly impacts on their behaviour and their ability to access their learning. As a result, children may access a range of interventions with school staff or outside agencies in order to help them to regulate their behaviour and encourage better mental health. These include social skills groups and sessions to help them to manage difficult situations and emotions. These might be in a 1:1 or small group situation.

Children are also taught about identifying and managing their emotions through the Zones of Regulation programme which is delivered across school in all classes. They are also given daily opportunity to practise the 'regulation technique of the week' which aims to build up children's mental health toolkits.

Baildon Glen Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of safeguarding and promoting children's welfare and this policy should be read in conjunction with the policies listed below:

- Whole school anti-bullying policy
- Safeguarding and Child Protection Policy
- Care and Control policy
- SEND Policy

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on:

- The Special Educational Needs and Disability (SEND) Code of Practice

### **Equality statement**

At Baildon Glen, all pupils are of equal value and we celebrate diversity. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have special educational needs
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their age

If discriminatory behaviour is found to be occurring towards any pupils who fall into any of the above protected categories, the Bullying Policy will be followed.

### **Zero-tolerance approach to bullying, sexual harassment and sexual violence**

The school will ensure that all incidents of bullying, sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

Sanctions for bullying, sexual harassment and violence may include:

- Involvement of parents
- Missed playtimes or lunchtimes
- Fixed term and permanent exclusions

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police Please refer to our Child Protection Policy for more information.

### **CPOMS**

Incidents of behaviour will be logged onto CPOMS by the member of staff who has dealt with/witnessed the incident first-hand. Members of the SLT and the appropriate staff members will be notified about the behaviour. Any actions will be followed up by the designated member of staff.

If required, the headteacher or class teacher may contact the parent by phone to discuss an incident further.

### **Off-site behaviour**

Pupils are reminded that when off-site, they are still representing the school.

Reminders around the principles of Ready, Respectful and Safe may be implemented, if a pupil has displayed dysregulation or unsafe behaviours whilst off-site. This may include when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. educational visit)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Reminders may also be implemented where a pupil has shown dysregulation/unsafe behaviour off-site at any time, whether or not the conditions above apply, if the dysregulation/unsafe behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Reminders will only be given on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised educational visit).

### **Reasonable force**

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and

to maintain good order and discipline within the school (see Care and Control Policy for more details).

### **Powers of search, screening and confiscation**

Again, on extremely rare occasions, it may be necessary to search for, and confiscate, prohibited items which are brought into school, or any stolen property. This property will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

### **Allegations of abuse**

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff, including fixed-term suspension or permanent exclusion.

## **Appendix 3: Definitions**

Dysregulation is defined as:

- Disruption in lessons, in corridors between lessons, or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Non-compliance with adult safety or learning instructions
- Showing disrespect for children and staff which undermines relationships in school

Extremes of unsafe behaviour is defined as:





- Repeated breaches of the Six Ways to Grow
- Any form of bullying (See Anti-Bullying Policy)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism and other deliberate attempts to damage school property
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Vapes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil)

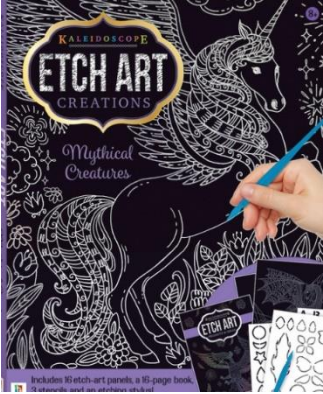




## Appendix 4: Dojo Rewards Prize List








### Dojo Prizes

| Class Dojo Milestone | Prizes                    | Picture   |
|----------------------|---------------------------|---|
| 50 Dojos             | Spotty box prize          |    |
| 100 Dojos            | Colouring pencils         |  |
| 200 Dojos            | Sensory or fidget toy (1) |  |
| 300 Dojos            | Baildon Glen Mug          |   |

|           |  |   |
|-----------|--|---|
| 400 Dojos | Skipping Rope                            |      |
| 500 Dojos | Hula Hoop                                |     |
| 600 Dojos | Jenga game                               |    |
| 700 Dojos | Football                                 |   |
| 800 Dojos | Paint your own dinosaur kit (or similar) |  |

|                   |  |   |
|-------------------|--|---|
| <p>900 Dojos</p>  | <p>Etch art set (or similar)</p>               |  The image shows the cover of an 'Etch Art Creations' book. The cover is dark with a white line-art illustration of a unicorn. A hand is shown using a blue etching tool to create the design. The text on the cover includes 'KALEIDOSCOPE ETCH ART CREATIONS' and 'Mythical Creatures'. At the bottom, it says 'Includes 50 etch-art panels, a 60-page book, and a bonus etch-art panel for a unicorn'. |
| <p>950 Dojos</p>  | <p>Uno card game</p>                           |  The image shows the box for the Uno card game. The box is red and yellow with the word 'UNO' in large, bold letters. Below it, it says 'NOW WITH CUSTOMIZABLE WILD CARDS!'. There are images of Uno cards, including a '2', a '3', a '4', and a 'WILD' card.  |
| <p>1000 Dojos</p> | <p>Paint your own neon stones (or similar)</p> |  The image shows the box for 'Paint Your Own Neon Stones'. The box is black with colorful, patterned designs. The text on the box includes 'Paint Your Own NEON Stones' and 'Includes 100 neon stones, 100 neon markers, and a 100-page book'.  |
| <p>1050 Dojos</p> | <p>Kite</p>                                    |  The image shows a colorful kite with a rainbow pattern. The kite is diamond-shaped and has a long, thin tail. The colors of the kite are red, orange, yellow, green, blue, and purple.   |
| <p>1100 Dojos</p> | <p>Board game</p>                              |  The image shows the box for the 'Deluxe Line Up 4' board game. The box is blue and yellow with the text 'DELUXE LINE UP 4'. It features images of the game board and pieces.   |

|                   |   |   |
|-------------------|---|---|
| <p>1200 Dojos</p> | <p>Squish Mallow Toy<br/>(18cm)<br/>One toy</p>           |      |
| <p>1300 Dojos</p> | <p>Slime Kit</p>  |     |
| <p>1400 Dojos</p> | <p>Water blaster (or similar)</p>                         |    |
| <p>1500 Dojos</p> | <p>Kids Activity Tracker Watch<br/>(choice of colour)</p> |   |
| <p>1600 Dojos</p> | <p>Skateboard</p>   |  |

**1700 Dojos**

**Scooter**

