

Bridgewater Primary School

Bridgewater Street

Little Hulton

Salford

M38 9WD

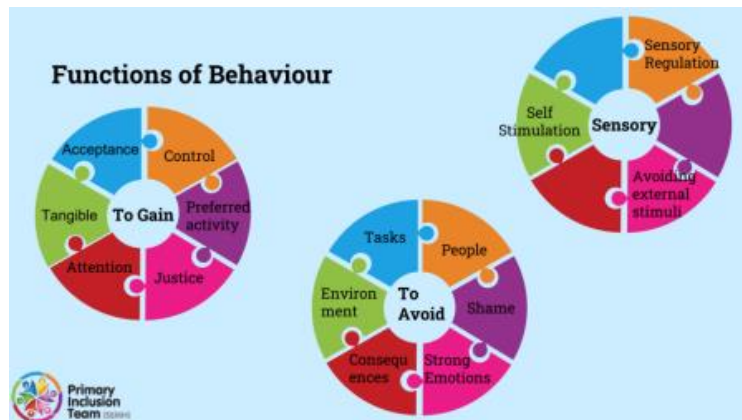
Behaviour Policy



September 2025

Introduction

At Bridgewater Primary School, we believe that all behaviour is a form of communication and that children thrive in an environment where they feel safe, respected, and valued. Our approach recognises the impact of experiences on behaviour and prioritises understanding, connection, and positive reinforcement to support all children in meeting high expectations.



We aim to create a happy and safe environment where exemplary behaviour enables all to feel secure and respected. Everyone at Bridgewater is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of development. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

Everything we do at Bridgewater is underpinned by our 5 R's. These are:

- Resilience
- Responsibility
- Resourcefulness
- Readiness
- Reflectiveness

Our Approach

Our approach acknowledges that adverse childhood experiences (ACEs) can significantly impact a child's ability to regulate their emotions and behaviour. Studies show that children who have adverse childhood experiences are more likely to experience difficulties with executive functioning, emotional regulation, and social interactions. Key principles of our approach include:

1. **Safety:** Ensuring that every child feels physically and emotionally secure within the school environment.
 2. **Trust and Transparency:** Building trusting relationships between staff and pupils through clear communication and consistent actions.
 3. **Collaboration and Empowerment:** Working with pupils to identify their needs and empowering them to develop positive strategies for coping.
 4. **Cultural Sensitivity:** Recognising and respecting the diverse backgrounds and experiences of our pupils and their families.
 5. **Strength-Based Support:** Focusing on a child's strengths and potential rather than deficits.
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Purpose

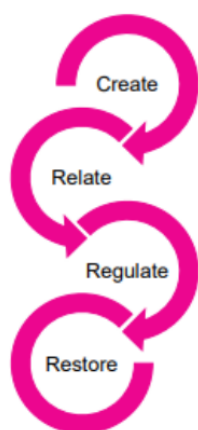
The purpose of this policy is to:

- Promote a positive school culture rooted in respect, empathy, and inclusion.
- Provide staff with guidance on recognising and responding to a range of behaviours.
- Reduce the impact of trauma on students' learning and well-being.
- Foster resilience and emotional regulation in students.

Our Beliefs and Aims:

- Behaviour is a form of communication
- Behaviour can change and every child can be successful
- Positive praise is more likely to change behaviours than blaming, shaming and punishing
- Praising good behaviour and having an effective system for rewards and incentives improves children's self-esteem
- Understanding the needs of the individual pupil helps us to act in the fairest way possible for any given child at any given time

Our whole school approach is centred around the model of relational practice as per the below diagram:



CREATE: Create a calm, structured and nurturing atmosphere which is conducive to supporting psychological safety, a sense of belonging and emotional wellbeing for both pupils and staff.

RELATE: Prioritise building relationships and forming genuine connections between pupils and staff.

REGULATE: Support co-regulation and, eventually, self-regulation through whole-class approaches, planned responses when children become overwhelmed and explicit teaching and modelling opportunities to develop emotional literacy skills.

RESTORE: The adults model repairing ruptures in relationships and reflecting on difficulties to support learning and inform the further development of skills.

The role of Staff

Staff in school play a pivotal role in supporting the positive behaviour across school. Staff are expected to demonstrate appropriate behaviour at all times, modelling to pupils what they expect to see around school. The following non-negotiables help to create a positive relationship between pupils and staff:

- **Build Relationships:** Foster strong, positive relationships with students, knowing each pupil as an individual. Staff will also develop positive relationships with parents through regular feedback throughout the academic year.
- **Staff are calm, consistent and fair:** children, adults and parents are all treated with dignity and respect. Adults will avoid shouting in school, or becoming emotionally charged and instead will model self-control through their calm approach of dealing with individuals fairly
- **Children greeted at the door:** Staff will greet children daily, interacting with each pupil as they arrive in school. This enables everyone to start the day positively and know that each day is a new opportunity.

- **Provide opportunities for success:** Staff will ensure that they are creating an environment where children can be successful. This includes providing quality first and adaptive teaching, but by also ensuring that children are successful throughout the school day in safe environments. For example, providing opportunities for indoor play where necessary.
- **Praise positive behaviour:** Staff will endeavour to catch children 'doing the right thing' before focusing their attention on those not exhibiting desired behaviour in the first instance, in an attempt to redirect the misbehaviour.
- **Social-Emotional Learning:** Integrate lessons on emotional regulation, empathy, and conflict resolution into the curriculum, including PSHE lessons, the Bridgewater 5 R's and Zones of Regulation.
- **Safe Spaces:** Designate calm, quiet areas where students can self-regulate where required.
- **Professional Development:** Engage in training on behaviour management, including trauma-informed practices

Staff Induction, development and support

All new staff will receive an induction to this policy from the Leadership Team. All staff are supported via high quality, ongoing continued professional development, to understand:

- attachment theory
- functions of behaviour
- trauma informed principles
- nurture principles (appendix F)
- that behaviour is a form of communication

We work closely with a number of services to support staff and children with SEND needs, including Primary Inclusion Team and Educational Psychologists.

To ensure consistency, when addressing negative behaviour staff will:

1. **Stay Calm and Regulated:** Model calm behaviour to help de-escalate situations.
2. **Seek to Understand:** Use active listening and open-ended questions to understand the underlying cause of the behaviour.
3. **Avoid Punitive Measures:** Focus on restorative practices rather than punishment. Consequences will be designed to help students learn and grow rather than feel ashamed or excluded. This will support in reducing misbehaviours in the future.
4. **Provide Predictability:** Use clear, consistent routines and expectations to create a sense of security.
5. **Offer Support:** Provide students with access to resources such as Place2Be, Learning Mentor time, quiet spaces, or sensory tools when needed.

How to promote positive behaviour throughout our school (Universal Offer)

- Quality First Teaching
- Consistency of approach and maintenance of boundaries
- School golden rules displayed in each classroom and referred to by all staff
- Staff model positive behaviour at all times
- Children are listened to and given the opportunity to discuss issues relating to behaviour
- School Council – chosen by pupils to speak for the pupils and to be a positive role model in representing the school
- Giving children responsibility for areas around the school or helping adults (Year 6)
- Stickers and house points for good work / behaviour / progress from the class teacher to be carefully monitored by phase leaders to ensure a consistent approach as the whole school system should take priority

- Visits to leadership team with good work and exhibiting school values
- Non-verbal (smiles, thumbs up ...) and verbal praise
- Understanding of the importance of praise and that for some children praise may need to be given in a variety of ways,
- Staff understand the impact that the physical environment can have on behaviour: we are a communication friendly school and follow the guidelines regarding labelling, resources, display, colour etc.
- Teachers have the discretion to reward their class at appropriate intervals where positive behaviours have been demonstrated. This can take many different forms including, but not limited to, table rewards such as trophies, time using iPads or extra playtime outside.

PIP and RIP (Praise in Public, Remind in Private) At Bridgewater, we believe in fostering a culture of encouragement and recognition.

- **Praise in Public:** Positive behaviours are celebrated publicly to inspire confidence and motivate others. This may include verbal praise, awarding house points, or celebrating achievements in assemblies.
- **Remind in Private:** When addressing behaviour that does not align with the Golden Rules, we do so privately to preserve the child's dignity and ensure that the conversation is constructive and supportive. This approach allows for deeper understanding and promotes trust between staff and pupils.

House Reward System

Bridgewater Primary School uses a house points system to celebrate positive behaviours and achievements. This is adapted to meet the needs and ages of all children.

- Children earn points for demonstrating the school's 5 R's (resilience, resourcefulness, responsibility, reasoning, and reflectiveness) and other positive behaviours.
- Points contribute to individual and house totals.
- Reward increments:
 - **Bronze:** 50 points
 - **Silver:** 150 points
 - **Gold:** 300 points
 - **Platinum:** 500 points (Headteacher's Award and a platinum star)
- Certificates are presented by the Headteacher, and prizes are awarded from the prize box.
- Individual house points are reset annually, and weekly assemblies celebrate progress. The house cup displays the leading house's colours. At the end of each term, the winning house receives a House Reward, decided by the School Council.
- Points cannot be taken away, ensuring that no child's prior achievements are diminished.
- It is important to recognise that the above rewards do not work for everyone, and adaptations may be necessary for identified children. This will usually be done by the class teacher in collaboration with the SENCO and phase leader. In these instances, a child would require an IBP (see Appendix A)

Playtimes

At Bridgewater, all children are entitled to safe, inclusive, and enjoyable playtimes, in line with the EFS *Right to Play* guidance and the United Nations Convention on the Rights of the Child. Play is recognised as an important part of the school day, offering children the opportunity to socialise positively, engage in physical activity, and take time to relax.

Pupils are encouraged to make respectful and responsible use of the wide range of play resources available, which include sports and games equipment, trim trails, performance stages, amphitheatres, and, during warmer weather, access to the school field.

At Bridgewater, we understand that outdoor play may not be suitable for all pupils. Some children benefit from a quieter, more structured environment where they can play in smaller groups. To support this, we offer indoor play provision for both Key Stage 1 and Key Stage 2. Pupils are given the choice to play either indoors or outdoors, based on what best meets their needs.

Where children find outdoor play challenging, they may be encouraged to attend indoor club as a supportive strategy. This is not used as a sanction, but rather as a proactive measure to ensure all children can enjoy their right to play in an environment where they feel safe and comfortable. Similarly, if a child is struggling to follow the school's golden rules, they may be asked to remain with an adult on the playground for a short time. This allows for reflection and guidance to support a successful reintegration into play with peers.

We also acknowledge that some pupils may experience difficulty transitioning from playtime back to learning. To support these children, class teachers are trained in the use of the *Zones of Regulation*. This approach provides pupils with structured opportunities to regulate their emotions and prepare for classroom learning. All resources related to this toolkit, plus other re-regulating strategies, are centrally stored on the staff drive and are accessible to all staff members. Staff are encouraged to utilise these resources in order to support their pupils' readiness for learning, particularly after break and lunchtimes.

Agreed Consequences

We operate on a model of natural consequences, and a restorative conversation should always be part of this. If a child is not following the Golden Rules, the following steps are taken:

1. **Polite Reminder:** The child is gently reminded of the Golden Rules.
2. **Warning:** A clear and calm warning is given, explaining the potential consequences of continuing the behaviour.
3. **Reflection Time:** The child is given time to reflect with the member of staff, where they can discuss their behaviour and strategies to make positive choices moving forward. This reflection time can take many forms, including natural consequences such as tidying a space/ apologising in an age appropriate manner etc. A template to support these restorative conversations can be found in Appendix B

Where these Golden Rules are not followed on the playground, a member of school or welfare staff will issue a **red card**. The member of staff issuing the red card should conduct a restorative conversation at the next available opportunity and the child should be given time to reflect on their behaviours away from the playground. This should be signed by the Deputy or Headteacher and the consequence is at the discretion of the senior leader and dependent upon the specific incident itself.

Where possible, all behaviour incidents should be managed by the class teacher. There may be certain behaviours, which require escalation to a member of the Senior Leadership Team, at an appropriate time and once de-escalation strategies have been utilised. These behaviours include:

- Physical behaviours towards another pupil or member of staff
- Swearing directed at a pupil or member of staff
- Racist, homophobic or other discriminatory language
- Prolonged periods of refusal to follow instructions where other strategies have already been used (i.e timer, change of face, distraction)

In these instances, reflection time should take place with the senior leader that dealt with the escalation, and then with the other parties involved where necessary.

Persistent Poor Behaviour

When a child consistently exhibits challenging behaviour, this could be due to an unmet need. A structured and supportive process is implemented involving utilising some or all of the below strategies:

1. **Gather Information:** Teachers collect relevant information from colleagues, school records, and reports to parents. ABC Charts are a useful tool to gather information and can be found in Appendix C
2. **Record Incidents:** Teachers keep a dated record of incidents and positive strategies used to modify behaviour.
3. **Observation and Target Setting:** Behaviour observations are conducted across settings, and targets are set collaboratively with the child and parents.
4. **Individual Behaviour Plan/ Nurture Support Plan:** If progress is limited, an Individual Behaviour Plan (IBP) or Nurture Support Plan (NSP) is created with input from the class teacher and SENCo. These documents are shared with parents and signed by school and home.
5. **Daily Monitoring:** A behaviour chart tracks daily progress towards targets.
6. **SENCo Support:** The SENCo and Learning Mentor may provide additional strategies and interventions.
7. **Headteacher/ Deputy Headteacher Involvement:** The pupil will have a record of behaviour in the classroom and will report to the Headteacher or Deputy Headteacher before each break and lunch and at the end of the day. A copy of this report can be found in Appendix D
8. **External Assessment:** If needed, referrals to outside agencies (e.g., Educational Psychologist, PIT) are made.
9. **Exclusion:** Fixed-term or permanent exclusion is a last resort, used only in extreme cases. All Local Authority (LA) guidelines are followed.

Restorative Practices

Bridgewater Primary School emphasises restorative practices to address conflicts and repair harm. This includes:

- Facilitated conversations to resolve disputes.
- Encouraging students to reflect on the impact of their actions.
- Collaborative problem-solving to find positive solutions.

Restorative conversations are used as a tool to reflect on any misbehaviours and should be both age and stage appropriate. These conversations help to ensure that the relationship between staff and pupils remain positive, whilst also allowing the child to reflect on their own behaviour. Where another child has been affected by the behaviour, a restorative conversation should be facilitated by the member of staff.

Questions for restorative conversations can be found in **Appendix B** of this policy. For the youngest children, it may not be appropriate to ask all of these questions, whereas older children may be more likely to access each question. The level of questioning should be directly linked to the developmental age of the pupil.

The role of Pupils

Pupils at Bridgewater are expected to follow the Golden Rules at all times. This helps to create a happy and safe learning environment for all.

Golden Rules:

1. We are gentle; we don't hurt others.
2. We are kind and helpful; we don't hurt anybody's feelings.
3. We are honest; we don't cover up the truth.
4. We work hard; we don't waste time.
5. We listen; we don't interrupt.
6. We look after property; we don't damage things.

In instances where pupils have not followed the Golden Rules, they are expected to engage in a restorative conversation with a member of staff in order to reflect on their behaviour and learn how to handle the situation in the future.

Anti-Bullying Statement

The children wrote this statement during Anti-Bullying Week: *Bullying is hurting people with words or actions all the time. If this is happening to you: TELL, TELL, TELL – WE ARE A TELLING SCHOOL!*

Role of Parents and Carers

We believe in working closely with families to support students. Parents and caregivers are encouraged to:

- Share relevant information about their child's experiences or needs.
- Collaborate with the school to develop individualised support plans where necessary.
- Ensure their children attend school regularly, arriving on time and are ready for the day
- Understand the rules and language of the school
- Participate in school activities and workshops to learn how best to support their child

School always aim to contact parents promptly when there are concerns around behaviour in an attempt to quickly address these concerns and limit any potential escalation.

Team Teach Approach and Physical Intervention

At Bridgewater, we operate using a 'de-escalation first' approach and use the Team Teach approach to promote positive behavioural support and reduce the need for physical intervention. TeamTeach is bespoke training, received by members of the Senior Leadership Team, which supports with de-escalating difficult situations effectively and gives staff the tools to manage challenging behaviours effectively, especially where a pupil is at risk of causing damage, or harm to themselves or others. An appendix of TeamTeach's de-escalation techniques can be found in Appendix E.

All teaching staff received de-escalation training and members of the Senior Leadership team received training on physical intervention in October 2024. This training is valid for 36 months.

Physical Intervention is used as a last resort and only when the safety of a child/children is at risk. It is important that the below steps are always taken:

- Physical intervention follows Team Teach techniques.
 - A nurture support plan is completed alongside a risk assessment (NSP)
 - Intervention is carried out by senior leaders, and at least two members of staff should be present.
 - Parents/carers are informed after the incident, at the earliest possible opportunity.
 - Restorative conversations happen following any incident of physical intervention.
-

Suspensions/ Exclusions

Suspensions and exclusions are an extreme step and only used as a last resort. School will always endeavour to work with the young person and their family to put the right support in place in order to avoid a suspension or exclusion. However, there may be situations where this is unavoidable, such as:

- Long term or repeated misbehaviour which is not improving despite strategies put in place by the school and outside agencies
- The risk to staff and children is considered to be too high

- The negative impact on learning is too high
 - Respite is needed in order to develop a plan for the child to access their learning without further escalations in behaviour
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Recording of Incidents

All behaviour incidents should be reported on CPOMS and the 'behaviour' tag should be used. All actions should be recorded on CPOMS for future reference, including conversations with parents/ carers.

Monitoring and Review

The effectiveness of this policy will be reviewed annually, incorporating feedback from staff, students, and families. Adjustments will be made to ensure it remains responsive to the needs of our school community.

Conclusion

At Bridgewater Primary School, we are dedicated to supporting every child's well-being and success. Through our approach, we aim to create an environment where all students feel safe, valued, and empowered to achieve their full potential.

Appendix A: Individual Behaviour Plan and Nurture Support Plan

The IBP is to be completed by the SENCO, Class Teacher and Behaviour Lead and is specifically designed for children who are displaying behavioural concerns linked to and SEN need.

IBP for D.O.B. Ethnicity:		Year	Date:	Review date:	IBP No.
Arousal Continuum Completed: Arousal Continuum shared with parents:					
Likes:		Dislikes:			
Skills and talents:		Achievements:			
<u>Targets (Agreed behaviours)</u>	<u>Strategies for positive behaviour</u>	<u>Support after an incident</u>	<u>Resources</u>	<u>Review of Targets</u> <i>How effective is the plan?</i> <i>Record suggestions to be considered when this plan is reviewed.</i>	
<u>Additional Comments</u>					

Parent's/ Carers signature:

Teacher Signature:

Child's Signature

Nurture Support and Risk Management Plan

Step 1: What is the hazard? Behaviours from Stage 3	Step 2: Specifically who/ what might be harmed/ damaged?	Step 3:	
		Current control measures What works from Stage 3	Further control measures to be provided The use of PI might be included here.
Step 5: Review and revision			
Autumn 2 Date:			
Spring 1 Date:			
Spring 2 Date:			
Summer 1 Date:			
Summer 2 Date:			

Co-regulated - What does this look like, What does this feel like:				
Nurturing Provision to support co and self- regulation:				
STAGE	How I might communicate	This might mean	What adults and I can do to help me	Scripts for adults to say to support
Stage 1				
Stage 2				
Stage 3				
Stage 4 and 5				
Stage 6				

Appendix B: Restorative Conversations and Think Sheets

Our approach should always be that of de-escalation first, as no purposeful restorative conversation can take place until a child is ready to engage. The aim of restorative conversations is to enable the child to reflect on their own learning and over time develop an understanding that this behaviour is not appropriate. It allows the child to take responsibility for their own behaviour and to repair any relationships that may have been damaged during the incident. Whilst these conversations are important in order for the young person to move forward, they should not be used as a prelude to a forced apology.

Everybody takes responsibility for their behaviour in different ways and at different speeds – an apology should never be demanded. Staff should demonstrate humility and an unwavering commitment – ask for nothing in return, only help them to learn to approach the situation differently next time.

A template script for restorative conversations can be found below. This is not the only way these conversations can be approached but are a good starting point. Please note that for younger children, or for those with a younger developmental age than their chronological one, it may only be appropriate to use the first two questions initially and increase as the individual increases in maturity.

1. What happened?
2. What have you thought since?
3. Who has been affected?
4. What could we do to put this right?
5. How can we do it differently in the future? What can we do to help?

Remember to always label the behaviour, and never the child. A restorative conversation discusses the behaviour, not the child's character. The above structure addressed what happened, reinforcing expectations and reset behaviours for the next lesson. This platform supports relationship building over the long term.

These conversations should last no longer than 5 minutes and should not be delegated to a colleague – this conversation should re-establish the lines of acceptable behaviour and repair any damage caused in the process.

You may also wish to use think sheets (below) to help guide restorative conversations.

Think Sheet

What happened?

What led up to the incident?

What did I do?

What could I have done differently?

What were the consequences of my actions?



Appendix C: ABC Charts

ABC Chart

This chart can be used to record behaviour concerns. Please note that the term 'behaviour' can include increased anxiety and withdrawal.

Remember behaviour change takes time. Both the individual and others involved in the individual's everyday life may need to make changes.

Date You might see a pattern emerging	Time Does the behaviour occur at particular times of the day?	Antecedent Describe what you observed prior to the behaviour e.g. setting, triggers signs of distress.	Behaviour Describe exactly what the behaviour looked like.	Consequences What happened afterwards? What was the outcome? How did other people react?	Possible Function Use a team approach to look at the evidence. Beware of making assumptions about the cause of behaviour.

Appendix D: Head teachers report

Where a child has displayed persistently poor behaviour, it may be appropriate for them to be placed on a behaviour report. This report is to be printed out and brought to the HT office three times a day (before break, before lunch and at the end of each day). Targets should be age appropriate and should be discussed with the child and parents.

Name:



Report Card



	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Break					
Session 2					
Lunch					
Session 3					

Targets:

- 1.
- 2.
- 3.

Appendix E: De-escalation Strategies (TeamTeach)

Why is De-escalation so important?

No one wants to see an individual in our care escalate towards crisis. What is needed is a plan and toolkit of de-escalation strategies to call upon when we recognise the individual is spiralling. These tools can help regulate the emotions driving the behaviours, reduce risk, and ensure they feel supported.

An individual can show heightened levels of arousal and signs of anxiety. They may have their hands over ears, be hiding or withdrawing, rocking or tapping, or perhaps refusing to do what they have asked. Some individuals will have much more subtle signs that they are beginning to feel agitated. We can play detective to spot these signs and recognise patterns in their behaviour to better understand why they feel distressed and how we can best support them. Often these behaviours are “low level”, however, if we do not respond to them, they may develop into crisis.

4 key de-escalation strategies

As a professional, you will have developed the skills to recognise when you’re angry or upset. You know your own triggers and what can really push your buttons. Over time, you’ve probably built up a bank of strategies to help calm and reconnect with the feelings driving your behaviours. Breathing techniques, practicing mindfulness, or simply sitting down with a hot drink are all ways to self-regulate.

Sometimes we need the help of colleagues or loved ones to recognise our emotions and help direct us to the tools we need to refocus. This is exactly what we need to do for the individuals in our care; guide them towards the right de-escalation strategies to manage challenging situations.

These four de-escalation strategies are an important part of your toolkit:

1: Redirecting to a safe space

When an individual is showing signs of escalating stress and anxiety, they need to feel supported and reassured that it’s ok to feel the way they do. We’re not dismissing the emotions but encouraging alternative ways to communicate their feelings. It may be appropriate to guide them to a quieter space.

In this safe space, it’s a good idea to have something to hand that feels familiar and calming to the individual. This could be a favourite toy, cushion, or sensory activity. This way, you’re redirecting their emotions and focusing on something recognisably comforting. Similarly, be mindful of whether the environment meets the needs of the individual. Consider lighting and sound and how they might make the individual feel. For somebody who struggles with bright lights, a room with harsh lighting or lots of windows could further escalate the situation.

2: Facilitating talk

Actively listening means you're validating the individual's emotions and showing genuine empathy. This could be a simple, "I can see something's wrong; I'm here. I'm listening." Consider the preferred methods of communication for this individual so they can communicate with you.

Make sure your body language reflects active listening. For example, position yourself to the side of the individual, maybe angle your head to the side or lean slightly forwards. Simple responsive utterances show empathy and can help you stop jumping in and interrupting. To put the individual at ease, consider the tone and quality of your voice; slower, lower, and more quietly helps to calm situations.

3: Mirroring

Modelling calm behaviours can encourage the individual to 'mirror' what they see. The way you present yourself through your body language, posture, and verbal communication can deescalate a situation with very little effort.

For somebody experiencing heightened stress and anxiety, instructions and demands are hard to process. It's far easier in challenging situations to be influenced by others. Therefore, modelling the behaviour you want to see is a great tool for de-escalation.

4: Choices

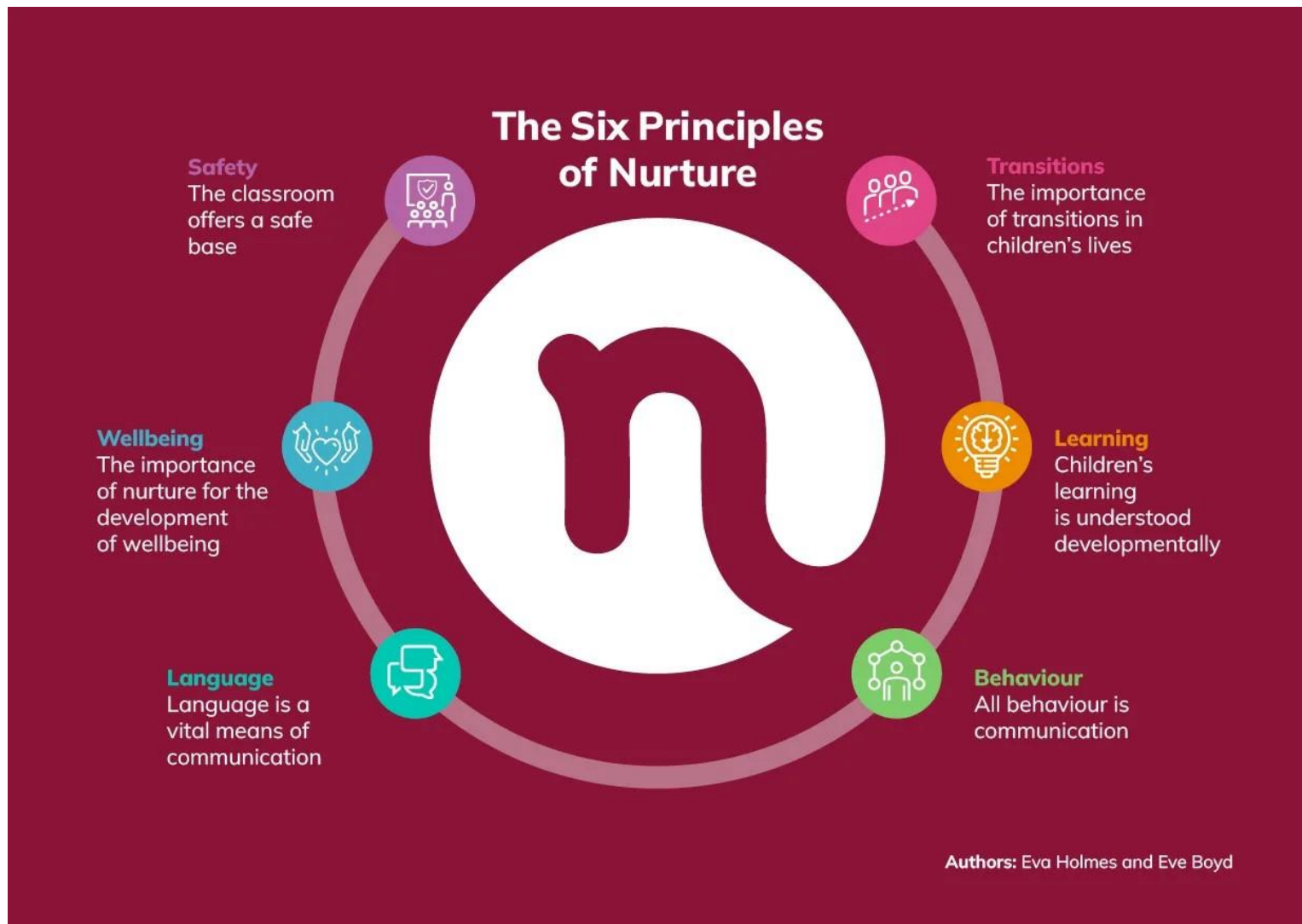
Sometimes feelings of stress and anxiety are increasing because the individual is overwhelmed. Too many choices can make a person feel confused and unable to process information. To de-escalate the situation, you can offer only two simple choices, making sure you're happy with either one being chosen. This way, the individual can still feel in control, and you have made it manageable and less daunting for them.

Individual needs and consistency

De-escalation strategies work best if you know the child, young person, or adult you're supporting. What works for one individual might cause increased anxiety for another. We need to read the signs and understand the most appropriate means to divert, support, and reassure.

These strategies should be reflected in individual support plans to make sure everyone involved in their care knows what works for them. It ensures a shared approach and reduces the likelihood of situations repeating in the future.

Appendix F: Six principles of nurture



Appendix G: Behaviour escalation flowchart

