

Our Vision

At Bollin Primary School, our behaviour policy reflects our shared mission and four school values:

Growing hearts and minds together

We work together

We learn and achieve

We are kind and care for each other

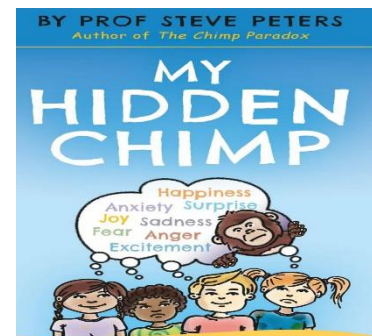
We respect our school and community

We believe that positive behaviour underpins learning, wellbeing and belonging. Our approach promotes high expectations, emotional understanding and personal responsibility for all members of our school community.

1. Rationale

Bollin Primary School aims to provide a safe, secure and caring learning environment where every child feels valued, listened to and supported to succeed. We believe that positive behaviour is learned and developed over time through clear expectations, strong relationships, consistency and emotional regulation support.

Our behaviour approach is informed by *My Hidden Chimp* by Professor Steve Peters. This model helps children and adults understand how emotional responses can influence behaviour, particularly during times of stress or heightened emotion. We recognise that behaviour is often a form of communication and that children may need support to regulate their emotions before they can reflect, repair and learn from their actions.



Our focus is not on changing the child but on supporting the development of positive, safe and respectful behaviours.

2. Our Behaviour Approach

Successful behaviour support at Bollin Primary School is underpinned by:

- Clear and consistently applied expectations
- High aspirations for behaviour and attitudes to learning
- A shared emotional language across the school
- Positive relationships built on trust and respect
- A calm, fair and restorative approach
- Understanding behaviour through emotional regulation
- Whole school ownership and consistency

- Child friendly systems and routines
- Strong partnership with parents and carers

We recognise that when a child's emotional 'Chimp' brain is activated, they may struggle to access their thinking 'Human' brain. In these moments, our priority is de-escalation, safety and emotional regulation before reflection or sanction.

3. Rights and Responsibilities of Pupils

Pupils have the right to:

- Feel safe, valued and respected
- Learn in an environment free from disruption
- Be listened to and treated fairly
- Access appropriate help and emotional support
- Have concerns taken seriously

Pupils are expected to:

- Exhibit behaviours in line with the school values
- Show kindness, empathy and respect
- Take responsibility for their behaviour
- Use self-control and seek help when needed
- Listen carefully and follow instructions
- Respect other people and property
- Enter class ready to learn
- Wear school uniform with pride
- Report bullying or discrimination

Children are supported to understand that everyone experiences strong emotions at times and learning how to manage these feelings is an important part of growing up.

4. Rights and Responsibilities of Staff

Staff have the right to:

- Work in a safe and supportive environment
- Be treated with respect and fairness
- Be listened to and supported

Staff responsibilities include:

- Modelling calm, respectful and regulated behaviour
- Reinforcing school values consistently
- Using de-escalation strategies when emotions are high
- Supporting pupils to regulate before reflecting
- Applying rewards and sanctions fairly
- Intervening early to ensure safety
- Using restorative conversations to support learning
- Working in partnership with parents and carers
- Supporting children to develop emotional literacy
- Recognising individual needs, particularly SEND and SEMH

Staff understand that behaviour is not always a conscious choice and adapt responses accordingly while maintaining high expectations.

5. Rights and Responsibilities of Parents and Carers

Parents and carers have the right to:

- Expect their child to be treated fairly
- Be listened to
- Receive support and guidance

Parents and carers are expected to:

- Support school values
- Talk to their child about behaviour and emotions
- Engage with school if concerns arise
- Follow agreed procedures

6. Understanding Behaviour and Emotional Regulation

We use principles from *My Hidden Chimp* to help children understand how their brains work. The 'Chimp' represents the emotional part of the brain that can take over during strong feelings, while the 'Human' represents logical thinking and problem solving.

Children are taught age appropriate strategies to:

- Recognise strong emotions - 'big feelings'
- Name feelings

- Calm their 'Chimp'
- Reflect on behaviour
- Make positive choices

This shared understanding supports self-regulation, resilience and long-term emotional wellbeing.

7. General Strategies to Support Behaviour

- Clear routines and boundaries
- High levels of praise and recognition
- Calm and consistent staff responses
- Opportunities for reflection and discussion
- Visual reminders of values
- Individualised support where needed
- Individual Behaviour Plans for some pupils

8. Rewards and Positive Recognition

We actively recognise positive behaviour:

- Verbal praise
- Stickers and certificates
- Digital Praise Postcards home
- Class Dojo points (Years 1–6)
- Super Class Award
- Achievement Assemblies
- Golden Ticket Assembly
- Treat Time Friday

We aim to “catch children getting it right” and reinforce positive choices.

9. Managing Inappropriate Behaviour

All behaviour is managed professionally, proportionately and with regard to the child's emotional state.

Yellow Card Behaviour

Low level or repeated behaviours, including:

- Calling out
- Distracting others
- Not following instructions

Red Card Behaviour

More serious behaviours, including:

- Deliberate defiance
- Swearing
- Physical aggression (context dependent)
- Damage to property

Escalated Behaviour

Includes:

- Bullying
- Discriminatory or sexualised behaviour
- Serious aggression

10. Sanctions and Restorative Practice

Sanctions are applied once a child is calm and able to reflect.

- Think Sheets used for reflection
- Timeout for de-escalation
- Missed playtime proportional to age
- Phase Leader involvement
- SLT involvement for escalated behaviours

Children are supported to repair relationships and understand the impact of their behaviour.

11. Informing Parents

Parents will be informed through:

- Think Sheets

- Phone calls
- Meetings with staff
- Formal meetings if patterns emerge over fixed time periods

Early partnership is prioritised.

12. Reporting Concerns

Concerns should be raised in the following order:

1. Class Teacher
2. Phase Leader
3. Deputy Headteacher
4. Head of School

13. Inclusion

We recognise that repeated or escalated behaviours may indicate:

- SEND
- SEMH needs
- Trauma or unmet needs

Individualised support plans may be implemented in partnership with parents and external agencies.

14. Monitoring and Evaluation

Behaviour data is recorded on CPOMS and monitored by SLT to identify patterns, support needs and ensure consistency.

15. Exclusion

Exclusion is a last resort and handled in line with Local Authority and DfE guidance. Every effort is made to support pupils and avoid exclusion, particularly for vulnerable groups.

Final Statement

At Bollin Primary School, we believe that **every child can learn to behave well and make the right choices** when they feel safe, understood and supported. Through clear expectations, emotional understanding and consistent care, we help children develop the skills they need for life.

Appendix 1 – Think Sheet

Appendix 2 – Child Friendly Version

Appendix 3 – Parent Leaflet

Appendix 1 – Think Sheet

Bollin Primary School – Think Sheet

Helping my Chimp calm and my Human think

Name: _____

Class: _____

Date: _____

Adult supporting me: _____

Step 1: Let's Calm First

☐ I have had time to calm my body

☐ I feel ready to think and talk

(Adults support children to reach this point before reflection begins.)

Step 2: What happened?

What was going on when things went wrong?

(You can write, draw, or talk this through.)

Step 3: What was my Chimp feeling?

My Chimp was feeling (circle or tick):

☐ Angry

☐ Upset

☐ Frustrated

☐ Excited

☐ Worried

☐ Embarrassed

☐ Tired

☐ Something else: _____

What might have triggered my Chimp?

(Reminder for children: Everyone has a Chimp. Big feelings happen.)

Step 4: Who was affected?

☐ Me

☐ Another child

- ☐ An adult
- ☐ The class
- ☐ Our school

How might they have felt?

 Step 5: What could help next time?

To help my Chimp calm next time, I could try (tick any):

- ☐ Stop and breathe
- ☐ Ask an adult for help
- ☐ Take time out in a calm space
- ☐ Use my words
- ☐ Walk away
- ☐ Think before acting
- ☐ Another idea: _____

 Step 6: How can I fix the problem?

- ☐ Say sorry
- ☐ Put things right
- ☐ Make a better choice next time
- ☐ Help someone I have affected
- ☐ Talk it through with an adult

What will I do next?

 Step 7: Moving Forward

One thing I will try to remember:

(Children are reminded they get a fresh start.)

☒ **Adult Reflection (brief)**

- Support offered: _____
- Regulation strategies used: _____

- Next steps or support needed: _____

Adult signature: _____

Date: _____

Appendix 2 – Child Friendly Version

 **Bollin Primary School –** 

 **Our School Promise**

At Bollin Primary School, we want everyone to feel:

- ✓ Safe
- ✓ Happy
- ✓ Respected
- ✓ Ready to learn

We believe in **Growing hearts and minds together.**

We work together

We learn and achieve

We are kind and care for each other

We respect our school and community

Understanding Our Feelings – My Hidden Chimp

Everyone has a **Hidden Chimp** in their brain.

Your **Chimp**:

- helps keep you safe
- has **big feelings**
- sometimes makes you react quickly

Your **Human brain**:

- helps you think
- helps you make good choices
- helps you solve problems

Sometimes, when feelings are big, your Chimp can take over.

That doesn't mean **you are naughty** — it means **you need help to calm down.**

At Bollin Primary School, adults help you:

- calm your Chimp
- feel safe
- think it through
- fix problems

✓ **How We Show Good Behaviour**

We do our best to:

- Be kind and caring
- Listen carefully

- Use good manners
- Follow instructions
- Respect people and property
- Ask for help when we need it
- Walk calmly around school
- Try our best in lessons

We know we will not always get it right and that is okay.

What Happens When We Make Good Choices?

When we behave well, adults notice and celebrate!

You might receive:

- Verbal praise
- Stickers
- Class Dojo points
- Praise postcards home
- Golden Tickets
- Certificates in assembly
- Super Class Awards
- Treat Time Friday

Your class might earn:

- Extra fun activities
- Team rewards
- Special celebrations

What Happens If Things Go Wrong?

Sometimes Chimp feelings lead to poor choices. Adults will remind you and help you get back on track.

Yellow Card – A Reminder

You may get a Yellow Card if:

- You keep calling out

- You distract others
- You don't follow instructions

You will:

- Have time to calm down
- Complete a Think Sheet
- Talk about what happened

Red Card – A Serious Reminder

You may get a Red Card if:

- You are rude or unkind
- You hurt someone
- You damage property

You will be helped to:

- Calm your Chimp
- Reflect on your choices
- Miss a small amount of playtime
- Repair the problem

Very Serious Behaviour

For things like:

- Bullying
- Racist or unkind language
- Dangerous behaviour

You will speak to a senior adult, and your family may be contacted so school and home can help together.

Think Sheets – Why We Use Them

Think Sheets are **not punishments**.

They help you think about:

- What happened?
- How was your Chimp feeling?

- Who was affected?
- What could help next time?

Adults always help you with this.

Fresh Starts and Forgiveness

At Bollin:

- You get fresh starts each day
- We forgive and move forward
- We focus on learning, not blaming
- We believe everyone can improve

Getting Extra Help

Some children need extra help with feelings and behaviour.

This might look like:

- A calm space
- Talking with an adult
- A special behaviour plan
- Help from outside adults

This helps children feel safe and successful.

What You Can Always Do

You can always:

- Talk to your teacher
- Speak to another trusted adult
- Ask for help
- Say if something feels unfair or unkind

We will listen.

Remember

- Everyone has a Chimp
- Big feelings happen

- You are not bad — behaviour can change
- We are here to help you

We are growing hearts and minds together at Bollin Primary School.

Appendix 3 - Parent Friendly



My Hidden Chimp – A Guide for Parents and Carers

At Bollin Primary School, we use ideas from *My Hidden Chimp* by Professor Steve Peters to support children's emotional wellbeing and behaviour. This short guide explains what that means and how it helps your child.

✔ **What is *My Hidden Chimp*?**

My Hidden Chimp is a child friendly way of explaining how the brain works.

Professor Steve Peters teaches that we all have different parts to our brain:

- **The “Chimp”** – the emotional part of the brain
- **The “Human”** – the thinking and reasoning part of the brain

Children (and adults!) experience moments when strong emotions such as anger, excitement, worry or frustration take over. During these moments, a child's **Chimp brain** can react quickly, before the **Human brain** has time to think.

This model helps children understand:

- “*Why did I react like that?*”
- “*How can I handle my feelings next time?*”

🧠 **Why is this helpful for children?**

Young children are still learning how to manage big emotions. Their brains are developing and their emotional systems are often much stronger than their ability to stop, think and make calm choices.

Using the Chimp Model helps children:

- Name and understand their feelings
- Learn that emotions are normal
- Know that making mistakes does not mean they are “bad”
- Develop strategies to calm down and try again

This approach builds **self regulation**, **confidence** and **resilience** over time.

! **Does this mean behaviour is excused?**

No — expectations remain high.

At Bollin Primary School, we are clear that:

- Behaviour choices still have consequences
- Adults set clear boundaries
- Children are supported to take responsibility

The Chimp Model helps us **teach behaviour**, not ignore it. It supports children to understand *why* something happened and *how* to make better choices next time.

What does this look like in school?

When a child is upset or dysregulated, adults:

- Help them calm first
- Use calm, reassuring language
- Avoid shouting or shaming
- Support reflection once emotions have settled

We often use phrases such as:

- “It looks like your Chimp has big feelings today.”
- “Let’s help your brain calm down first.”
- “What would help next time?”

Children learn that:

- Everyone has a Chimp — even adults
- Strong feelings come and go
- We can learn to manage them

How does this support children with extra needs?

This approach is especially helpful for children who may:

- Struggle with emotional regulation
- Have SEND or SEMH needs
- Experience anxiety, trauma or overwhelm

Understanding behaviour as communication allows us to support children fairly and individually, while still maintaining consistency across the school.

How can parents support this at home?

You can support your child by:

- Talking about feelings openly
- Reassuring them that emotions are normal

- Helping them name feelings (“That sounds frustrating”)
- Talking about calming strategies
- Modelling calm responses yourself

You do not need to be an expert — just being calm, curious and supportive makes a big difference.

What do children learn long-term?

Using *My Hidden Chimp* helps children learn skills for life, including:

- Managing emotions
- Problem solving
- Personal responsibility
- Empathy
- Resilience

These are skills that support learning, friendships and mental health well beyond the school journey at Bollin Primary School.

Summary

- Every child has big feelings sometimes
- Behaviour is often linked to emotion
- Children are still learning how to manage this
- Adults at Bollin support children calmly and consistently
- We focus on **learning and growth**, not blame
- We work in partnership with parents

If you ever have questions or concerns about your child’s behaviour or emotional wellbeing, please speak to your child’s class teacher or a member of the school team.