

# Positive Behaviour Policy

2025-26



Reviewed 26<sup>th</sup> August 2025

## **Intentions of our Behaviour Policy**

To provide procedures and guidelines for fair and consistent responses to children's behaviour for all staff, parents and anyone working within our school.

To demonstrate and articulate our aim to promote positive behaviour and outline ways in which we intend to do this.

This policy also links to our Safeguarding, Equality and Diversity, SEND, Computing policies and works in conjunction with the Arbor protocol for Behaviour.

### **Aims**

At Cobden, we believe that children's well-being should be placed at the heart of school life. We are committed to supporting children's social and emotional needs so that they can attain high standards of behaviour and learning. We recognise that children are individuals with individual needs and aim to meet their needs effectively.

We actively promote children's well-being through:

- \* showing mutual respect.
- \* building confidence and resilience
- \* self-discipline
- \* raising self-esteem & identity
- \* developing the ability to evaluate and reflect upon the opinions of others

We aim to make children aware of the high expectations staff and parents have for each child's behaviour. Children's efforts to behave well will be acknowledged, supported, and rewarded.

We understand that each child has individual needs, and some children may have additional vulnerabilities due to adverse childhood experiences, special educational needs and/or have needs relating to attachment and trauma. There are times when some children may need additional support and guidance. In promoting this policy, we aim to create the conditions for a community in which effective learning can take place and where there is mutual respect towards each other and the school environment. All staff will receive training and mentoring as appropriate.

### **Our School Rules**

**We use kind hands and feet**

**We use kind words**

**We listen and follow direction from adults**

**We look after our school**

### **Curriculum and Environment**

A relevant and appropriate curriculum is an essential factor in ensuring good behaviour. Where pupils are motivated and are taught through a range of teaching styles, good behaviour will be the norm. Our PSHE programme, Jigsaw, is designed to contribute to the development of positive relationships.

### **Positive Behaviour Strategies**

The following are strategies used by all staff at Cobden to manage behaviour in a positive, pro-active way.

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- adults in school will behave as positive role models for children:
  - \* showing mutual respect
  - \* demonstrating effective listening and communication skills
  - \* being calm and not shouting
  - \* showing positivity
  - \* ensuring that issues are dealt with quickly and effectively so children can reflect and make a fresh start
- always listen to children and do not pre-judge who might be to blame.
- criticise the action not the child and praise a child for choosing a positive action
- display expectations clearly e.g. school rules
- be consistent in our expectations and use direct teaching about courteous behaviour
- always warn the child before giving a consequence
- avoid conflict by giving choices
- praise good behaviour before criticising inappropriate behaviour
- explain requests as appropriate and let children know the reasons for the consequences
- talk through conflicts (using emotion coaching and/or restorative questioning) encouraging children to be truthful

### **Rewards:**

We aim to ensure that all children receive positive rewards. These are awarded in classes, in assemblies and shared with parents wherever possible.

School Staff use a range of strategies to reward positive behaviour including:

1. Verbal Praise
2. Stickers for rewarding good choices
3. Verbal and written messages of praise to parents and carers
4. Class collective rewards-linked to Class Dojo
5. Dojo Points for positive behaviours and attitudes to learning
6. Dojo certificates for milestones (celebrated through assembly time)
7. Star of the Week certificates
8. Class Attendance certificates
9. Weekly Headteacher award
10. Visiting SLT to share good work/achievements
11. Curriculum certificates and awards (eg: Mathematician of the month)
12. End of the year trophies and awards
13. Individual attendance awards for 100%

### **Wellbeing/R Time**

Wellbeing time is an opportunity for children to enjoy time together and develop their social and emotional skills under the guidance of the teaching staff. It should also be used as a time for teachers to work with their classes on specific skills.

Within KS1, the children will have 3 sessions a week with 1 of the weekly sessions being an R time activity. Within KS2, each class will take part in a weekly R time activity.

### **Consequences**

When dealing with misdemeanours, we are conscious to always to maintain a child's self-esteem. Any sharing of information about a child/incident should be done away from other children. It is the behaviour

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that is unacceptable, never the child. PSHE reinforces this thinking by deepening the children's awareness of the effect that negative behaviour can have on others.

1. Verbal warning with clear instruction to the child of what the behaviour should be like.
2. Official warning
3. Short time out (5-10 minutes) within the class area either working or isolated as appropriate
4. Reflection time to be completed at breaktime and/or lunchtime.
5. Time out of the classroom with a support staff member. Supporting the child to emotionally regulate. Time working in a space away from triggers. Re-integrate the child back into the classroom when ready.
6. Phase leader contacted. Phase lead to assess the situation, talk to the child (if they are sufficiently regulated.) Explain to the child what they need to do and the consequences if they do not follow adult direction. This could include working in isolation within the Phase lead's classroom.
7. Phase lead to contact AHT/DHT/HT to discuss next steps.
8. Internal exclusion with a member of SLT. Any work brought by the child should be able to be completed without help from the staff member. The parent/carer will be informed of the sanction and the behaviour that has led to it.
9. Internal exclusion can also cover unstructured parts of the day such as over break and lunchtimes. This sanction is used for serious incidents that have occurred over break and lunchtimes. The parent/carer will be informed of the sanction and the behaviour that has led to it.

\*If a child is given time out of a PE lesson, then they should be sent to another adult for supervision and a time span agreed for a return to the lesson.

\*All classes and staff working with an individual child, to have a red triangle which a responsible child can take to SLT/HT office when assistance is required (to be used for red level behaviours only.)

\*Refer to Arbor protocol (the school and trust-wide information management system) for guidance on the reporting of incidents and sanctions given.

## **Reflection Time**

Reflection Time is organised in year group phases at breaktimes. Appendix A suggests the types of incidents which may require either classroom sanctions, reflection time, internal exclusion or fixed term exclusion. In all cases, it is very important to consider all contexts before deciding on the sanction. If reflection time is required, this should be recorded on Arbor with a clear description of the reason for reflection time. The child is expected to engage in a conversation with the adult using our restorative approach.

Parents/Carers will be informed by SLT via a letter, face to face conversation or phone call if reflection time becomes frequent. 3+ incidents in a 2-week period.

A meeting will be arranged with parents/carers to discuss behaviour concerns and actions to reduce incidents will be put in place.

## **Suspension and Exclusions:**

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
  - Help trustees and Local Advisory Boards, staff, parents and pupils understand the exclusions process
  - Ensure that pupils in school are safe and happy
  - Prevent pupils from becoming NEET (not in education, employment or training)
  - Ensure all suspensions and permanent exclusions are carried out lawfully
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The procedures for suspension and exclusion are outlined in the school's 'Suspension and Permanent Exclusion Policy' which is on the school's website. This has been approved by the BEP Board of Trustees.

A link to the policy can be found below:

[BEP-Exclusions-Policy-2023-24-Cobden.pdf \(bepschools.org\)](https://www.bepschools.org/BEP-Exclusions-Policy-2023-24-Cobden.pdf)

### **Dealing with Conflicts (restorative approaches):**

When children are regulated and can converse about a situation that has happened, teachers and support staff can utilise restorative approaches as follows:

- i. Allow the child/ren to calm down.
- ii. Give any children involved the opportunity to speak, without interruption, about what has happened.
- iii. Look into the situation, possibly discussing the events with others.
- iv. Agree a sanction.
- v. Where appropriate, a restorative meeting may be set up. This is used to explore the incident further, put right any harm and agree on actions to prevent reoccurrences.
- vi. Ensure that the class teacher is made aware of the incident and how it has been dealt with if it has occurred outside of the classroom.
- vii. For significant or repeated incidents, class teachers must ensure that parents are informed of the incident and how it has been resolved.

### **Restorative Approaches:**

Restorative Approaches are used to try to put right any harm caused during an incident to try to enable both parties to move on and try to ensure the behaviour is not repeated.

The format is 5 key questions

1. What happened?
2. What were you thinking at the time? And since?
3. What were you feeling at the time? And since?
4. Who has been affected?
5. What needs to happen in order to move on/ repair the harm?

It is important that adults are flexible when dealing with conflicts – this may be something that can be dealt with quickly at the time or it may need more time to unpick the problem. Either way, adults will need to have a flexible approach and will prioritise the children involved and finding a resolution to the problem. It is important to ensure that once dealt with, the child or children involved are given a fresh start and that there is good communication with staff if something has been dealt with by another adult at break/lunch time for example.

### **Supporting children to manage their emotions**

We recognise that sometimes children are dysregulated in their emotional responses. This may be related to children being at different stages of learning to manage their emotions (due to ACES, SEND, attachment needs from past trauma).

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Staff support children to regulate their emotions by giving them 'flexible consistency' through time, space, and strategies specific to the child's needs. Staff use emotion coaching strategies, using the 3 steps to success:

### **Step 1: First: empathise, validate and label**

- Recognise all emotions as being natural and normal, and not a matter of choice.
- Look for physical and verbal signs of the emotion being felt.
- Take on the student's perspective. Build an attunement with the young person.
- **Then: co-regulation**
- Establish rapport:
  - Use words to reflect back the student's emotion and help them to label the emotion.
  - Affirm and empathise, allowing the student to calm down through co-regulation.
- It is important that the adult sets the emotional tone – not the adult reflecting back the angry or distressed face of the child, but the child being able to reflect the calm and empathic face of the adult.

### **Step 2: set limits**

- State the boundary limits of acceptable behaviour.
- Make it clear that some behaviours cannot be accepted.

### **Step 3: problem-solve with the child**

- When the child is calm and in a relaxed and rational state...
- Explore the feelings that gave rise to the behaviour, problem, or incident.
  - Remember that all feelings are acceptable.
  - We manage our feelings by making choices about how we respond.
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes.
- Empower the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour.

## **Role of the Wellbeing team**

The school has a team of Wellbeing staff comprised of 4 qualified ELSA's and 2 Family support workers that support children through a range of interventions and strategies. Where capacity allows, ELSA's within each phase can be called on to support with incidents that are escalating, or with children that require time away from their setting to regulate their emotions. Teachers are expected to communicate with parents when children require this support.

## **Systems for supporting escalating and challenging behaviours**

### **Behaviour management strategies for identified pupils:**

When a number of yellow behaviours are logged for an individual child, the class teacher will work with the well-being team and/or a member of SLT to identify any patterns or triggers. Agreed strategies will be put in place for a fixed time to support the specific child.

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This may include:

- A reward system linked to the child's area of interest
- Positive rewards which motivate the child effectively
- Flexible approaches to listening to teacher input/within lessons/activities
- Additional support at specific points of the day

Over time, the teacher will monitor the impact of the strategies being used and will consult with SLT to either:

- 1) reduce and cease over time – the individual strategies being utilised
- 2) escalate the child to an individual behaviour plan

### **Individual Behaviour Plans:**

When behaviour management strategies have been implemented with the individual child but yellow and/or red behaviours continue, a meeting will be arranged between the parents, class teacher and a member of the well-being team / SLT.

At this meeting, parents will be given the chance to put forward their viewpoints including information about home behaviour, the school will present a view of school-based behaviour. The meeting will be used to explore strategies for positively improving behaviour which will be recorded on an Individual Behaviour Plan.

This detailed plan that outlines key targets a child will work on and is closely monitored by ELSA's, Phase Leads and SLT on a weekly or daily basis depending on the stage of the plan. Review meetings with parents will be arranged according to review progress and next steps.

### **Positive Handling**

For children to be kept safe, there may be a need to use restrictive physical intervention 'Safe Handling'. Please refer to the 'Safe Handling' Policy for full details. Application of safe handling is not a routine practise and would only be performed in extreme situations in order to safeguard the welfare of adults and pupils. Situations which may result in a child requiring restraint include:

- committing a criminal offence
- injuring themselves or others
- causing significant damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

Safer handling will usually be carried out by 'Dynamis' trained members of staff.

The application of safe handling is part of a graduated response and all attempts will be made to use non-invasive de-escalation strategies. For children with very specific needs, SLT/Well-being Team member will devise a 'Positive handling plan'(PHP). The plan outlines the child's needs, known triggers and de-escalation strategies. A meeting will be held with parents so they can input into the plan and regular reviews will take place to assess progress.

If safe handling is used, then this will be for the shortest amount of time possible, and all efforts will be used to protect the dignity of the pupil involved.

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Individual behaviour plans and all physical interventions will be reported to parents and carers (same day where possible) and will be recorded and kept with the child's school record on Arbor (refer to Arbor protocol.)

## **Lunchtimes:**

Lunchtimes form an important and integral part of our school day for children. A member of SLT is on duty each lunchtime to oversee behaviour and wellbeing needs. All lunchtime staff are trained in the expectations of the school behaviour approaches and follow the school rewards and consequences as follows:

### **Rewards:**

1. Verbal praise and encouragement to children for showing good choices.
2. Dojo points (in the form of a sticker to notify the child's class teacher) daily for positive behaviour.
3. Share positive praise with class teachers and members of the SLT.
4. Lunchtime certificates- KS1 and KS2 weekly
5. Lunchtime job roles- earn a raffle ticket for each job completed and enter the weekly prize draw
6. All lunchtime staff have a team's group for KS1 and KS2 lunchtimes where they can praise positive behaviours and good choices to the classteachers and SLT.

### **Consequences:**

1. Verbal reminder to make the right choice.
2. Reflection time – child is asked to stay with an adult for a designated time period, reflective of the child's age and stage of development.
3. Wellbeing staff are available to assist with the restorative approaches as necessary.
4. Escalations to SLT/Phase Lead on duty- for red level behaviours.

Significant incidents are communicated to classteachers/support staff verbally at the end of lunchtime. Significant incidents are to be recorded on Arbor by classteachers. SLT and wellbeing staff will record incidents on Arbor where they have assisted. Lower-level incidents are recorded on the lunchtime teams' group to identify triggers and trends.

## **Bullying**

At Cobden Primary School no form of bullying is ever to be tolerated, whether peer on peer, adults to children or adults to adults.

We acknowledge that bullying can happen at school, and that children may not always be comfortable in sharing their experiences. We are committed to ensuring that we make staff and children more aware of bullying by addressing the issue regularly in assemblies and through the curriculum. Children are encouraged to confide in any member of staff and to provide support for each other. Bullies, by their very nature, also need support to modify their behaviour.

All staff need to be aware of vulnerable areas around the school and ensure they are monitored as much as practically possible.

Each year there is a week where there is a specific anti-bullying theme to learning – this is normally linked to the national anti-bullying theme.

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## **Reporting bullying incidents**

It is important that staff work together to deal fairly with incidents of bullying behaviour which include incidents that occur both on and off school property, in person and online. To enable staff to deal with bullying effectively, we ask that parents or children report bullying, to their class teacher initially, as early as possible. Cases of persistent or physical bullying should be reported by the parents to a member of SLT.

How do we deal with incidents of bullying?

- Where a child/parent reports bullying behaviour directed towards themselves or others, this must be reported to and initially investigated by the Classteacher.
  - This investigation should not cause the child suspected of being bullied any further anxiety and discussions with children will be discrete in the first instance.
- The results of the investigation should be discussed with the Phase Lead. The Phase Lead will discuss this with the Headteacher or member of SLT, to agree next steps and arrangements for informing parents or carers.
  - A restorative meeting may be considered at a later stage following the full investigation if the children involved agree.
  - In extreme cases, involvement with outside agencies, such as the police, may be necessary.
- A formal record is maintained on Arbor about all incidents of confirmed bullying and this is reviewed by the trust during Safeguarding and behaviour reviews.

## **Preventing Bullying**

All staff at Cobden Primary School work to prevent bullying from taking place by reminding children about the steps they can take if they are worried about bullying (Several Times on Purpose messages) and also through Personal, Social and Health Education lessons in the classroom. Children are encouraged to share any concerns with their Classteacher or a trusted adult in school that they feel comfortable talking to.

All classes also have a wellbeing communication box. Children can use the postcards to write down any worries. The ELSA's in each Phase will regularly check the wellbeing boxes in each classroom and follow up with children any support they may need.

## **Bullying of staff**

Staff can experience bullying by pupils, parents and other staff members. In all cases any incidents should at first be reported to the Headteacher who will liaise with appropriate authorities. Staff can also refer to the whistleblowing policy where it is felt necessary.

In the case of any threatening or abusive behaviour towards any member of staff, actions will be taken to protect them including the use of the Vexatious Policy and the involvement of other authorities including the police.

## **Racism**

At Cobden Primary School our aim is to develop in every individual a sense of self-worth and respect for others. There is no place for discrimination in our school.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language/dialect or cultural background or nationality in a negative way. It can

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take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances.

It may be dealt with in several ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents brought into school or in very serious incidents a child may be excluded from school following appropriate investigations by senior leaders. All reported incidents of racism are reported to governors annually.

The protocols for dealing with incidents of racial abuse are the same as for bullying. All incidents are recorded on Arbor and reviewed weekly, termly and annually (see Arbor Protocol for Behaviour, bullying and discrimination.)

### **Involvement of Parents and Carers**

For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given.

Children are regularly reminded of the expectations of their behaviour and parents are reminded through the school Newsletter at various times. A summary of the policy is sent to parents each year and when significant changes have been made. A full copy is available on the website.

SLT members and Wellbeing team members will regularly monitor behaviours across the school including holding a weekly meeting to discuss pupils causing concern, progress of pupils on individual plans and any trends which require addressing. Where children's names are regularly being logged, or they are involved in serious incidents, then the parents will be contacted to discuss concerns.

### **Monitoring & Review**

The Senior leadership and Well-being Team will monitor behaviour regularly and be pro-active in ensuring high standards are maintained. Staff within each teaching team will have the responsibility of monitoring behaviour and review their our systems in line with the policy.

Next review August 2026

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**Rewards and reflection (examples are for illustration only and individual context will apply):**

	Behaviour	Rewards/Consequences
Low level negative behaviours	<ul style="list-style-type: none"> <li>• Chatting inappropriately</li> <li>• Bringing inappropriate equipment into school</li> <li>• Lack of respect towards others, their property, or towards school property</li> <li>• Off-task behaviours in the classroom – walking around, interfering with others and/or work,</li> <li>• Delaying being on task, repeatedly asking to leave the classroom</li> <li>• Reported bad language choices</li> <li>• Throwing/flicking items</li> <li>• Calling/shouting out</li> <li>• Answering back inappropriately</li> <li>• Leaving the classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Reflection during next free time</li> <li>• Reminded of expectations</li> <li>• Reinforcement of subsequent appropriate behaviours ‘Well done for making the right choice and now settling down to your work’ etc.</li> <li>• Confiscation of offending items until the end of the day</li> <li>• Contact with parents by teacher for repeated low-level behaviours i.e. within a week or short space of days.</li> </ul>
Reflection time at break or in another class	<ul style="list-style-type: none"> <li>• Persistent Yellow Behaviour.</li> <li>• Serious disruption to own learning</li> <li>• Serious disruption to other’s learning</li> <li>• Damage to property</li> </ul>	<ul style="list-style-type: none"> <li>• Reminded of expectations</li> <li>• Change of seat within the classroom</li> <li>• Time spent working away from others in classroom</li> <li>• Taken out of the class by a staff member to re-set and reintegrate back into class once settled.</li> <li>• Reinforce appropriate behaviour ‘I can see you have stopped calling out and are now making the right choice’ etc.</li> <li>• Reflection during next free time- for an extended period of time.</li> <li>• Escalate to Phase lead if persistent and all the above sanctions have been tried.</li> <li>• If 3+ incidents have occurred in 2 weeks, contact parents to arrange a meeting. Discuss steps to reduce incidents and consider an Individual behaviour plan.</li> </ul>
Escalation to SLT	<ul style="list-style-type: none"> <li>• Any extremely dangerous or threatening behaviour</li> <li>• Serious disruption to the learning or wellbeing of others</li> <li>• Hurting, intimidating, and/or threatening to hurt another pupil or staff member</li> <li>• Significant verbal abuse including racism, discrimination &amp; sexism</li> </ul>	<ul style="list-style-type: none"> <li>• Escalation to Phase lead- time working with the Phase lead.</li> <li>• Escalation to AHT/DHT/HT</li> <li>• Internal seclusion with SLT</li> <li>• Short, fixed term exclusion</li> <li>• Parents contacted by SLT.</li> </ul>

These are intended as a guide for dealing with behaviours in school. Children’s individual needs must be considered for dealing with incidents appropriately.

**Universal**  
-Positive Behaviour Policy  
-School rules for all  
-Majority of pupils responding to positive behaviour management approaches, rewards and sanctions



When a number of yellow behaviours are logged for an individual pupil implement  
**Individual behaviour management strategies**

\*The classteacher will work with the well-being team, and/or a member of the SLT, to identify any patterns or triggers.  
\*Agreed strategies will be put in place for a fixed time and reviewed.



When individual behaviour management strategies have not had enough impact.  
**Individual behaviour plan (IBP)**

\*Plan created by classteacher in consultation with well-being team/SLT/parents.  
\*Parents given opportunity to put forward their viewpoints including information about home behaviour, school present a view of school-based behaviour.



**Where concerns persist, despite individual support in place, external agency advice will be sought. This will be in collaboration with the classteacher, parents and a member of SLT.**

**\*Individual behaviour plan will be reviewed and external agency recommendations will be considered and incorporated into the plan.**

\*\*For a child displaying behaviours where restraint may be needed, a positive handling plan (PHP) should be put in place alongside an Individual behaviour plan.