



# Cobden Primary School

## Behaviour Policy

*Together we belong, believe and succeed.*

2026-2027

## Intentions of Our Behaviour Policy

The primary intention of our Behaviour Policy is to provide clear procedures and guidelines for fair and consistent responses to children's behaviour for all staff, parents, and anyone working within our school. This policy articulates our aim to promote positive behaviour and outlines the methods we intend to employ in achieving this goal. Furthermore, this policy aligns with our Safeguarding, Equality and Diversity, SEND, and Computing policies, and works in conjunction with the Arbor protocol for Behaviour.

This policy should be read alongside the Cobden Primary School Behaviour Curriculum, which sets out the specific, teachable behaviour expectations and learning behaviours for every area of school life, broken down by phase (EYFS, KS1, KS2).

## Aims

At Cobden Primary School, we firmly believe that children's well-being should be at the heart of school life. We are committed to supporting children's social and emotional needs to enable them to attain high standards of behaviour and learning. Recognising that children are individuals with unique needs, we aim to meet these needs effectively.

We believe, in line with Maslow's Hierarchy of Needs, that children learn best when their basic needs — feeling safe and secure — and their psychological needs — a sense of belonging and accomplishment — are met before we address their cognitive and academic needs. Our school motto, 'Together we belong, believe and succeed,' reflects this understanding: belonging comes first.

We actively promote children's well-being through the following principles:

- **Mutual Respect:** Encouraging an environment where respect is reciprocal.
- **Building Confidence and Resilience:** Supporting children in developing self-assurance and the ability to bounce back from challenges.
- **Self-Discipline:** Fostering an understanding of personal responsibility for behaviour.
- **Raising Self-Esteem and Identity:** Helping children to appreciate their own worth and identity.
- **Evaluating and Reflecting on Opinions:** Encouraging children to consider and respect differing viewpoints.

We aim to create an environment where children are aware of the high expectations that staff and parents have for their behaviour. Efforts to behave well will be acknowledged, supported, and rewarded. We recognise that some children may have additional vulnerabilities due to adverse childhood experiences, special educational needs, or attachment and trauma-related issues. Therefore, we aim to create conditions conducive to effective learning and mutual respect within the school environment. All staff will receive appropriate training and mentoring to support this policy.

## Our School Values

Everything we do at Cobden is underpinned by our four school values:

- Resilience** — We keep going, even when things are hard.
- Caring** — We look after the people around us.
- Ambitious** — We aim high and work hard to succeed.
- Proud** — We take pride in ourselves, our work, and our school.

These values are taught explicitly through our Behaviour Curriculum, reinforced through Jigsaw PSHE, celebrated through rewards and assemblies, and used as a shared language by all adults and children across the school.

## Our School Rules

- 1. We use kind hands and feet.**
- 2. We use kind words.**
- 3. We listen to and follow directions from adults.**
- 4. We look after our school.**

## **Behaviour as Communication**

At Cobden Primary School, we believe that all behaviour is communication. When a child displays inappropriate behaviour, it is often a sign that something is not right for them — they may be upset, anxious, overwhelmed, or struggling with an unmet need. As adults, our role is to look beyond the surface behaviour and seek to understand what the child is communicating.

We recognise that behaviours can be conscious choices, but they can also be unconscious, patterned responses — particularly for children who have experienced adverse childhood experiences or trauma. Attentive, observant adults are required to recognise these behaviours, identify underlying needs, and respond in appropriate ways.

This understanding does not mean that poor behaviour is accepted. It means that our response to behaviour is always rooted in care and curiosity, not just consequence. We address the behaviour while also addressing the need behind it.

## **Behaviour for Learning**

In the classroom, all pupils are expected to show respect for their peers, adults, and the learning environment. This includes listening carefully, following instructions the first time, and engaging positively with lessons. Children should always use polite language, treat resources with care, and allow others to learn without interruption. We encourage pupils to take responsibility for their actions, contribute thoughtfully, and support a calm, safe, and purposeful atmosphere where everyone can achieve their best.

The specific, teachable behaviour expectations for every area of school life — including sitting in class, listening, lining up, walking in corridors, manners, group work, assembly, lunch hall, playground, arrival and departure, and looking after resources — are set out in detail in the Cobden Primary School Behaviour Curriculum, broken down by phase (EYFS, KS1, KS2).

The Behaviour Curriculum also sets out our four Learning Behaviours, which are built from our school values of Caring, Resilience, Ambitious, and Proud. These are the dispositions and habits that help children succeed as learners, and they are explicitly taught, modelled, and celebrated across the school.

## **Curriculum and Environment**

A relevant and appropriate curriculum is essential in ensuring good behaviour. When pupils are motivated and taught through a variety of teaching styles, good behaviour becomes the norm. We know that the quality of teaching and learning has a direct impact on behaviour. Our Jigsaw PSHE programme is designed to contribute to the development of positive relationships, and our Behaviour Curriculum ensures that expectations are explicitly taught, not assumed.

Just as in other curriculum areas, social and emotional skills need to be directly taught in an age-appropriate way. For some children, this may need to be at their developmental stage rather than their chronological age. Staff should consider each child's individual needs, including any SEND, personal circumstances, or Thrive assessments, when teaching and reinforcing behaviour expectations.

## **Positive Behaviour Strategies**

The following strategies will be employed by all staff at Cobden to manage behaviour positively and proactively:

- Adults in school will act as positive role models for children by demonstrating mutual respect, exhibiting effective listening and communication skills, remaining calm and avoiding shouting, maintaining a positive outlook, and addressing issues swiftly to allow children to reflect and make a fresh start.
- Listening to children without pre-judging who may be at fault.
- Criticising the action, not the child, and praising positive choices.
- Clearly displaying expectations, such as school rules in every classroom and around the school.
- Being consistent in expectations and directly teaching courteous behaviour through the Behaviour Curriculum.
- Providing warnings before consequences are applied.
- Avoiding conflict by offering choices.
- Praising good behaviour before addressing inappropriate behaviour.
- Explaining requests and the rationale behind consequences.
- Engaging in conflict resolution through emotion coaching and restorative questioning.
- Naming the school values when praising: 'That's resilience — you kept going even though it was tricky.'

## Rewards

We strive to ensure that all children receive positive rewards. These rewards are given in classes, assemblies, and communicated to parents whenever possible. Staff utilise a range of strategies to reward positive behaviour, including:

- Intrinsic rewards
- Verbal praise — specific and linked to school values wherever possible
- Stickers for good choices
- Verbal and written messages of praise to parents and carers
- Class collective rewards linked to Class Dojo
- Dojo Points for positive behaviours and attitudes to learning
- Values certificates
- Class Attendance certificates
- Weekly Headteacher Award
- Opportunities to share good work/achievements with SLT
- End-of-year trophies and awards
- Individual attendance awards for 100% attendance

## Consequences

When addressing misdemeanours, it is crucial to maintain a child's self-esteem. Any discussions regarding a child or incident should occur privately. It is the behaviour that is unacceptable, not the child. Our PSHE curriculum reinforces this understanding by deepening children's awareness of the impact of negative behaviour on others.

- Step 1: Verbal warning with clear instructions on expected behaviour.
- Step 2: Second verbal warning.
- Step 3: Short time-out (5–10 minutes) within the class area (cosy corner), either working or isolated as appropriate.

- Step 4: Time out of the classroom with a support staff member to help the child emotionally regulate, with reintegration when ready. This is a 'time-in' approach — the adult stays alongside the child to co-regulate, not as a punishment but as support.
- Step 5: Contacting the Phase Leader to assess the situation and discuss next steps.
- Step 6: Involvement of AHT/DHT/HT for further action.
- Step 7: Reflection time to be completed during break.
- Step 8: Change of learning environment with a member of SLT, with work provided that can be completed independently. Parents/carers will be informed of the sanction and the behaviour leading to it.

Direction to different spaces may also apply during unstructured times such as breaks and lunchtimes for serious incidents.

If a child is removed from a PE lesson, they should be sent to another adult for supervision, with an agreed time for returning to the lesson. All classes and staff working with an individual child will have a red triangle that a responsible child can take to SLT/HT office when assistance is required. Refer to the Arbor protocol for guidance on reporting incidents and sanctions.

## Regulate, Relate, Reason

When a child is dysregulated, we follow the Regulate, Relate, Reason approach (based on the work of Dr Bruce Perry) alongside our emotion coaching strategies. This approach recognises that a child who is in a state of heightened emotion cannot think clearly or respond to reasoning until they feel calm and safe.

### Step 1 — Regulate

While a child is dysregulated, they will be unable to control their behaviour. An adult needs to be alongside them as a co-regulator — modelling calm, using a low and steady voice, giving space where needed, and helping to bring the child out of a fight-or-flight response. This is the 'time-in' approach: staying with the child, not sending them away.

### Step 2 — Relate

Once the child is beginning to calm, the adult connects with them to show they care and are interested in helping. This builds the trust needed for the child to engage with the next step. This is where emotion coaching begins: empathise, validate, and label the feeling. 'I can see you're feeling really frustrated. That's OK — let's work this out together.'

### Step 3 — Reason

Only when the child is regulated and knows that the adult wants to help can we work together to solve the issue. This is where restorative questioning takes place: What happened? What were you thinking? Who has been affected? What needs to happen to put things right? The outcome may be a personal or written apology, an agreed helpful act, or a plan to prevent recurrence.

This approach works in conjunction with the emotion coaching steps and the consequence system. It does not replace consequences — it ensures that consequences are applied at the right time, when the child is able to reflect and learn from them.

## Reflection Time

Reflection Time is organised in year group phases during breaktimes. The types of incidents that may necessitate classroom sanctions and reflection time are outlined in Appendix A. It is essential to consider all contexts before deciding on a sanction. If reflection time is required, it should be recorded on Arbor with a clear description of the reason. The child is expected to engage in a restorative conversation with the adult. During the reflection time, the child will fill out a form stating what happened and discussing with the teacher on reflection duty how they will put things right.

Parents/carers will be informed by SLT via letter, face-to-face conversation, or phone call if reflection time becomes frequent (3+ incidents). A meeting will be arranged to discuss behaviour concerns and actions to mitigate incidents.

## Dealing with Conflicts (Restorative Approaches)

When children are regulated and able to discuss a situation, teachers and support staff can utilise restorative approaches as follows:

- Allow children to calm down (Regulate).
- Provide the opportunity for all involved to speak without interruption (Relate).
- Investigate the situation, possibly discussing events with others.
- Agree on a sanction.
- Where appropriate, arrange a restorative meeting to explore the incident, address any harm caused, and agree on actions to prevent recurrence (Reason).
- Ensure the class teacher is informed of the incident and its resolution if it occurred outside the classroom.
- For significant or repeated incidents, class teachers must inform parents of the incident and its resolution.

## Restorative Approaches

Restorative Approaches aim to rectify any harm caused during an incident, enabling both parties to move on and preventing future occurrences. The format consists of five key questions:

- What happened?
- What were you thinking at the time? And since?
- What were you feeling at the time? And since?
- Who has been affected?
- What needs to happen to move on/repair the harm?

Adults must remain flexible when addressing conflicts, as some issues may require immediate resolution while others may need more time to unpack. Regardless, the priority should be the children involved and finding a resolution. Once resolved, children should be given a fresh start, and communication between staff is vital if an incident was addressed by another adult during break or lunchtime.

## Supporting Children to Manage Their Emotions

We recognise that children may experience dysregulated emotional responses due to various factors, including adverse childhood experiences, special educational needs, or attachment-related issues. Staff support children in regulating their emotions by providing 'flexible consistency' through time, space, and strategies tailored to individual needs. This is delivered through both emotion coaching and the Regulate, Relate, Reason approach described above.

Emotion coaching strategies follow these three steps:

### **Step 1: Empathise, Validate, and Label**

- Recognise all emotions as natural and normal.
- Observe physical and verbal signs of emotions.
- Understand the student's perspective and build rapport.
- Co-regulate by reflecting the student's emotions and helping them label their feelings.

### **Step 2: Set Limits**

- Clearly state acceptable behaviour boundaries.
- Communicate that some behaviours are unacceptable, while all feelings are acceptable.

### **Step 3: Problem-Solve with the Child**

- When the child is calm, explore the feelings that led to the behaviour.
- Acknowledge that all feelings are acceptable.
- Guide the child in making choices about how to respond to their feelings.
- Empower the child to believe they can manage their emotions and behaviour.
- Help the child to put thinking between feeling and action — to pause, reflect, and choose a response rather than reacting impulsively.

## **Role of ELSAs and Thrive Practitioners**

The school has qualified ELSAs (Emotional Literacy Support Assistants) and Thrive practitioners who support children through various interventions and strategies. Where capacity allows, ELSAs and Thrive practitioners can assist with escalating incidents or provide time away from the classroom for emotional regulation. Teachers, ELSAs, and Thrive practitioners are expected to communicate with parents when children require this support.

Each classroom has a wellbeing communication box where children can write down their concerns. ELSAs regularly check these boxes and follow up with children requiring support.

## **Systems for Supporting Escalating and Challenging Behaviours**

Behaviour management strategies for identified pupils involve collaboration between the class teacher, SENDCo, ELSAs, Thrive practitioners, and/or a member of SLT to identify patterns or triggers when multiple yellow behaviours are logged for an individual child. Agreed strategies will be implemented for a fixed duration to support the child, which may include:

- A reward system linked to the child's interests.
- Positive rewards that effectively motivate the child.
- Flexible approaches to listening to teacher input during lessons.
- Additional support at specific times of the day such as brain breaks or sensory circuits.

The teacher will monitor the impact of these strategies and consult SLT to either reduce or escalate the child to an Individual Behaviour Plan.

For some children, behaviour expectations may need to be taught at their developmental stage rather than their chronological age. Staff should consider Thrive assessments, SEND needs, and individual circumstances when setting and reinforcing expectations.

## **Individual Behaviour Plans**

When behaviour management strategies have been implemented but yellow and/or red behaviours persist, a meeting will be arranged with the parents, class teacher, SENDCo or SLT. This meeting will provide an opportunity for parents to share their perspectives on home behaviour, while the school will present its observations. Strategies for positively improving behaviour will be recorded in an Individual Behaviour Plan, which will outline key targets for the child and be closely monitored by Phase Leads and SLT.

## **Positive Handling** (also see Restrictive Interventions, including Reasonable Force Policy)

Positive handling within Cobden is grounded in the principles set out across national guidance, ensuring that any use of physical intervention is safe, lawful and always in the best interests of the

child. Physical intervention should only ever be used as a last resort to prevent harm, maintain safety or stop serious disruption, and must be proportionate to the situation faced. Cobden prioritises preventative strategies, de-escalation — including the Regulate, Relate, Reason approach — and the creation of a supportive environment to reduce the likelihood of crises arising.

Situations that may necessitate restraint include causing injury to oneself or others, causing significant damage to property, or engaging in behaviour detrimental to maintaining good order and discipline. Safe handling will typically be carried out by trained staff members. For children with specific needs, a Positive Handling Plan (PHP) will be devised, outlining their needs, known triggers, and de-escalation strategies. All incidents of physical intervention will be reported to parents and recorded on Arbor.

## Lunchtimes

Lunchtimes are a vital part of the school day. A member of SLT is on duty each lunchtime to oversee behaviour and wellbeing needs. All lunchtime staff are trained in the school's behaviour approaches — including the Regulate, Relate, Reason approach and restorative questioning — and follow the established rewards and consequences:

### Rewards

- Verbal praise and encouragement for good choices.
- Dojo Points (in the form of a sticker) for positive behaviour.
- Sharing positive praise with class teachers and SLT.
- Lunchtime job roles.
- Lunchtime staff have a team group for praising positive behaviours to class teachers and SLT.

### Consequences

- Verbal reminders to make the right choice.
- Reflection time with an adult for a designated period, appropriate to the child's age and development.
- SLT available to assist with restorative approaches as needed.
- Escalation to SLT/Phase Lead for red-level behaviours.

Significant incidents will be communicated to class teachers/support staff at the end of lunchtime and recorded on Arbor by class teachers. SLT will also document incidents where they have assisted.

## Reporting and Preventing Bullying

Staff must collaborate to address bullying incidents effectively, including those occurring on and off school property, in person and online. Parents or children should report bullying to the class teacher as early as possible. Cases of persistent or physical bullying should be escalated to a member of SLT.

When bullying is reported, the class teacher will investigate discreetly to avoid causing further anxiety. The investigation results will be discussed with the Phase Lead, who will consult with the Headteacher or SLT to determine next steps and inform parents. A restorative meeting may be considered following a full investigation if all parties agree. In extreme cases, involvement with external agencies, such as the police, may be necessary. A formal record of confirmed bullying incidents will be maintained on Arbor.

All staff work to prevent bullying by reminding children of the steps they can take if they are concerned, and through PSHE lessons. Children are encouraged to share any worries with their class teacher or a trusted adult.

## Protected Characteristics

At Cobden Primary School, we are committed to creating a safe, inclusive environment where every member of our community is treated with dignity and respect. Our behaviour policy upholds the Equality Act's protected characteristics, ensuring that no child or adult/staff member is discriminated against or treated unfairly on the basis of who they are. We actively promote positive relationships, challenge prejudice or discriminatory behaviour, and teach pupils to value diversity as a strength within our school.

## Racism

At Cobden Primary School, we aim to foster a sense of self-worth and respect for others in every individual. There is no place for discrimination in our school. Racism, which negatively impacts individuals based on their ethnic group, skin colour, religious beliefs, language, or cultural background, will not be tolerated.

All reported incidents of racism will be addressed immediately. Depending on the severity and the understanding of the children involved, responses may include discussions to improve understanding, punishment, parental involvement, or in serious cases exclusion following appropriate investigations. All incidents will be documented on Arbor and reviewed weekly, termly, and annually.

## Involvement of Parents and Carers

For this policy to be effective, everyone responsible for our children must uphold good behaviour and support any solutions provided. Children are regularly reminded of behaviour expectations, and parents are updated through newsletters. A summary of the policy is sent to parents annually or when significant changes occur, with a full copy available on the school website.

SLT and Thrive practitioners will monitor behaviours across the school, holding weekly meetings to discuss pupils of concern, progress on individual plans, and any trends requiring attention. Parents will be contacted if children are frequently logged for behaviour or involved in serious incidents.

## Suspension and Exclusions

We are committed to adhering to all statutory exclusion procedures. The procedures for suspension and exclusion are outlined in the school's Suspension and Permanent Exclusion Policy, available on the school's website. This policy has been approved by the BEP Board of Trustees.

## Monitoring and Review

The Senior Leadership Team and Thrive practitioners will regularly monitor behaviour and proactively ensure high standards are maintained. Staff within each teaching team will be responsible for monitoring behaviour and reviewing their systems in line with this policy. The school council may also participate in behaviour monitoring.

This policy has been developed through discussions with children, parents, and staff.

**Review due September 2028**