



**Collingwood Primary School  
Good Behaviour and Anti-Bullying Policy  
September 2025**

<b>Last Review</b>	September 2025
<b>Next Review</b>	September 2026
<b>Review Cycle</b>	Annually

This policy has been written in line with the legal framework – ‘Behaviour and Discipline in Schools’ DFE 2016.

It is written in line with our school vision:

*We're here to learn and never give up,  
Respect and friendship bring us luck,  
Think big, look far and make the best of who you are!*

This policy should be read in conjunction with: the Teaching and Learning policy, the Safeguarding and Child Protection policy, the SEND policy and the Staff Code of Conduct.

At Collingwood, staff understand that the first principles to ensuring good behaviour from pupils is by providing quality first teaching experiences and by forming positive relationships with all children. We embrace diversity and actively promote friendship skills - zero tolerance is shown to any form of discrimination. We expect pupils to exhibit good behaviour and positive attitudes to learning in order to ensure an appropriate learning environment for all. Staff set a positive example and abide by the Staff Code of Conduct. Teachers understand that they take responsibility for managing the behaviour of their pupils throughout the day at school but that there are a number of systems, outlined below, that they can implement for support if needed.

We thank parents and carers for behaving appropriately in and around school, setting a good example to children and supporting our behaviour systems.

### **Our code of conduct**

A child demonstrates good behaviour when they:

- Are kind and honest
- Work hard (are **ready** to learn)
- Follow the **safety** rules
- Are **respectful** and polite eg- follow the quiet corridor code, listen in lessons and contribute appropriately
- Look after our school and everything in it
- Keep their hands and feet to themselves and do not retaliate (hit back, or call names)

### **Zones of Regulation and 3 Step Plan**

To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, state of alertness, and energy levels in to different coloured zones. The 3 Step Plan gives children the tools to use to address behaviour they feel is not in line with our values and behaviour expectations. Together, both staff and children use these strategies to help children self-regulate and promote independence. Each Key Stage has a Regulation Zone; these zones are used as both a preventative tool and to deescalate.

*To get a friend, you have to be a friend*

1. Step one – can I ignore it? 🧠
2. Step two – STOP, I don't like that! 🛑
3. Step three – tell someone 🗣️




## Sensory Room



Our sensory room will be a nurturing and inclusive space that empowers children to develop essential skills for self-regulation, enabling them to thrive both academically and emotionally. Rooted in a proactive, not reactive, approach, this environment will serve as a safe haven where pupils can independently or with support explore strategies to manage their emotions, behaviour, and sensory needs.

By incorporating a carefully selected range of sensory equipment and resources, this space will empower children to:

- Develop self-regulation skills to better manage their emotions and behaviours
- Engage in calming or stimulating sensory experiences, depending on their individual needs
- Build confidence and resilience, fostering their ability to focus and thrive in the classroom

By fostering self-awareness and encouraging the development of proactive regulation strategies, our sensory room will help children build the confidence and skills they need to navigate the challenges of everyday life. It will reflect our school's commitment to nurturing the whole child, ensuring that every pupil feels valued, understood, and supported in their learning journey.

## The Thrive Approach



We now have two fully qualified Thrive practitioners at Collingwood. Thrive is a therapeutic approach to help support children and young people with their emotional and social development. It offers practical strategies and techniques and is built around online assessments that identify children's emotional development and provides action plans for their individual needs.

Research has shown that how we behave is linked to how we feel and our emotions are linked to how we learn. By teaching children to recognise and notice these feelings and emotions it can help with their development and learning. Children sometimes need some extra support with their emotional growth and this can be temporary or over a longer period.

### Rewards and Special Recognition

Firstly, specific recognition and praise encourage good behaviour and hard work. Sweets are not used as rewards. Extra rewards and privileges include:

- Stickers and certificates
- Showing work to other staff/classes
- Dojo points (eco-friendly prizes)
- Home reading awards (book token machine)
- Star Pupil of the week (cookery reward)
- Attendance awards (individual voucher and 10 mins extra playtime for R,KS1/ KS2)
- Special individual class awards
- Recognition for children who epitomise our key school values of *respect, kindness, resilience, love of learning, a good friend, confidence and positivity*
- The appointment of Young Leader roles, including; Year 6 Prefects, Play Squad, Eco Warriors and School Council.

### Expectations

A positive and respectful ethos is transmitted holistically throughout the school by the use of

clear and firm expectations. Staff use the principles of Assertive Discipline and Restorative Justice to support children. Restorative Justice to be implemented during 'ME time' sessions with the aim of agreeing appropriate sanctions.

In order to ensure safety and that there is no interruption to learning, the expectation is that staff ensure that children walk around school in an orderly and quiet manner. The adoption of single-file line, walking to the left and the holding open of doors help with this. Children are expected to wait quietly in corridors and to move carefully and quietly around classrooms.

If pupils do not follow the code of conduct, there may be a sanction. This will be privately applied and will vary according to circumstances. Parents/carers will be informed at step 8 (recorded on CPOMs) however, this may take place earlier if appropriate. Care is taken to ensure that parents and carers are regularly informed of good behaviour so that a balance is struck.

### **Order of sanctions**

1. Privately delivered verbal warning
2. A move to a different area in the classroom (with work)
3. A move to a different classroom or area in school (with work for set time)
4. A loss of privileges so that work can be completed eg- class game/ breaktime/lunchtime
5. Refer to Team Leader/Thrive Practitioner
6. Refer to Headteacher, Deputy or Assistant Headteacher
7. A loss of breaktime/ lunchtime if issue relates to behaviour on the yard
8. A loss of extra-curricular club time, special school event or visit - if behaviour is deemed to be unsafe
9. An Internal Exclusion may be implemented for a maximum of 2 days
10. If the child's behaviour is deemed to be very serious and/or sustained, they may be suspended from school for a fixed term. School will provide work for the child to undertake at home and the Governing Body and Local Authority will be informed.
11. A permanent exclusion may only take place following an emergency Governors' committee meeting in line with legislation below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

### **Team Teach**

We have a number of staff trained in Team Teach; positive behaviour support and de-escalation training. This equips staff with the necessary tools and skills to effectively support behaviour in a positive and respectful manner.

*Help Script:*

- 'Name...'

- PAUSE
- 'I can see something is wrong/has happened...'
- 'Talk to me...'
- 'I want to help'
- 'How can I help?'
- 'Let's go and ...'

If extra support is required in school, staff use our two-way radio system to communicate; stating the area in school where support is requested and keeping dialogue to a minimum, for example 'Hands Down'.

## **Children with Special Education Needs and Disabilities**

*See SEND policy, available on the website*

In close consultation with the SENDCO, account is taken of underlying SEMH issues which may affect a child's behaviour. Children are supported as needed and this is documented in individual SEND plans, which are regularly reviewed in consultation with parents/carers, the child and with all staff who work with them. Staff training is kept up to date and referrals are made to relevant outside agencies when deemed appropriate. All possible measures are put into place to ensure an appropriate learning environment for all. A positive behaviour chart or home-school diary may also be used to support pupils and extra reward time may be given if appropriate.

## **Lunchtimes**

Lunchtime supervisors receive training in the school's policies and procedures and are subject to the same code of conduct as other staff. The expectation is that they are afforded the same level of respect as all other members of staff and this is made overtly clear to children. They can give stickers and dojos.

## **Anti-Bullying Strategy**

*Definition of bullying: 'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' (DFE 2011).*

Bullying involves an imbalance of power between a 'perpetrator' and a 'victim' that can result in isolation and intimidation through the threat of violence, physically or online (see E-Safety policy). Bullying can include racist, sexist, disablist or homophobic taunts.

Through the PSHE curriculum, which pervades the culture of the school and in assemblies, we actively promote friendship skills and give children the tools needed to increase their self-confidence, empathy, resilience and assertiveness to break this cycle and to resist any damage to self-esteem which can be caused by bullying. We encourage children to talk about their social experiences and feelings. We actively use the 3 step plan: Step 1 'Can I ignore it?' Step 2 'STOP – I don't like that' Step 3 – 'Tell someone'. However, it is recognised that children may engage in negative behaviours for a number of underlying reasons and these are taken into account and support sought where appropriate. The aim being to ensure that children learn lessons for life from making mistakes in early childhood.

Staff lead by example and are vigilant, constantly observing children's interactions with the aim of shaping positive, inclusive behaviours. They are pro-active in tackling any potential bullying behaviours by nipping them in the bud through challenge, support and nurture.

If a complaint of bullying is made, care is taken to ensure that it fits with the definition, as arguments and clashes of personality do not fall into this category. These are dealt with through discussion, reconciliation and restorative justice.

*If bullying does occur we take the following steps:*

- We listen and conduct thorough investigations
- We discuss options with the 'victim' and sensitively formulate a plan which may involve a number of other children - parents are usually informed
- The child, who is considered to be in the wrong, is also supported and helped to change- they may also be subject to sanctions
- We record (CPOMs) and monitor the situation and support the children over time to ensure the bullying stops
- Incidents of bullying are reported to the governors on a termly basis