



**Collingwood Primary School  
Good Behaviour Policy  
July 2026**

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|---------------------|-----------|
| <b>Last Review</b>  | July 2026 |
| <b>Next Review</b>  | July 2027 |
| <b>Review Cycle</b> | Annually  |

## Introduction

At Collingwood Primary School, we believe that positive behaviour is the foundation of a safe, inclusive and successful learning environment. Our ethos is built on mutual respect, kindness and high expectations for every member of our school community. We aim to nurture confident, responsible pupils who understand the impact of their actions and contribute positively to the life of the school.

This policy has been written in line with the legal framework – ‘*Behaviour and Discipline in Schools*’ DFE 2016 and in accordance 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 Anti-bullying policy, the Teaching and Learning policy, the Safeguarding and Child Protection policy, the SEND policy and the Staff Code of Conduct.

## Our ethos

At Collingwood, staff understand that the first principles to ensure 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.

## Aims in regards to Behaviour and Discipline

- To safeguard all children in our care
- To create a positive behaviour environment where all pupils feel safe, respected and ready to learn
- To support pupils in their personal development of skills such as: self discipline, emotional awareness and regulation, and the creation of positive relationships
- To provide consistent guidance, encouragement and fair discipline
- To ensure learning time is maximised for all pupils
- To ensure pupils take responsibility for their actions and are able to accept the consequences of the behaviour
- To work alongside home and caregivers in the successful implementation of this policy

## **Our code of conduct**

### **Pupils:**

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
- Do not retaliate. Instead seek help or find a trusted adult to help solve the problem.

### **Staff:**

- Build strong positive relationships with children
- Have high expectations of behaviour for all children
- Plan effectively for any potential barriers to learning
- Be proactive, not reactive, pre-empting potential issues before they arise
- Act as a role model at all times
- Enforce the behaviour policy consistently across the school
- Manage the classroom effectively, as per the teaching standards

### **Parents:**

Work alongside school effectively to:

- Promote the schools values and expectations
- Help their children understand the importance of following rules and expectations
- Accept and support staff decisions regarding consequences, encouraging pupils to reflect on their behaviour
- Communicate with their children why the rules have been applied in this manner and what their child could do in the future to prevent further events occurring
- Reinforce school expectations regarding behaviour
- Support children to be ready for school each day
- Speak positively about school and staff, modelling positive behaviour and communication

By working together in partnership, parents, carers and the school can create a consistent approach that helps children develop the positive behaviour, discipline and values needed to succeed in school and beyond.

## The 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 into 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 is 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 serves 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 empowers 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.



## Restorative Approach

At Collingwood Primary School, we believe that behaviour is a form of communication and that mistakes provide valuable opportunities for learning. We use a restorative approach to help children understand the impact of their actions, rebuild relationships and develop the social and emotional skills needed to make positive choices. Our 'High Five for Repair' model provides a consistent framework for restorative conversations across the school. Once a child is calm and emotionally regulated, adults guide them through five key questions:

- Tell me what happened.
- Who has been affected?
- How did everyone feel?
- What can we do to put things right?
- What will help next time?

This process encourages children to take responsibility for their actions, develop empathy, repair harm and identify strategies to make better choices in the future. Restorative conversations are always conducted in a supportive, non-judgemental manner and are underpinned by positive relationships, respect and the belief that every

| Collingwood Primary School<br>Loyalty & Service                                                                                                                                                                                                                       |                                              | Restorative Conversation Record                                                                                                                                                                                                                                                                                                              |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Child: _____ Class: _____ Date: _____                                                                                                                                                                                                                                 |                                              |                                                                                                                                                                                                                                                                                                                                              |  |
| Adult: _____ Time: _____                                                                                                                                                                                                                                              |                                              |                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Before we begin...</b><br><input type="checkbox"/> Child is calm enough to talk<br><input type="checkbox"/> Adult is calm enough to listen<br><input type="checkbox"/> Regulation strategies have been used<br><input type="checkbox"/> Everyone is ready<br><br>♥ | <b>1</b> Tell me what happened.              | <b>Agreed Support</b><br><input type="checkbox"/> Trusted adult<br><input type="checkbox"/> Regulation break<br><input type="checkbox"/> Time to repair friendship<br><input type="checkbox"/> Social story<br><input type="checkbox"/> Reflection later<br><input type="checkbox"/> Parent informed<br><input type="checkbox"/> Other _____ |  |
|                                                                                                                                                                                                                                                                       | <b>2</b> Who has been affected?              |                                                                                                                                                                                                                                                                                                                                              |  |
|                                                                                                                                                                                                                                                                       | <b>3</b> How did everyone feel?              |                                                                                                                                                                                                                                                                                                                                              |  |
|                                                                                                                                                                                                                                                                       | <b>4</b> What can we do to put things right? |                                                                                                                                                                                                                                                                                                                                              |  |
|                                                                                                                                                                                                                                                                       | <b>5</b> What will help next time?           |                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Review / Follow Up</b><br>Date: _____<br>How did today's repair go?<br>_____<br>_____                                                                                                                                                                              |                                              |                                                                                                                                                                                                                                                                                                                                              |  |
| ♥ Our goal: to repair relationships and learn together. ♥                                                                                                                                                                                                             |                                              |                                                                                                                                                                                                                                                                                                                                              |  |

child can learn from their experiences. Through this approach, we aim to strengthen our school community by helping children to regulate, restore, repair, reflect and reconnect with others.

### Our High Five for Repair

Following an incident, children are supported through our restorative process once they are calm and ready to engage. This ensures consistency across the school and helps children repair relationships while developing emotional literacy and responsibility.



### Zones of Regulation

#### Zones of regulation



At Collingwood Primary School, we use the Zones of Regulation to help children recognise, understand and manage their emotions. The Zones provide a shared language for discussing feelings and support children to identify how they are feeling and what strategies they can use to regulate their emotions. Staff model and reinforce the use of the Zones throughout the school day, encouraging children to develop self-awareness, emotional regulation and independence. The Zones are not used to label behaviour, but to help children understand that all emotions are valid and that there are appropriate strategies to help them feel ready to learn.

### Rewards and Special Recognition

At Collingwood, we believe positive behaviour is best encouraged through praise and recognition. Our reward system celebrates children who demonstrate our school values, show kindness, and make good learning choices. Rewards are intended to motivate and build self-esteem, helping every child to feel valued and successful. Rewards are focussed on both effort and improvement, in addition to academic achievement. Sweets are not used as rewards. 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 (cooking reward)
- Attendance awards (individual voucher and 10 mins extra playtime for R-Y6)
- Special individual class awards
- Half termly recognition of children who epitomise our key school values of *respect, kindness, resilience, love of learning, a good friend, confidence and positivity* through the use of a lanyard
- 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 mutually agreed 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.

## **Unacceptable Behaviour**

Serious unacceptable behaviour is any behaviour which may cause harm or upset to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- Disrespect towards staff, children, or visitors
- Refusing to comply with teacher instructions or disciplinary sanctions
- Acts of physical aggression, assault, or behaviour that causes or attempts to cause harm to others
- Bullying, including verbal, physical, and cyberbullying.
- Use of language deemed inappropriate or offensive

- Causing damage to school property
- Theft
- Serious or persistent disruption of learning to self and others
- Behaviour deemed racist, sexist, homophobic, or other discriminatory behaviour
- Absconding from a member of staff

Any act of serious aggression or violence may lead directly to an internal or permanent exclusion, even if proactive strategies have not been exhausted. The safety and safeguarding of pupils and staff will always take precedence. Any behaviour that causes complete disruption to the learning of others, may lead to internal or permanent exclusion, even if proactive strategies have not been exhausted. Staff will prioritise the right of children to be safeguarded in such instances.

### **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)

### **Internal and External Exclusions**

The school aims to maintain a safe, supportive, and purposeful learning environment for all pupils. In rare circumstances, it may be necessary to remove a pupil from their normal learning environment due to serious or repeated breaches of the school's behaviour expectations. Exclusions are used only when other behaviour management strategies have been unsuccessful or when a serious incident has occurred.

### **Internal Exclusion (Removal from Class)**

An internal exclusion may be used when a pupil's behaviour significantly disrupts learning or poses a risk to the safety or wellbeing of others but does not require removal from the school site.

During an internal exclusion:

- The pupil will be removed from their usual class and placed in a supervised area within the school.
- The pupil will continue to complete learning activities where appropriate.
- The length of the internal exclusion will be proportionate to the incident and decided by a member of the senior leadership team.
- Parents or carers will normally be informed of the decision.
- A restorative conversation will take place before the pupil returns to their class.

Internal exclusion may be used for behaviours such as:

- Repeated disruption to learning
- Refusal to follow reasonable instructions
- Aggressive or unsafe behaviour
- Serious breaches of the school behaviour expectations

The purpose of internal exclusion is to allow the pupil time to reflect on their behaviour while ensuring that learning continues where possible.

### **External Exclusion (Suspension or Permanent Exclusion)**

External exclusion involves removing a pupil from the school site for a fixed period (suspension) or permanently. The school follows national guidance when making decisions about external exclusions. Only the Headteacher (or a member of the senior leadership team acting on their behalf) has the authority to exclude a pupil.

External exclusion may be considered in response to:

- Serious breaches of the school's behaviour policy
- Behaviour that puts the safety of pupils or staff at risk
- Persistent disruptive behaviour where previous interventions have not been successful
- Violence or threatening behaviour
- Bullying, including discriminatory bullying
- Damage to property
- Possession of prohibited items

Where a pupil is externally excluded:

- Parents or carers will be informed as soon as possible.
- The reason for the exclusion and the length of the exclusion will be clearly communicated.
- Work will be provided for the pupil during the period of exclusion.
- A reintegration meeting will normally take place before the pupil returns to school following a suspension.

Permanent exclusion will only be used as a last resort and when the school has exhausted all reasonable strategies or when the seriousness of an incident warrants this response.

The school is committed to working with families and external agencies where appropriate to support pupils in improving behaviour and successfully reintegrating into school.

### **Use of Reasonable Force**

The school is committed to maintaining a safe and supportive environment for all pupils and staff. In rare circumstances, it may be necessary for Team Teach staff members to use reasonable force to prevent a pupil from causing harm to themselves, others, or property, or from seriously disrupting the learning environment. The use of reasonable force will always be a last resort and will only be used when other strategies to manage behaviour have been unsuccessful or are not appropriate in the situation.

### **Who Can Use Reasonable Force**

All members of school staff have a legal power to use reasonable force if necessary. This includes teachers and other staff who are responsible for pupils at the time of the incident, such as teaching assistants or members of the senior leadership team.

### **Team Teach Staff**

We have a number of staff annually 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'.

### **When Reasonable Force May Be Used**

Reasonable force may be used to:

- Prevent a pupil from hurting themselves or others
- Prevent a pupil from damaging property
- Prevent a pupil from leaving a classroom or school area where leaving would pose a safety risk
- Prevent serious disruption to the learning of others
- Remove a pupil from a situation where their behaviour is unsafe or poses a risk

Examples may include:

- Physically guiding a pupil away from danger
- Holding a pupil to prevent them from hitting or injuring someone
- Intervening to stop a fight
- Preventing a pupil from leaving a supervised area where this would place them at risk

### **Principles for the Use of Force**

Any use of force will:

- Be reasonable, proportionate, and necessary in relation to the circumstances
- Use the minimum level of force for the shortest possible time
- Be applied with the aim of preventing harm and restoring safety
- Take into account the pupil's age, understanding, and any additional needs or disabilities

Staff will avoid actions that may cause injury, humiliation, or distress wherever possible.

### **Recording and Reporting**

Any incident involving the use of reasonable force will be recorded and reported to the Headteacher or a member of the senior leadership team. Parents or carers will normally be informed as soon as possible following the incident. The school will review incidents to ensure that practice remains safe, appropriate, and consistent with the school's behaviour policy and safeguarding procedures.

## **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.