Cotsford Primary School

Behaviour Support Policy
&
Guidelines

Reviewed: April 2026

Introduction



The purpose of this policy is to promote good relationships and supportive behavioural approaches so that people can work together to learn and thrive. We want to provide a supportive environment that is of a calm atmosphere where everyone feels safe, secure, and happy. This policy has been developed to ensure all stakeholders, especially school staff, promote positive behaviour and understand our approach in school. The guidance and procedures are to enable consistent application of our ethos, with due regard to individual social, emotional, learning, language communication, sensory needs and the needs of the wider community.

At Cotsford Primary School we place positive mental health and wellbeing at the centre of school life with our mission and purpose being captured in our five core values which are to be ambitious, resilient, respectful, confident and successful.

Cotsford Primary School strives to ensure accessibility and access for all pupils, as outlined in the Equality Act 2010. We strive for equity, meaning that our pupils' behaviours are supported according to their individual needs. We will therefore differentiate and adapt expectations and our responses. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

The 2014 Code of Practice of Special Educational Needs (SEN) uses Social, Emotional, and Mental Health (SEMH) difficulties which helps to view behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly. The Department for Education guidance for behaviour in schools updated (2024) outlines the statutory duty of schools in relation to developing a behaviour policy, *'All headteachers should take responsibility for implementing measures to secure acceptable standards of behaviour'.*

In relation to the implementation of our school approaches, leaders recognise and take into consideration that although behaviour approaches can work for most pupils, however, they are not successful with all. This is especially true for those who have additional learning needs or who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children in care, children at the edge of the care system, and previously children in care, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

The age of the children and those with Special Educational Needs are also considered. Staff are encouraged to respond to behaviour in a way that focuses on the feelings and emotions that may drive it, rather than on the behaviour itself. This involves adopting a non-judgemental, curious and empathetic approach. Pupils with behavioural difficulties should be regarded as vulnerable rather than troublesome, and we all have a responsibility to explore this vulnerability and provide appropriate support. It is equally important to distinguish clearly between the behaviour and the pupil, ensuring that children do not link their identity to their behaviour. Behaviour does not define the child.

This Policy has been developed in consultation with staff and pupils, and should be read alongside other policies including Safeguarding, Anti-Bullying, Restrictive Physical Intervention, Online Safety, SEND and PREVENT.

At Cotsford Primary School, we recognise that behaviour and communication are intrinsically linked. Through our work with Voice 21, we place oracy at the heart of our behaviour approach, ensuring that pupils are explicitly taught how to express themselves, listen actively, and use their voice respectfully and effectively. We view behaviour as a form of communication and prioritise developing pupils' ability to articulate their thoughts, feelings, and needs as a key strategy for promoting positive behaviour, self-regulation, and strong relationships.

Aims

- To maintain a safe, orderly and positive environment where adults and children may flourish.
- To provide clear guidance to parents, staff and pupils regarding expectations of behaviour.
- To encourage a sense of collective responsibility amongst staff and a sense of commitment to the whole school amongst pupils and their parents.
- To contribute to the social, emotional and moral development of our pupils as individuals, as members of our school community and in preparation for their role as valued, responsible members of a wider society.
- To contribute to the development of each individual's self esteem.
- To develop children's awareness of how their individual actions, affect others.
- To provide children with the skills, knowledge and guidance on how to manage their emotions and behaviour.
- To provide staff with behaviour support strategies which are manageable.
- To ensure that all staff apply the policy fairly and consistently.
- To teach children their rights and to respect the rights of others.
- To recognise and reward positive models of behaviour.
- To share successes and challenges with parents.
- To develop pupils' ability to use their voice effectively to communicate feelings, needs, and ideas.
- To embed oracy as a key tool for self-regulation, conflict resolution, and positive social interaction.

<u>Behaviour Support</u>

Zones of Regulation

The Zones of Regulation is a proactive, skills-based approach used to support pupils in understanding, recognising and managing their emotions and behaviour. Linked to Disney's *Inside Out* characters, it provides a structured and accessible framework that helps children to think about, articulate and reflect on how they feel, both internally and physically. Through this, pupils develop strategies to regulate their emotions in a positive and constructive way. We recognise that regulation is something everyone continually works on, whether we are consciously aware of it or not.



We all encounter challenging situations that can test our emotional limits. When pupils can recognise that they are becoming less regulated, they are better equipped to take action to manage their feelings and return to a calmer, more positive state. While this may come more naturally to some, for others it is a skill that requires explicit teaching, modelling and regular practice.

This approach groups emotions and levels of alertness into four coloured Zones, all of which are a normal and expected part of everyday life. Pupils are taught that there is no "bad" Zone, but that some Zones require strategies and support to help them return to a calm and ready-to-learn state.

Through regular teaching and consistent use across the school, pupils are supported to:

- recognise and identify their emotions and feelings.
- understand how their emotions affect their behaviour and learning
- develop and apply appropriate strategies to regulate their emotions
- take responsibility for managing their feelings and actions
- move towards a calm and focused state that supports learning and positive relationships

Central to this approach is the use of co-regulation, where adults support pupils in recognising, naming and managing their emotions through calm, consistent interactions. To support this, all staff use lanyards containing agreed sentence stems. These provide a simple, consistent script to initiate supportive conversations, helping adults respond with clarity, empathy and purpose. Sentence stems such as *"I can see you are feeling…", "Let's work out what you need right now…",* and *"What strategy could help you move to green?"* enable staff to de-escalate situations effectively while modelling the language of regulation.

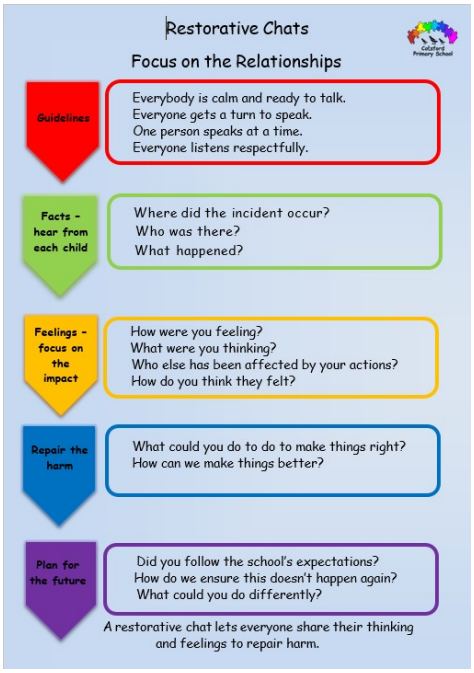


This consistent use of language directly supports the development of oracy, aligning with the principles of Voice 21. Pupils are explicitly taught the language of emotion and are encouraged to verbalise their thoughts and feelings with increasing confidence and precision. Through structured talk and guided interactions, pupils develop the ability to explain their emotional state, reflect on their behaviour and engage in purposeful dialogue with adults and peers.

By embedding this shared language and approach across the school, pupils are better able to recognise when they are becoming less regulated and use appropriate strategies to return to a safe and productive emotional state. For some pupils, this develops naturally over time; for others, it requires continued support, modelling and rehearsal.
Ultimately, the aim of the Zones of Regulation approach is to support all pupils in developing emotional awareness, self-regulation and resilience, enabling them to engage successfully in learning and social interactions, while confidently using their voice to express themselves.

Restorative Practices

At Cotsford, we believe in restorative practices as a whole-school teaching and learning approach that promotes respectful, supportive behaviour through high-quality talk and communication. It places responsibility on individuals to be accountable for their behaviour, using structured dialogue to repair harm and rebuild relationships.

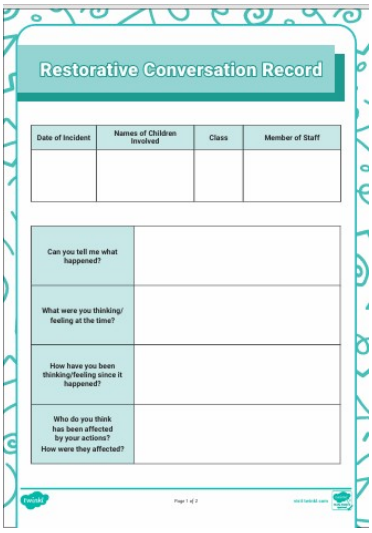


Restorative Chat is defined as a conversation that allows all participants to share their thoughts and feelings to repair harm caused.

Restorative chats are used as a whole school approach in supporting students to resolve conflict and restore relationships in a positive way. The conversation is held between student(s) and a staff member, that details the feelings of each member involved, uncovers the details of the conflict and encourages developing a future plan.

Student participation in these conversations allows the student to identify and consider the impact of the conflict and gives them opportunity to consider what they can do should they encounter a similar situation – teaching them accountability and empathy.

A restorative chat record sheet may be used.







Benefits of restorative chats

Restorative practise aims to promote:

- Separating the child from the behaviour.
- Student self-awareness and accountability.
- Active listening.

- Positive language and tone by all members of Cotsford Primary community.
- Refraining from judging or blaming.
- A fair and transparent process.
- Ensuring we develop future plans or actions.
- Careful consideration of the consequences that are implemented and ensuring they are fair and representative of the action.
- Restoring and repairing damaged relationships.
- Empathy and respectful interactions
- Viewing inappropriate behaviours as opportunities for learning
- Pupil voice and the ability to work together to solve a problem.

This approach ensures that pupils develop the confidence and skills to use their voice constructively, aligning with our whole-school commitment to oracy.

Curriculum

We believe in having clear expectations which follow simple behaviour expectations:

- be ready,
- be respectful,
- be safe.

We will explicitly share, model and teach our expectations. This includes explicitly teaching pupils how to communicate these expectations through talk—using appropriate vocabulary, sentence stems, and discussion structures to express themselves clearly and respectfully.

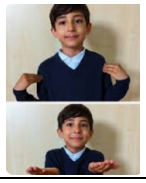
Examples of these three expectations:

Be Respectful	Be Ready	Be Safe
Say please and thank you. Hold doors open for people. Talk kindly to other pupils. Say good morning/ afternoon. Respect others right to learn. Respect school property by looking after it. Use a calm and polite tone of voice. Value differences. Follow staff instructions.	Completing homework on time. Remembering to bring equipment to school. Wearing correct school uniform. Tidying up your own workspace and the classroom. Accepting responsibility if you make a mistake and saying sorry.	Sitting sensibly in the classroom. Walking through corridors. Playing games that do not become too physical. Using calm and respectful tones when we communicate.

Our Routines and Expectations

Our staff may use call and response chants such as '1,2,3 Look at Me' and 'Hocus Pocus, Everybody Focus' or clapping chants to gain the attention of the children.

We also use silent hand signals for classroom management:

Gestures and signals		
Team stop: 	MTYT (My Turn Your Turn): 	TTYP (Talk to Your Partner) 
1,2,3 fingers to move between the carpet and tables - When the teacher signals (1) I should stop what I am doing. - When the teacher signals (2) I should tuck my chair in if seated and stand up if sat down or pack my book away from the lesson. - When the teacher signals (3) I should move to my table/line up or get my next book ready in front of me.		

Movement around school

We don't want to waste our valuable time in our learning when changing between lessons or when we finish a lesson and move to another part of the building. Our expectations when lining up and moving around school are that the children will:

- Face forwards.
- Walk in a straight line.
- Without talking.
- With sensible hands.
- Without leaning on walls whilst waiting.



Contributing to discussions

We use 'Discussion Guidelines' as part of our oracy curriculum to enable pupils to explore and articulate their learning, ensuring that all voices are heard and valued.

Children should show a 'thumb up' when they wish to contribute to a discussion and should lower their thumb if someone else has already contributed their idea.

Using Good Manners

We want everyone to always be kind and respectful to everyone and it is important to show gratitude to others by thanking people for what they have done for us.

- I should always say 'please' when I am asking for something.
- I should always say 'thank you' when I receive something or someone does something nice.
- I should say 'Good morning/afternoon' and respond to greetings.
- A calm and polite tone is respectful.
- When eating, I should use my knife and fork correctly, not speak when my mouth is full and stay in my seat whilst eating

General Expectations and Conduct

We want to ensure that pupils are prepared for the day, they are in a calm and ready position for their learning, they feel happy and safe during breaktimes, and they look after their belongings and the school equipment and environment.

- I should arrive on time to school.
- I should put my belongings away in the right places.
- As I enter the classroom, I should begin the morning task.
- I should play safely without hurting anyone.
- I should not 'play fight' because I may hurt someone by accident.
- I should be kind, by including people in my games and sharing equipment.
- When called, I should line up in my lining up order straight away. (if applicable)
- I should use a normal talking volume when in the dining hall or classroom.
- I should be using the toilet at break and lunchtime so as not to interrupt learning time.
- I should go in the toilet cubicle by myself and close the door.
- I should flush the toilet and wash my hands after using the toilet.
- I should not mess around in the toilets.
- I have a responsibility to ensure that school equipment is looked after, put away where it belongs and our school is kept tidy.
- I should not be bringing toys, bag charms and equipment in from home.
- I will leave my mobile phone, switched off, in the school office and collect it at the end of the day.
- I should knock before entering the offices.
- I will not open the external doors without permission.
- I will walk with my scooter or bike when on the school grounds including the car park.

Rewards

Staff should regularly praise children as this has a powerful impact on self-esteem and positively reinforces expectations.

Praise and rewards should be realistic, consistent, sincere, and given as promptly as possible to reinforce positive behaviour. All praise and encouragement should be clearly linked to observable actions, good character, responsibility, effort or achievement. This ensures that pupils understand exactly what behaviour is being recognised and encourages them to repeat it.

Pupils should not be awarded Dojo points for expected behaviours, as these form part of the school's everyday standards. However, Dojo points may be awarded where a pupil demonstrates a positive change in attitude, sustained effort, or behaviour that goes above and beyond expectations. This helps to promote intrinsic motivation and encourages pupils to take pride in their personal progress.

Examples of when Dojo points may be awarded include:

- demonstrating a significant improvement in behaviour or attitude over time.
- consistently completing reading at home beyond the expected amount.
- making a conscious effort to improve presentation or handwriting.
- showing resilience and perseverance with challenging work.
- independently supporting or helping other pupils.
- demonstrating outstanding kindness, respect, or teamwork.
- taking responsibility for their learning or behaviour without prompting.
- Positive use of oracy—such as clear communication, active listening, respectful disagreement, and thoughtful contributions—should be explicitly recognised and celebrated.
- representing the school positively during trips, events, or competitions.

Dojo points may also be awarded when addressing a whole-school or class focus area to support improvement in a particular expectation. This should be used strategically and for a limited period to encourage positive change and reinforce shared goals.
Examples may include:

- improving lining up and moving calmly around the school
- increasing reading engagement across a class
- improving classroom focus and listening during lessons
- promoting respectful language and behaviour at playtimes
- encouraging tidy learning environments and care for resources
- supporting whole-school initiatives such as demonstrating good manners or kindness.

The use of Dojo points in these situations should be clearly explained to pupils, linked to specific targets, and regularly reviewed to ensure fairness and consistency across the school.

Dojo Points and Certificates
Dojo points may be awarded by all adults in school to both individuals and whole classes. This ensures consistency and allows positive behaviour to be recognised across all areas of school life, including classrooms, playgrounds, assemblies, trips, and wider school activities.

Pupils receive Dojo points as part of the school's reward system to recognise positive behaviour, effort, and achievement. Certificates are presented during Friday 'Celebration' assembly and are awarded based on weekly Dojo point totals as follows:

- 40 points – Bronze Certificate
- 60 points – Silver Certificate
- 80 points – Gold Certificate
- 100 points – Platinum Certificate

Dojo points accumulate over time, and pupils may exchange their points at the Dojo Shop at the end of each half term. Pupils may also choose to bank their points in order to purchase higher-value rewards at a later date. This encourages goal setting, responsibility, and delayed gratification.

Class of the Week
The class with the highest total number of Dojo points at the end of each week will be awarded the 'Class of the Week' trophy and Dojo Monster, which is presented during Friday assembly.

The class that achieves Class of the Week the most times within a term will be rewarded with Golden Time. Golden Time provides pupils with a choice of enjoyable activities such as:

- extra playtime
- iPad or computing time
- arts and crafts activities
- games or sports (e.g., rounders)
- other agreed class reward activities

This promotes teamwork, collective responsibility, and positive behaviour across the class.

Wheel of Fortune
In each class, the pupil with the highest number of Dojo points for the week will have the opportunity to spin the 'Wheel of Fortune' during Friday assembly. This provides an additional incentive and celebrates individual achievement in a positive and engaging way. The incentive/ rewards on the wheel will be informed by pupil voice and so are subject to change.

Headteacher Recognition
Headteacher certificates are awarded to pupils who have been nominated for demonstrating a consistently positive attitude, high-quality classroom work, strong effort, positive behaviour, or outstanding social skills. These certificates are intended to recognise exceptional achievement or behaviour and are not awarded on a regular or routine basis, ensuring that they remain meaningful and valued.

Separate certificates are available for EY/KS1 and KS2.





Those achieving the Headteacher's award will be recognised and celebrated through the sharing of their achievement on Class Dojo, allowing parents and carers to be informed and to celebrate pupils' success.

Teachers may also send pupils to the Headteacher for recognition at any time during the week to celebrate exceptional work, effort, behaviour, or achievements. This provides immediate and meaningful acknowledgment of positive contributions to school life.

Other recognition – Awarded during Friday's assembly
Classes and individuals may also receive recognition for:
Demonstrating **exceptional kindness** – a nominated pupil will receive a kindness certificate to take home and the 'kindness cup' to sit on their desk for a week.
Star of the Week – these are nominations specifically linked to after school clubs with pupils receiving a certificate.
Player of the Match – a certificate awarded following football matches and tournaments.
Attendance Award – a trophy displayed in the hall for the class with the highest level of attendance for the week.
Punctuality Award – a trophy displayed in the hall for the class with the lowest number of late arrivals for the week.
Reading Awards displayed in the hall for the classes with the highest engagement with Reading Plus and Nessy.
Maths Awards displayed in the hall for the classes with the highest engagement with TTRS and Numbots.

Consequences

Where behaviour falls below expectations, adults will support pupils to reflect through structured talk, helping them to articulate what has happened, understand its impact, and rehearse more appropriate responses.

In our school we expect a high standard of behaviour from everyone. The guide below ensures a fair and consistent approach to unexpected behaviours and consequences.

Level	What the behaviour looks like	Potential consequence /actions Verbal reminder of the consequence that is being given linked directly to the behaviour displayed. (So that children are directly linking cause and effect)
Calm redirection 	Any behaviours leading towards a C1	• Verbal reminder of expectations • Advice given • Eye contact to remind children of appropriate behaviour (Non-verbal) • Move position in the room – closer proximity to child
Consequence level 1 (C1) Unexpected 	Calling out/ shouting Rude Not listening Ignoring Negative attitude Being silly Running in school General conduct in school Rough play Refusal	• Verbal prompts • Eye contact and verbal reminder • Restorative chat with an adult • Reflection time (1/2/3 minutes in class) • C1 Dojo - If 2 verbal prompts/ reminders have been given.
Consequence level 2 (C2) Persistent 	**Continued incidents of C1 unexpected behaviours or** Deliberate negative behaviour. Destruction	• Follow up with parents by class teacher • Time out - Partial loss of breaktime/ lunchtime • Restorative chat with an adult & restorative time • Time with partner class • Message on Dojo re: behaviour • Temporary loss of privileges/ responsibilities • Temporary access revoked to after school events, clubs or enrichment activities • Complete any missed work • C2 Dojo - If a child receives any of the above consequences
Consequence level 3 (C3) Serious 	**Continued incidents of C2 unexpected behaviours or** Unsafe behaviour - in or out of class. (E.g. Fighting) Bullying Swearing Lying to get someone in trouble Gangs Stealing Discrimination	• Loss of a breaktime/ lunchtime • Loss of a series of breaktimes/ lunchtimes • Access revoked to after school events, clubs and /or enrichment activities • Recorded restorative conversation • Letter home/ Message on Dojo • Withdrawal of privileges/ responsibilities • Behaviour conversation with parents - formal meeting - Class teacher • Behaviour Support Plan (BSP) put in place for pupils who are repeatedly receiving C3s. • Access to Dojo shop revoked • Involvement of outside agencies • Complete any missed work • Senior Leader will be informed and agree whether a conversation home is required. • C3 Dojo - If a child receives any of the above consequences

Incidences should be recorded on CPOMS when they involve:

- serious incidences of negative behaviour.
- multiple children.
- bullying or allegations of bullying.
- discrimination or allegations of discrimination.
- online misuse including cyberbullying.

If negative behaviour is displayed during before and after school clubs, the club leader or a member of staff on behalf of an external club leader, should speak to the child's parents and advise them that if the negative behaviour continues their child will be unable to attend the club.

When a child is struggling to regulate, staff trained in Team Teach will be called upon to support the child to de-escalate, however there may be circumstances where, when preventative strategies have failed, some form of Restrictive Physical Intervention (RPI) may be unavoidable. **All** incidents where this has been necessary should be brought to the attention of the Headteacher. See Restrictive Physical Intervention Policy.

Individuals who present more challenging or repetitive behaviours and for whom the school Behaviour Support Policy is having a limited impact will be provided with more specialised support in school in consultation with parents/ carers and support from external agencies may be requested. This may include individual strategies being applied, for example, a positive book, individual sticker charts, a home / school diary.
For children displaying repeated negative behaviours an Individual Behaviour Plan (IBP) and a Behaviour Contract may be created to support with self/co regulation.

Fixed Term Suspension and Exclusion
Should a child's behaviour lead to a suspension of between 1 and 5 days, work will be directed/sent home with them to be completed during the time of suspension. The school may also consider accessing 'The Guidance and Learning Centre' based at Easington Colliery Primary School. The regulations allow Head Teachers to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

A decision to suspend a pupil should be taken only:
(a) In response to serious breaches of the school's behaviour policy; and
(b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
Only the Headteacher or in the absence of the Headteacher, the most Senior Teacher who is acting in that role can suspend a pupil.

A decision to exclude a child *permanently* is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used at a last resort. There will however be exceptional circumstances where in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

(a) Serious actual or threatened violence against another pupil or a member of staff
(b) Sexual abuse or assault

(c) Supplying an illegal drug
(d) Carrying an offensive weapon

In such circumstances the school would also consider whether to inform the Police where such a criminal offence has taken place. Consideration would also be given as to whether to inform other agencies, e.g. Youth Offending Team, Social Services, etc.

In the event of fixed term suspension, the Cotsford Primary School would follow guidance documents agreed by the LA.

Monitoring & Evaluation
All Staff continually monitor the behaviour of the children and communicate with each other when there are concerns and / or patterns presenting.
SLT will regularly review the Dojo system to ensure that there is fairness and consistency across school with the points which are awarded and to spot any patterns of behaviour which may need further attention.
The effectiveness of the Behaviour Support Policy is monitored regularly and reviewed as required. Monitoring will also consider the development of pupils' oracy skills, including their ability to communicate effectively, regulate through talk, and engage in meaningful dialogue.