

Cookridge Primary School

Behaviour Policy



Adopted by Governing Body – October 2025

Review –October 2026

***The Behaviour Policy will be published
on the school website.***

****Together We Achieve the Extraordinary****



‘Together we achieve the Extraordinary’

We are passionate about making a difference every day and believe that our children should be at the heart of everything we do. The environment and curriculum we provide creates learning that is fun, active and personalised, inspiring all to achieve their very best.

GOVERNORS STATEMENT

The Governors at Cookridge Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. At Cookridge Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations and support the development of our pupils as effective and responsible citizens.

AIMS OF THIS POLICY

- To set out guidelines so that the behaviour management systems and processes can work alongside our restorative practice ethos (please see Restorative Practice Policy).
- To foster a learning environment that promotes positive caring attitudes towards everyone; where effort, resilience and achievements, at all levels, are acknowledged and valued.
- To have a provision that promotes self-esteem, self-discipline and independence so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school.
- To make boundaries of acceptable behaviour clear.
- To ensure safety, and ensure all staff and pupils feel safe at all times.
- To involve all stakeholders in the implementation of this policy.

HEADTEACHER’S ROLE

Overall responsibility for maintaining positive discipline throughout the school lies with the Headteacher.

The Headteacher’s role includes:

- establishing a culture of positive behaviour and monitoring a consistent approach across school using restorative practice doctrine.
- Celebrating positive behaviour and instilling a sense of pride in those pupils achieving expected standards of behaviour.
- Supporting staff in managing behaviour through clear policy and procedures.
- Monitoring incidences of all behaviours and taking swift and decisive action to ensure the safety and wellbeing of all pupils.
- If a pattern of behaviours is identified (e.g. red cards for the same behaviour/s), and a phone call or meeting between teachers and parents/carers has not remedied the behaviour, the headteacher will meet or phone the parents/carers to work together to plan a course of action.

SENIOR LEADERSHIP ROLE

- Overall responsibility for maintaining positive discipline throughout their age phase and liaison with the Headteacher.
- Managing the induction of new staff to ensure they adopt the policy and maintain a consistent approach to behaviour management and the restorative ethos.



- If a pattern of behaviours is identified (e.g. red cards for the same behaviour/s), and a phone call or meeting between teachers and parents/carers has not remedied the behaviour, a member of SLT (in the absence of the headteacher) will meet or phone the parents/carers to work together to plan a course of action.

CLASS TEACHER'S ROLE

The class teachers' role is critical to nurturing caring, positive and collaborative relationships with pupils. A climate of high levels of pupil engagement, effort, co-operation and mutual respect should be created as part of the culture of the classroom. All adult interactions with children should follow and model our restorative practice and therapeutic ethos and model mutual respect, fairness, consistency, encouragement and praise. Each teacher has responsibility for the maintenance of mutual respect within their own class. They will:

- Create an environment that promotes self-esteem, self-discipline and independence so that each child learns to accept responsibility for their own behaviour.
- Create an environment that is calm and therapeutic for all.
- Have high expectations of children's attitudes to learning, play and transitions through school.
- Encourage, praise and listen to children.
- Have a consistent approach to behaviour following the Behaviour Policy and maintain Individual Behaviour Plans for pupils identified as needing specialised help with their behaviour.
- Know each pupil as an individual and be aware of their (special) needs.
- Keep an internal record using the 'Good to be Green' behaviour logs and ensure that the Head teacher/SLT are informed of any red incidents within that same day.
- If a pattern of behaviours is identified (e.g. red cards for the same behaviour/s) a phone call or meeting will be arranged between school and parents/carers.
- Involve all stakeholders in the implementation of this policy.

THE ROLE OF SUPPORT AND LUNCH TIME STAFF

- Have high expectations of children's attitudes to learning, play and transitions through school.
- Encourage, praise and listen to children in a restorative manner.
- Have a consistent approach to behaviour following the behaviour/restorative practice policies and maintain Individual Behaviour Plans for pupils with support from SLT and teachers.
- Keep a written record of all red and yellow incidents and ensure that the class teacher is informed of any incidents through the online behaviour log.

RULES

In order to have a provision that promotes self-esteem, self-discipline and independence, we have to have a consistent approach to behaviour throughout the school. **The Cookridge Unwanted Behaviours procedure (page 7 – Table 1)** provide staff and children with the school procedures around unwanted behaviours and the list of unwanted behaviours and consequences can be found on page 8 – Table 2 of this policy. These procedures and boundaries should be referred to as a point of reference by all adults in school.

REWARDS

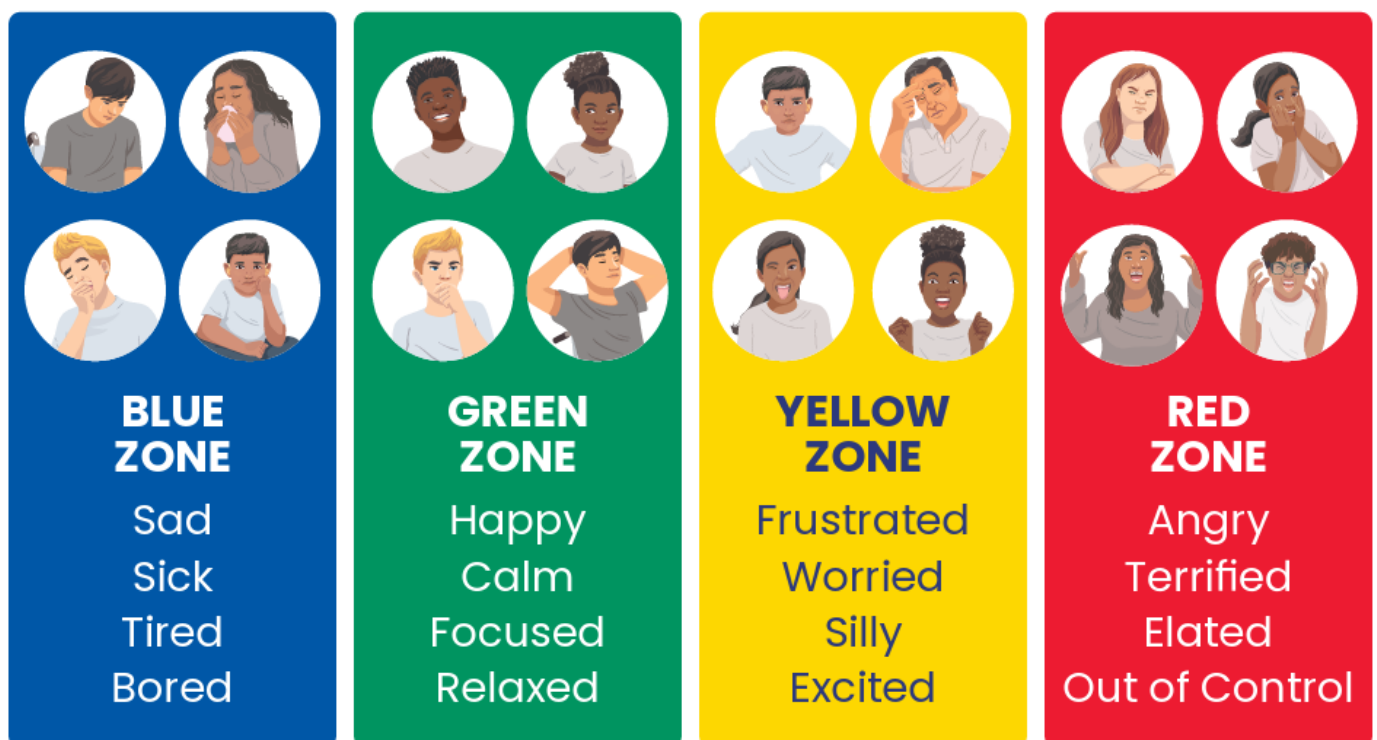
Pupil voice asked for recognition of those pupils who consistently share the school ethos and stay green on our behaviour system. This recognition results in children receiving Green time (Children choose a given activity) every fortnight (different in EYFS – Autumn-starts every day, Spring - twice a week, Summer - then once a week. Class teachers may also send pupils to members of the SLT/Headteacher for individual achievements where pupils will receive praise and possibly receive a 50 team point award.

Each week, one or more members of the class will be nominated by the class teacher to receive a **Learnatics' certificate**. These certificate awards will also be given in Celebration Assembly. Pupils are also encouraged to bring in any awards they have achieved outside of school as it is important to us that these are also celebrated.

Proactive behaviour Management

As a school, we recognise that many behaviours are controlled via emotional regulation strategies. To help children to identify their emotions we use the Zones of Regulation. Please see below for examples of this strategy or visit <https://zonesofregulation.com/>

The Zones of Regulation®



So what are the zones? There are 4 coloured zones to categorise states of alertness and emotional states:

Blue – used to describe low states of alertness, (such as feeling sad, tired, sick or bored. Body/brain is moving sluggishly).

Green – used to describe a regulated state of alertness (such as feeling calm, happy, focussed or content). This zone is generally needed for school work, being social and ready to learn. It shows control.

Yellow – used to describe a heightened state of alertness, but with some control (such as when experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion - slightly elevated emotions (being fidgety, wiggly, squirmy or sensory seeking). The person is starting to lose control.

Red – used to describe extremely heightened states of alertness or very intense feelings (such as feeling anger, rage, and explosive behaviour, panic, terror or elation). Not being in control of one's own body.

You can remember the zones by using a traffic light system. Like traffic signs;

Blue = 'rest area where you pull over as you are tired and need to recharge'.

Green = the person is 'good to go'

Yellow = 'caution, slow down or take warning'

Red = 'stop and regain control'

Blue Tools:

Think about what you might do as an adult to make you feel better when you are sad, tired or bored:

- This might include talking to a trusted person, breathing, taking a break and relaxing, doing a hobby or importantly, doing some physical exercise.
- These exercises should wake up our bodies, recharge and activate our senses and regain our focus. Examples may include: taking a walk, doing some active movement (think jumping, bouncing or swinging).

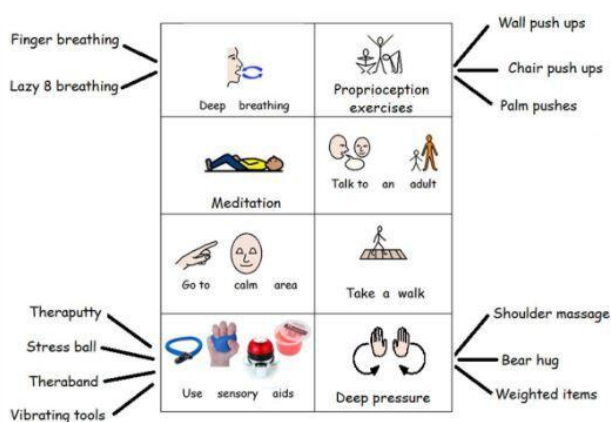
Green Tools:

Think about the strategies you or your child uses to maintain your happiness, alertness in the activity you are engaging in, and calmness.

- This may include all of the activities mentioned above, and also pay attention to the environment your child is in – is it safe, calm and enabling of engagement?

Yellow Tools:

- When you see your child starting to become heightened, fidgety, over- excited or unfocussed – try to introduce the following calming strategies to prevent an escalation into the Red Zone (or out of control)



Red Tools:

Once in the Red Zone, your child will more than likely need to be removed from the situation/setting, and it is encouraged that they go to an environment that is calming and safe.

Calming strategies that 'power down' the emotions your child is feeling can be practiced here. These



include:

- Deep breathing
- Deep pressure/heavy work activities
- Sensory activities – using sensory aids and tools such as theraputty, squeeze stress balls, vibrating snakes, weighted blankets etc.
- Taking a walk in a quiet place
- Going to a quiet and dark area (i.e. pillow fort/dark room)
- Minimise your language when your child is in the red zone – be clear, concise and calm in your tone.

How can you help your child use The Zones of Regulation at home?

- Model and identify your own feelings using Zones language in front of your child (e.g.: I'm frustrated. I think I am in the Yellow Zone.)
- Observe your child's behaviour and try to use strategies when they are showing signs of being in the yellow zone, to catch it before they move to the red zone.
- Practice calming strategies when your child is in the green zone. This may include doing some deep breathing/meditation/heavy work and sensory activities throughout their day.
- Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy/ go into the Green Zone.
- Put up and reference the Zones visuals and tools in your home to consistently refer to and check in regularly with this
- Praise and encourage your child when they share which Zone they are in.
- Develop your child's own zones of regulation tool box – using the exercises above
- Have easy access to calming/sensory equipment at home
- Remember to monitor your language: usually less is best (minimal in the red zone)

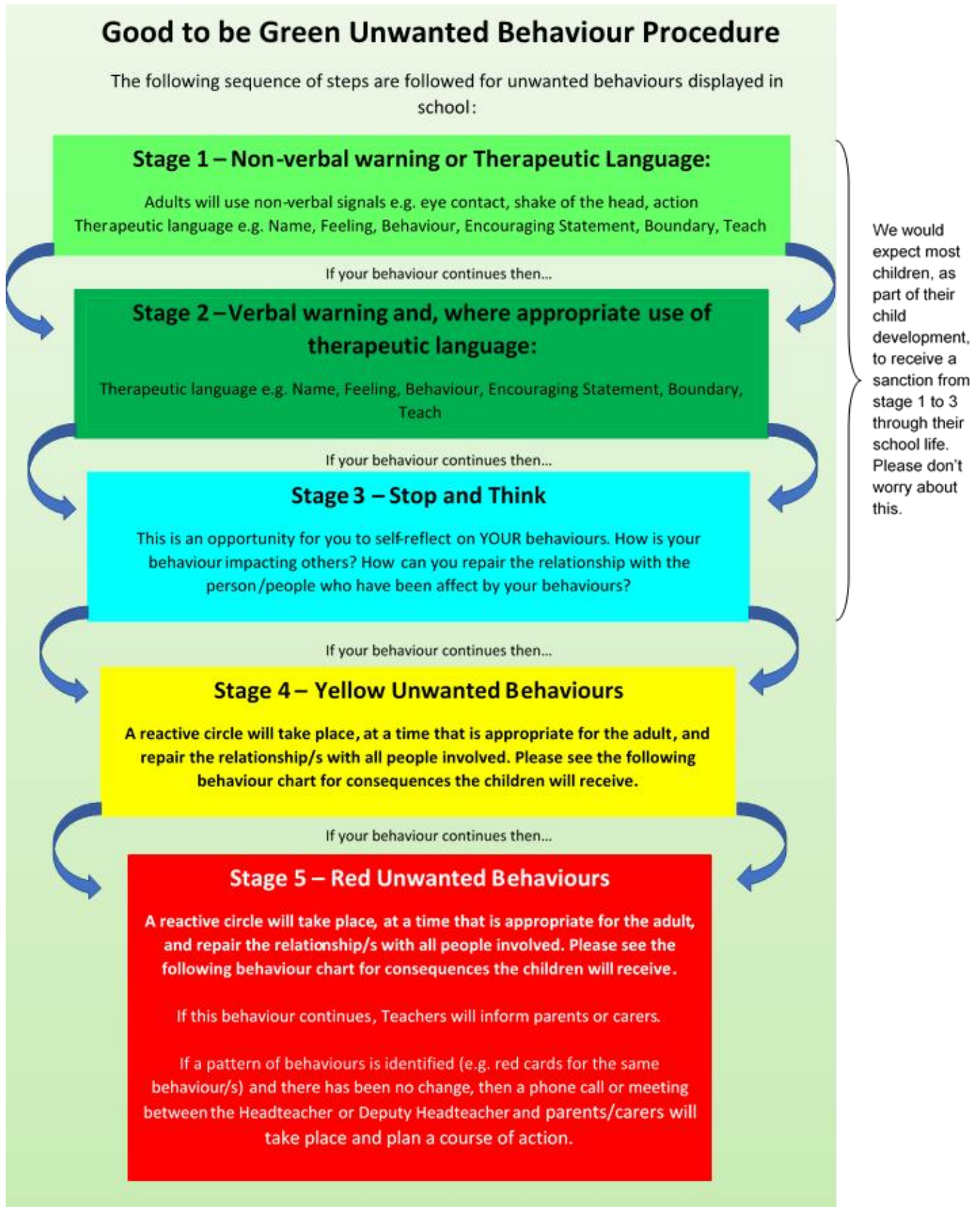
Tips for helping your child to regulate at home

- Know yourself and how you react in difficult situations before dealing with your child's behaviours.
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
- Know your child's triggers.
- Be consistent in managing your child's behaviour and use the same language you use at home.
- Empathise with your child and validate what they are feeling.
- Have clear boundaries/routines and always follow through.
- Do not deal with an angry, upset child when you are not yet calm yourself.
- Discuss strategies for the next time when you are in a similar situation.
- Remember to ask your child how their choices made you feel (empathy).
- Praise your child for using strategies. Encourage your child to take a sensory break to help regulate their bodies.
- Create a 'calm' box or 'sensory box' full of things which help to keep your child calm and alert.

Where can I find out more about the Zones of Regulation?

These links may be useful if you want to know more about the Zones of Regulation and/or if your child is struggling to self-regulate.

Table 1



Children are given the opportunity to rectify their behaviour before they receive a yellow or red card unless the behaviour/s displayed showed malice or premeditation and meets the criteria set out below and after a conclusive outcome has been obtained from a reactive circle (See Restorative Practice Policy):

Table 2

Unwanted Behaviours	When will the consequence happen and duration				Where possible Restorative consequence examples
	Reception	KS1 (Year 1&2)	LKS2 (Year 3&4)	UKS2 (Years 5&6)	
Persistent behaviours	Daily Green Time or Choosing time (Aut term) 5mins missed	Afternoon Break (Daily) - 5mins missed	During Green Time or Friday Lunchtime (According to the weekly timetable) - 10mins missed	Fortnightly Green Time – 10mins missed	For more than 1 yellow card – community service
Inappropriate Language					
Defending yourself and others in a physical or verbal manner					
Rudeness to adults					
Rudeness to children					
Littering					
Play fighting					
Lying					
Misuse of social media					
Physical Violence	Daily Green Time (Aut term) Miss All Two Green Times (Spr term) Miss All Weekly Green Time (Sum Term) Miss All	Afternoon Break (Daily) – Miss All	During Green time or Friday Lunchtime (According to the weekly timetable) - Miss All	Fortnightly Green time – Miss all	Community Service
Inappropriate Language at a person					
Racism					
Vandalism					
Bullying (Persistent unkind behaviour towards the same person or people)					
Discrimination					
Stealing					
Persistent Lying					
Serious misuse of social media in or out of school					

Note:

If a child from KS1 or LKS2 are given four Yellow or 2 Red unwanted behaviours within a week, they will miss their fortnightly green time.

BEHAVIOURS

These unwanted behaviours and categorisations have been determined through pupil and staff voice and are fluid according to the impact they have on overall behaviours. Since their introduction, there have been a significant reduction in red and yellow behaviours. If any changes are needed then staff and pupils will discuss changes together with the support of the Restorative Practice Representatives.

PLAYGROUND

All staff will follow the Behaviour Policy in the playground and continue to observe and reward positive behaviours through team points, praise and other forms of rewards e.g. inflatable day. In order to maintain the safety and wellbeing of all pupils, incidences of misconduct in the playground will be recorded using the online behaviour log.



If a single/group of child/ren are consistently breaking the conduct behaviours, a member of staff might be required to monitor and record their behaviours on the online behaviour log.

RISK ASSESSMENTS

When a child consistently displays unsafe behaviours within school, a risk assessment will be written. This is to assess whether, in line with the duty of care, the safety of that child and all other members of Cookridge Primary School can be maintained. In some cases, such as school trips, children with behaviour risk assessments may not be able to participate if it is felt that the risk cannot be managed effectively and all other alternatives are beyond reasonable adjustment.

PHYSICAL INTERVENTION

A small minority of pupils might require the use of positive handling techniques in order to ensure their safety, the safety of others, and limit damage to property or to maintain the good order within the classroom. In such circumstances, the Headteacher and any member of staff chosen (preferably with Team Teach training) may do this. At this point, a positive handling form needs to be completed and logged and parents will be informed of the incident by SLT or the Headteacher. However, in some circumstances, at the decision of the most senior member of staff involved in the incident, the decision to remove other children from the situation maybe the most appropriate and safest for all involved.

PARENTS ROLE

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school's expectations.
- To offer a framework for social education

COMMUNICATING WITH PARENTS

We support the early intervention of continuous behaviours causing concern and work in partnership with parent/carers to support individuals and families. A high level of cooperation and open communication is seen as an important factor encouraging positive behaviour in the school. However, it is important to recognise that part of child development is for child to make mistakes. Our behaviour policy recognises that school should be a safe place for children to make mistakes and learn from them. With this mind, not all behaviours are shared with parents as it is important that children understand that part of growing up means learning from those mistakes. As a school we recognise that if children do not learn from these mistakes and a pattern of behaviours occur it is important to highlight this with Parent/Carers. Meetings following a pattern of unwanted behaviours will be scheduled so that parent/carers, school staff and the child can attend and discuss the incidences. It is vital that parent/carers attend meetings with school-based staff in an appropriate manner and are able to act as role models for their children in the appropriate way on how to speak to adults. Where this is not possible, the meeting will be adjourned and re-scheduled. Following exclusion, children are not to return to school until an appropriate conversation has taken place between all parties. Parents are encouraged to talk in confidence to teachers or other members of staff about any significant developments in a child's life, in their past or present, which may affect the child's behaviour.

If disruptive behaviour becomes a frequent occurrence from a group of pupils or an individual, even after



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intervention from the school and parents, we will evaluate school procedures and seek external advice from colleagues at Leeds City Council in managing the behaviours. Individual pupils may require an Individual Behaviour Plan to work through a period of persistent misconduct. Where a pupil is under the guidance of an Individual Behaviour Plan, their behaviour **may** be managed in ways outside of this policy. We reserve the right to agree IBP's with parents and pupils where this is appropriate and are not able to discuss the conduct of and provision for individual pupils with non-family members.

Pupils with SEND

As a school we pride ourselves on the inclusive provision we have created. We recognise all forms of SEND and protected characteristics, and work tirelessly to fully understand the SEND needs of individuals. Whilst we recognise that some children find emotional regulation difficult, and this is down to their need, it is also important that as a school community we recognise there is a rule of law that we are all governed by and we cannot condone unwanted behaviours (See Table 2 – page 8). However, we also recognise some children's difficulties with regulation and try to find strategies for regulation before unwanted behaviours occur. There might be a need to personalise the appropriate rewards and sanctions for these children.

POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Schools have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Non-criminal unwanted behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, may result in a sanction from school at the discretion of SLT/Headteacher.

School may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- misbehaving at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the school will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the school.

School reserves the right to confiscate pupil's property and has the power to search without consent for any prohibited items (Education Act 1996)

The safeguarding of all pupils and staff including SEN is of paramount concern to us and every step will be taken to ensure that pupils at Cookridge are happy, safe and in an environment that fosters learning and wellbeing in accordance with the school's legal duties under the Equalities Act 2010.

Date Agreed	Written By	Review date
September 2025	L. Hunter	September 2026
Signed (Headteacher)		
Chair of Governors)		



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