



Richard Coates
CE Primary School

Behaviour Policy

Implemented October 2025
Due review date: October 2026



Richard Coates CE Primary School is part of Pele Trust.



Rationale

Our school is committed to helping every member of our community flourish and achieve their best.

Guided by our motto, 'Let your light shine' (Matthew 5:16), and rooted in Christian values of kindness, respect and perseverance, we place these principles at the heart of how we live and work together.

We take a relational approach within a clear whole-school framework. We recognise the strong link between wellbeing and behaviour, knowing that positive mental health supports the best learning outcomes. We see behaviour as a form of communication and take responsibility for understanding each child's needs while setting fair and consistent boundaries.

Aims

- To build a kind, respectful and empathetic school community where everyone feels valued, treated fairly and safe.
- To develop a shared understanding of positive behaviour and attitudes and celebrate these across the whole community.
- To provide clear systems and guidance that support pupils to self-regulate, manage their behaviour and be ready to learn.
- To communicate expectations and approaches consistently with pupils, staff, parents, carers, governors and other stakeholders.
- To take a holistic and inclusive approach to behaviour, recognising the whole person and their individual needs.
- To base our practices on evidence and current research ensuring they are effective and meaningful.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2025](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based [on the special educational needs and disability \(SEND\) code of practice.](#)



It should also be read in accordance with the following school policies and procedures, which can be found on the Policies page of the school website:

Anti-Bullying Policy

Online Safety and Acceptable Use Policy

Safeguarding and Child Protection Policy

Supporting Pupils with Medical Conditions Policy

Positive Handling Support

Whistleblowing Policy

Complaints Procedure

SEND and Inclusion Policy.

Responsibilities

All Staff

- Share responsibility for the welfare, behaviour and discipline of all pupils by following the policy fairly and consistently.
- Create a positive, calm and safe environment where behaviour is taught, encouraged and celebrated. This includes planning engaging and challenging lessons that are accessible to all children.
- Model high standards of behaviour, promoting honesty, courtesy and relationships based on kindness, respect and compassion.
- Establish and maintain consistent, clear boundaries and show daily care and interest in pupils.
- Support pupils to self-regulate, resolve difficulties and repair relationships when needed. Use restorative dialogue to seek resolution and learning, provide early intervention and build strong relationships. Recognise different stages of development and apply rules and expectations appropriately.
- Record significant behaviour incidents promptly and accurately on CPOMS.

Headteacher

- Ensure the school environment and culture encourage positive behaviour.
- Provide induction and ongoing training for staff on behaviour management, including SEND and mental health.
- Monitor the implementation of this policy and review behaviour data regularly.
- Ensure the behaviour policy works alongside safeguarding to balance sanctions with support. The Headteacher also holds the right to make judgments on serious incidents, including suspension and permanent exclusion, when necessary.
- To provide termly reports regarding behaviour in school to the Academy Committee.

Academy Committee

- Agree and support the school behaviour policy.
- Monitor its effectiveness and hold the Headteacher to account for its consistent implementation, reviewing behaviour reports formally three times per year.
- Take overall responsibility for ensuring the policy does not discriminate on any grounds and review exclusions fairly and impartially.



Pupils will be supported to:

- Know behaviour we expect so that everyone feels safe and able to learn.
- Understand that everyone has a responsibility to follow the behaviour policy.
- Demonstrate the school values of kindness, respect and perseverance.
- Know that good choices will be rewarded, and that poor choices may have consequences.
- Take care for school property and technology in accordance with school policy.
- Knowing that there is always support available to help you make good choices and meet our expectations.

Our agreed classroom rules:

Listen carefully.

Everyone be kind.

Always try your best.

Respect everyone and everything.

Never give up.

Zones of Regulation

Our school uses the Zones of Regulation approach to support children in understanding and managing their emotions and behaviour. The Zones provide a simple framework to help pupils recognise how they are feeling and to choose appropriate strategies to regulate themselves.

- **Blue Zone** – low alertness, e.g. tired, sad, bored.
- **Green Zone** – calm, focused, happy, ready to learn.
- **Yellow Zone** – heightened alertness but some control, e.g. anxious, silly, excited, frustrated.
- **Red Zone** – extremely heightened states, e.g. anger, rage, panic, or elation.

The emotions linked to each colour are **not a definitive list** and this is explained to children. The colours are simply a way of giving a name to a feeling, making it easier to recognise and talk about. All Zones are normal and expected at times.

Children are taught strategies to manage their feelings in ways that are safe and appropriate. Examples include breathing techniques, taking a short break, movement activities or using a quiet space.

Daily practice:

- Each class has a visual display of the Zones.
- Following transitions from break and lunchtime into lessons, children reflect on which Zone they are in.
- This check-in helps pupils build vocabulary around feelings, talk through any issues that may have occurred and have their voice heard before learning begins.

The Zones form part of our school culture and underpin our approach to behaviour, ensuring that children are supported to regulate themselves and return to a calm, ready-to-learn state.

Behaviour in school is affected by:

- The physical environment
- The quality of teaching
- Relationships: children and their peers; children and adults; adults with adults
- High expectations and a supportive, flexible approach to learning



- The degree to which independence, self-reliance and pupil accountability are expected and encouraged
- Adults maintaining an active, positive professional presence
- A consistent approach to behaviour; that emphasises the individual and favours the least intrusive interventions
- Pupils' experience outside of school.

Positive Recognition at Richard Coates CE Primary School:

Positive behaviour will always be praised publically at our school. We are keen to celebrate in the success of each other in a variety of ways including:

Good to Be Green

At Richard Coates CE Primary School, we use the Good to Be Green system to promote positive behaviour and manage inappropriate behaviour consistently across the school. Every child begins each day on Green, showing that they are ready to learn and follow our school rules.

The chart is colour-coded and visible in every classroom. Pupils are taught what each colour means, with clear examples of expected behaviours, possible consequences and appropriate rewards.

Friday Celebration Worship

Certificates are award to children on a weekly bases during a Friday Worship. These are awarded in recognition of pupils for displaying the school values of Kindness, Respect and Perseverance in that week. Additional recognition is given to pupils who have been successful outside of school and we welcome children to share them to bring their achievements to share with school.

Lunchtime Legends

Behaviours outside of the classroom are also recognised in our Celebration Worship, with one year group selected by our school staff each week for showing exemplary behaviour at break and lunch times. The selected class earns our Lunchtime Legends banner to display in their classrooms.

Shine Time Tea Guests

Children who have been recognised as going 'above and beyond' expectations through showing kindness, effort or for their contribution to the community are invited to join the Headteacher for juice and a sweet treat with the Head Teacher on a Friday afternoon at our special Shine Time Tea gatherings.

Stickers

Staff across all key stages can award the children stickers when they have achieved success within the classroom to show recognition towards the child. Where children have consistently shown positive learning behaviours in the classroom, they may earn a Shining Star sticker to recognise their effort.

Positive Messages Home

Staff may share good news with parents and carers to celebrate children's behaviour and learning. This can be through a note in the reading diary, a phone call home or a parent email. These messages help strengthen the partnership between school and families and ensure children's successes are recognised and valued.



Green Behaviour Examples

Be quiet when the teacher is talking.

Listening carefully in lessons

Concentrate and following instructions in class.

Be polite and always using good manners.

Be helpful to others and working together.

Look after school equipment.

Respect every adult and pupil in the school.

Walk sensibly around the school.

Invite others to work with you and join in your games.

Positive Promotion of Continued Green Behaviours

Pupils remain on Green and are encouraged through praise.

Regular recognition of positive learning behaviours with non-verbal or verbal signals e.g. smile, thumbs up, recognition that the pupils' hard work/effort/attention had been noticed.

Reminders that consistent green behaviour may result in pupil's reaching 'Rising Star'.

Yellow Behaviour Examples

Repeated calling out or not listening.

Distracting others or refusing to work.

Running indoors or pushing in line.

Complaining or being disrespectful to adults.

Playing too roughly or being unsafe.

Graduated Response to Yellow Behaviours

Stage 1 – Reminder

Use non-verbal prompts (look, pause, move closer).

Use whole class reminders of expectation to re-engage pupils

Praise nearby positive behaviour.

Give the child the chance to make a better choice.

Stage 2 –Warning

Speak quietly and calmly to the child at their level. Adult to have a clear conversation with the child to remind of school expectations and outline consequences if they continue.

Encourage pupil to re-engage by highlighting unique positive qualities and the opportunity to make positive choices.

(Appendix A- 30 Second Script to be used as a prompt)

Stage 3 – Yellow/ Discussion outside of class

The child will be removed from green from the behaviour chart.

A pupil may be given a short time out (e.g. at a desk away from others, a quiet area, sensory space or Zone of Regulation area).

When the child is ready, have a brief restorative chat in private with the pupil: "You were doing X, the expectation is Y."

Use WIN- I am wondering, imagining, noticing. Reset expectations. If this is playtime, the child may have time with an adult. Remind the pupil of the opportunity to move back to Green by making good choices.

Stage 4 – Time Out with Phase Leader / Another Class

If these behaviours continue, child goes to Phase Leader or another classroom for a short time out. Explain clearly: "You need to go to time out for X. To get back on track, you need to Y." This behaviour should be recorded on CPOMS.

Class teacher to call parents if this happens more than once in a week. Repetition of Yellow behaviours may escalate to Red.



Red Behaviours – Unacceptable Actions

Physically hurting others (hitting, kicking, punching, pushing, spitting or throwing items).

Bullying, including repeated physical or emotional abuse.

Using racist, sexist, homophobic or offensive/inappropriate language.

Being openly defiant and refusing a direct instruction from an adult.

Swearing, using bad language or making inappropriate hand gestures.

Stealing from the school, staff or other pupils.

Damaging school property or other people's belongings.

Destroying work (your own or someone else's).

Failing to correct behaviour after receiving a Yellow warning.

Breaking our online safety rules.

Non-consensual or inappropriate physical contact.

Putting others in danger through unsafe or reckless actions.

Bringing unsafe or prohibited items into school e.g. knives, drugs including vapes.

Red Behaviours – Unacceptable Actions

Conversation with the Headteacher/Deputy Head teacher

The Headteacher will then decide possible sanction:

Completion of learning alongside a senior leader

Loss of free time

Facilitate actions to be taken by the pupil to repair relationships with other

Communication with parents/ carers

Fixed Term Suspension may be considered if either:

All sanctions and actions listed above have been exhausted

Allowing the pupil to remain in school would seriously harm the education or welfare of the pupils, staff or other individuals in the school.

Permanent exclusion will only be considered as a last resort but could be used if a child presents a safeguarding risk to themselves, other children or members of staff. The school reserves the right to exclude any child without using the above consequence process following serious incidents. This will be a matter of judgement for the Headteacher.



Off-site behaviour

Sanctions may be applied where a pupil has made poor behaviour choices off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Online
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school.

Mobile Phones

Pupils are not permitted to use mobile phones during the school day. Any mobile phones brought to school must be handed in to the class teacher at the start of the day and collected at home time. Mobile phones must not be used by pupils anywhere on the school site. If a phone is used inappropriately during the school day, it may be confiscated and kept safely until the end of the day.

Strategies to Support Behaviour

At Richard Coates CE Primary School, we believe that positive relationships, clear communication and consistent expectations help children make good choices. Staff use a range of strategies to support behaviour including:

- Giving calm, clear and specific instructions so children know exactly what is expected.
- Offering simple, directed choices to encourage positive decision-making.
- Using clear and minimal language to avoid confusion.
- Teaching boundaries with short phrases such as "when/then" or "if/then."
- Framing responses positively, e.g. using "thank you" to reinforce expectations.
- Avoiding "why" questions, instead using open and curious language that helps children reflect without feeling challenged.
- Using the PACE approach (Playfulness, Acceptance, Curiosity, Empathy) to defuse and de-escalate.
- Providing sensory tools or calm spaces to support regulation.
- Involving a different adult or change of setting if needed to help the child reset.
- Always addressing the behaviour, not the child, making it clear that relationships remain safe and secure.
- Using positive praise to highlight and encourage good future choices.
- Staff receive regular training around behaviour expectations.
- Behaviour management training forms part of the induction process for new staff.

Restorative Conversations

At Richard Coates CE Primary School, we use restorative approaches to support children in reflecting on their behaviour, repairing relationships, and moving forward positively. These conversations give pupils the chance to take responsibility, understand the impact of their actions, and start again with a clean slate.

Restorative conversations only take place when both the child and adult are calm. If a child is not ready, the discussion can be postponed until later. It is important that the conversation happens with the staff member directly involved, so the repair feels genuine. Where difficulties are ongoing, an individual support plan will be put in place to meet the child's needs.



During a restorative conversation, children are encouraged to think about what happened, how they were feeling at the time, how others may have been affected, what could be done to put things right and how they might make different choices in the future. The focus is always on the behaviour, not the child, ensuring that relationships remain safe, respectful and supportive.

Restorative Conversations where there has been a conflict

Where there is conflict between two or more pupils:

- this is investigated fully by a member of staff
- children involved are given the opportunity to share their concerns and views about the conflict (including using the script in Appendix A)
- the member of staff acts as a facilitator to help resolve the conflict and supports and encourages all parties involved to seek a resolution.

Community Service

In some cases, a child may be asked to carry out community service within the school. This should always be explained clearly and meaningfully, so that the child understands the connection between their behaviour and the consequences. Community service helps children to recognise the impact of their actions and encourages them to take responsibility for contributing positively to the school community.

For example, if a child has made the playground less enjoyable for others by being unkind, an appropriate consequence could be helping to pick up litter so that the space becomes pleasant for everyone. Similarly, a child may be asked to support and play alongside younger pupils at breaktime, helping to set a positive example and rebuild trust with their peers.

Child on Child Abuse

Details of our school's approach to preventing and addressing bullying/child on child abuse are set out in our [Anti-Bullying policy](#).

Physical Restraint

At Richard Coates CE Primary School, the safety and wellbeing of all pupils and staff is our highest priority. On rare occasions, staff may need to use reasonable force to keep children safe.

Physical restraint may be used to prevent a pupil from:

- Causing serious disorder
- Hurting themselves or others
- Damaging property

Further details about the use of physical restraint can be found in the [Positive Handling Policy](#)

Fixed Term Suspensions and Permanent Exclusions

At Richard Coates CE Primary School, exclusion is always considered a **last resort**. We are committed to supporting pupils in making the right choices, working with parents and external agencies to avoid exclusion whenever possible. However, the safety, wellbeing and learning of the whole school community must also be protected.



Only the Head Teacher has the authority to exclude a pupil. Exclusions may be:

- **Fixed-Term Suspension (External Exclusion)** – the pupil is not allowed on the school site for a set number of days.
- **Permanent Exclusion** – the pupil is permanently removed from the school roll in very serious circumstances.

Fixed-Term Suspension

A fixed-term suspension may be given when behaviour is serious enough that a pupil cannot remain in school. During the suspension, the pupil must not come onto the school site. Work will be provided for them to complete at home and if the suspension lasts longer than five school days, the school will arrange suitable full-time education from day six.

Parents will be notified within the required timescales and provided with all necessary paperwork. Records of all suspensions are kept securely by the Headteacher and administrative staff.

Permanent Exclusion

Permanent exclusion is rare and will only be used for the most serious breaches of behaviour or where allowing a pupil to remain in school would seriously harm the education or welfare of others.

Before making this decision, the Headteacher will consider all other possible support options, such as:

- **Managed Move** – a fresh start at another local school.
- **Pupil Referral Unit Placement** – short-term specialist provision with tailored interventions to support reintegration.
- **Alternative Provision Placement** – a temporary placement with another education provider to re-engage the pupil.

Procedures and Parents' Rights

When a pupil is excluded, parents, the Chair of the Academy Committee and the Local Authority will be informed. Richard Coates CE Primary School always follows Northumberland County Council's agreed Exclusion Policy.

If a fixed-term suspension lasts for more than five consecutive school days, the school will provide suitable full-time education from the sixth day. In cases of permanent exclusion, this responsibility passes to the Local Authority.

Parents have the right to share their views with the Academy Committee about an exclusion. In the event of a permanent exclusion, parents also have the right to appeal to an independent panel.



Appendix A

30 Second Script	Restorative Questions
'I notice you are...' 'You are not showing our school value...' 'You have chosen to...' 'Do you remember when you... (positive remark)' (If child responds) 'Wonderful choice, this is who I need to see today, thank you.'	1. What has happened? 2. What/How were you feeling at the time? 3. What were you thinking at the time? 4. How do you think this made.....feel? 5. Who has been affected by this? 6. What do you think caused this? 7. How can we put things right? 8. If this happens again, how could we do things differently?

Review Date	Changes made	By whom	Ratification Date by Governing Body
October 2025	New policy implemented	James Watson	October 2025



**Richard Coates
CE Primary School**

Belsay Primary School

Darras Hall Primary School

Heddon St. Andrew's CE Primary School

Ponteland High School

Ponteland Primary School

Richard Coates CE Primary School

