



Covingham Park Primary School Behaviour for Learning Policy

"We believe that we should take care of our children, so that they not only feel safe but are inspired to learn."

Caring for Pupils • Promoting Success

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1. Introduction

At Covingham Park Primary School we value each child's individuality and aim to ensure that every child feels happy, safe, secure and empowered to realise their full potential. We believe that we should take care of our children, so that they not only feel safe but are inspired to learn.

This Behaviour for Learning Policy sets out how we build the calm, purposeful environment our children need in order to thrive. It should not be read in isolation: it is one of three documents that together describe our whole-school approach to behaviour and relationships.

This policy works alongside two companion documents

Relational Policy – sets out the values and mindset behind our approach: PACE (Playful, Accepting, Curious, Empathetic), 'connection before correction', and how we recognise and de-escalate blocked care.

The Covingham Playbook of Routines – sets out exactly what our day-to-day routines look like in practice, including CARE (Calm, Arms still, Ready to think, Eyes on me), entering a learning space, calling to attention, transitions, break and lunch return, and movement around school.

Together, the three documents describe why we build relationships the way we do, what good behaviour and learning look like moment to moment, and how we respond when expectations are not met.

2. Aims

We believe that all children have the right to be educated in an environment which is conducive to learning – an environment which is calm, safe, supportive and where they are treated with dignity. As a school we have a responsibility to foster in children the basis of good learning and pro-social behaviours which will form the starting point for the development of these skills for the rest of their lives.

We recognise that, for all children, behaviour is a means of communication with those around them, and we understand our role in developing children's skills in self-regulation and appropriate self-expression to allow them to be successful once they leave our care. This understanding is set out in full in our Relational Policy, which underpins everything in this document: we lead with connection before correction, and we use the PACE approach (Playful, Accepting, Curious, Empathetic) whenever a child needs support to regulate.

Curious – Resilient - Inspired

Pupils at Covingham Park Primary School will be encouraged to be active participants in their own learning, have positive attitudes, be resilient and ambitious. We encourage them to explore, be curious, have enthusiasm and have the courage to take risks – the same spirit captured in our school motto, Curious · Resilient · Inspired.

What this looks like in practice – from walking calmly into a classroom to responding to "1, 2, 3, eyes on me" – is set out step by step in the Covingham Playbook of Routines.

3. Praise and Reward

We believe that positive reinforcement is the most powerful method of developing learning and pro-social behaviours in children. In our school, this takes the following forms:

- Verbal and non-verbal 'on the spot' praise and reinforcement, including the positive narration modelled throughout the Playbook of Routines (for example, "I can see lots of children showing CARE.")
- Recognition in 'Celebration Assembly' for excellent behaviour, effort or achievement
- A 'WOW' board in each shared area displaying examples from children who have gone 'above and beyond' – this could be in their behaviour, effort or outcomes
- The use of the 'Dojo' system to earn points for excellent behaviour, effort or achievement
- Celebrating a weekly Class of the Week based on the average Dojos given; the winning class gets to pick a treat
- An end-of-term reward offered by staff
- Parents informed of their children's successes so they can celebrate with them at home and attend celebration assembly
- 'Caught Caring' – A raffle ticket with a prize to reward and celebrate children who have shown excellent care of our school environment.

4. Refocusing – A Relational, Scripted Intervention

From time to time children will need support to understand that their behaviour is not helping themselves or others to learn, or is not promoting the well-being of themselves or others. In line with our Relational Policy, our first response is always connection before correction: staff use PACE to understand what sits behind the behaviour, and – wherever appropriate – use the shared language from the Playbook of Routines (for example, "Can you show me CARE?") as the very first, lowest-level redirection before any scripted stage begins.

When a scripted response is needed, a member of staff will follow this process:

The Consequence Staircase

	First action (de-escalation)	Stage 1	Stage 2	Stage 3	Stage 4
Script	"I'm just checking that..."	"I am asking you to... Because..."	"You need to... or..."	Sanction applied, as explained below	Refer to Headteacher or SLT
What happens	A calm, curious check-in – no assumption of intent	A clear, reasoned request	A clear boundary with a stated consequence; refer to	Sanction applied; restorative conversation between the adult	Graduated Response initiated;

	First action (de-escalation)	Stage 1	Stage 2	Stage 3	Stage 4
			consequence staircase	and child if it has not already happened; parents informed	parental engagement
Timing	At least three minutes' take-up time is given before progressing to the next stage	At least three minutes' take-up time is given before progressing	At least three minutes' take-up time is given before progressing	–	–

Worked examples

Behaviour	First action	Stage 1	Stage 2	Stage 3
Not engaging in learning	"I'm just checking that you understand what you need to do / have all the resources you need"	Verbal reminder about behaviour and learning, with reasoning	Verbal reminder about behaviour and learning, with explanation of consequence	Pupil misses playtime until work is completed; parents informed
Mild or infrequent inappropriate language	"I'm just checking that you know we don't use those words in school. Try using x or y instead"	"I am asking you to stop using that word because people find it offensive"	"You need to stop using that word or..."	Pupil apologises to the target (verbally – KS1; in writing – KS2); parents informed
Not following reasonable instructions	"I'm just checking that you understood me when I asked you to..."	Verbal reminder about behaviour and learning, with reasoning	Verbal reminder about following the instruction, with explanation of consequence	Sanction appropriate to the instruction not followed; parents informed
Theft	"I'm just checking that you know that's not yours and that you will need to give it back"	"I am asking you to stop taking those things because they don't belong to you"; parent informed	"You need to stop taking things that don't belong to you or we will not be able to trust you to be alone"	Child is accompanied in shared spaces and not left unsupervised at play or lunch; parents informed

For every behaviour above, reaching Stage 4 means referral to the Headteacher or SLT, initiation of the Graduated Response and parental engagement.

5. Restorative Conversations and Restorative Justice

Where sanctions are applied (Stage 3) it is important that children are supported to reflect on their behaviour and learn from it. Restorative Conversations are the process that allows children to do this, using PACE throughout so the conversation stays connecting rather than purely punitive. The conversation does not need to be lengthy or recorded, but must happen between the member of staff who issued the sanction and the child, in an area where it cannot be overheard by other children. The conversation falls into three sections: Recalling, Reflecting and Taking Responsibility.

- Recalling – e.g. What happened? What were you thinking at the time? This is from the child’s point of view; adults should be careful not to bring their own opinions into it.
- Reflecting – e.g. What have you thought since? How did this make people feel? Who has been affected, and how? This is the adult’s opportunity to reframe the incident and help the child understand the impact of their actions.
- Taking Responsibility – e.g. What should we do to put things right? How can we do things differently in future?

If the conversation happens prior to Stage 3, the child can be encouraged to help decide how to put things right – this is Restorative Justice. If it happens afterwards, they should be supported to consider how they could do things differently next time.

If a child struggles to engage with a restorative conversation, they should be offered a postponement and/or support from another trusted adult. If this continues, parents will be contacted to attend the conversation with the child.

6. Predictability, Consistency and Fairness

We recognise the importance of children experiencing predictability, consistency and fairness in the application of our policy, and staff strive for consistency and kindness in all of their interactions with children. This consistency is not abstract – it is built moment by moment through the routines set out in the Covingham Playbook of Routines: how we enter a learning space, how we call for attention using CARE, how we move between lessons, how we return from break and lunch, and how we move around the school building. Children will experience our consistency of approach through:

- Regular and consistent class discussions about our school rules in a way that is meaningful and motivating for the children
- Dojos awarded one at a time, and awarded equally by all staff
- Staff making it clear to children what they can do to earn Dojos
- The termly reward, which ensures that children who make the right choices all the time are always rewarded
- ‘WOW’ displays in all classrooms celebrating children who go ‘above and beyond’ and raising expectations for all
- All staff using the refocusing script above, and the shared CARE language from the Playbook of Routines, consistently
- All staff knowing, and regularly reiterating, the school rules and routines
- Behaviour incidents briefly discussed in TA, staff and SLT meetings, to ensure all staff would have managed the situation in a similar way

7. Higher-Level Incidents

There are some behaviours that, for the safety of all children and staff and to maintain the good order of the school, need a more immediate response than that described above. These are:

- Serious and deliberate rudeness
- Leaving the classroom or learning area without permission
- Deliberately and persistently upsetting another pupil by name-calling
- Bullying
- Aggressive behaviour
- Derogatory language
- Physically hurting another person
- Child-on-child abuse (refer to Safeguarding Policy)
- Reported sexual harassment or sexual abuse (refer to Safeguarding Policy)
- Persistent offensive or abusive language
- Throwing objects to deliberately hurt
- Deliberately damaging property
- Discriminatory offence
- Complete, persistent defiance
- Major or significant theft
- Bringing in or using offensive weapons
- Persistently reaching Stage 3 (daily)

Where this is the case, the response will usually be, in this order:

- Removing the rest of the class or group from the room
- Removing objects
- Referring the pupil to SLT / Safeguarding Team and/or SLT / Safeguarding Team attending the scene
- Parents called
- Sanction applied (preceded or followed by a restorative conversation)
- Recorded on CPOMS
- Supported learning outside of the classroom
- Graduated Response begun (including an ABC Behaviour record from class staff)
- Lunchtime suspension
- Fixed-term suspension

From time to time it will be necessary for staff to challenge each other over the way a behaviour incident was managed. This is to be expected and encouraged amongst colleagues who are constantly striving to improve their individual practice. Where this is the case it is expected that staff will do so in a professional and courteous manner, and that these conversations should never happen in front of children.

8. Special Educational Needs and Disabilities

As a school we recognise that some children may have Special Educational Needs and/or disabilities which may impact on their behaviour. The school will take this into consideration when working with the behaviour of children with SEND. Where this is the case, the Graduated Response process will be initiated, as described in the school's SEND Policy. Once the Graduated Response has been initiated, adjustments to rewards and consequences will be agreed with parents at the first Structured Conversation, and reviewed regularly at subsequent Structured Conversations.

9. Restrictive Intervention and Seclusion

The school follows government guidance on Restrictive Intervention and Seclusion. We have members of staff who are CPI trained. Instances of Restrictive Intervention are recorded in the on CPOMS as a direct replacement of the Bound and Numbered Book. In line with CPI recommendations, and with the de-escalation principles set out in the Relational Policy and Restrictive Intervention and Seclusion Policy – including recognising blocked care and the signs of a child moving toward fight, flight or freeze – we would always seek to de-escalate a situation before using any force or restraint.

10. Specific Behaviour Issues

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment are never acceptable and will not be tolerated; pupils whose behaviour falls below expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Following any report of child-on-child sexual violence and sexual harassment, including those that have happened outside of school and/or online, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) – especially Part 5 – and the school's Safeguarding Policy.

Following an allegation of sexual violence or sexual harassment, all victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report or have their experience minimised.

As with all safeguarding matters, the Designated Safeguarding Lead will be informed and will make referrals into support services as appropriate.

Behaviour incidents online

Many online behaviour incidents amongst young people occur outside the school day and off the school premises; parents are responsible for this behaviour. However, incidents that occur online will affect school culture. Where this is the case, we will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil

is identifiable as a member of the school, or if the behaviour could adversely affect the reputation of the school.

We expect the same standards of behaviour online as offline and follow the same protocols in dealing with incidents. Behaviour issues online can be very difficult to manage given issues of anonymity and incidents occurring off the school premises. If an incident involves nude or semi-nude images, we refer to additional guidance: 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' – GOV.UK.

Mobile phones

Children do not have their mobile phones with them during the school day. We understand that for older children who are walking to and from school alone, they carry their phones with them for their own safety, and these are stored securely for them once in school. The school cannot take responsibility for mobile phones.

Suspected criminal behaviour

If staff suspect criminal behaviour, once a decision is made to report an incident to the police, the school will ensure that any further action taken will not interfere with any police action taken. Please refer to the Safeguarding Policy.

11. Banned Items and Searches

Some items are banned from the school premises for the safety of all members of the school community. If there is reasonable cause to suspect that one of these items has been carried into school, a member of staff has the right to search a child and their belongings. These items include:

- Weapons (including knives)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vaping products, e.g. cigarettes
- Pornographic images of any kind (e.g. tabloid topless pictures and 'lads' mags', as well as extreme adult material)
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence

If we have reason to believe that a child has a banned item, the child will be asked to leave the classroom with their belongings, and parents will be called and asked to come into school to search the child's bag.

12. Responsibility for Behaviour

It is the responsibility of all members of the school community to uphold the expectations of our school Behaviour Policy.

- SLT – will write and review the policy, monitor its implementation and offer regular training to staff; they will ensure the policy is understood by all staff and applied consistently and fairly.
- School Governors – will agree the policy annually and liaise with the SENCo regarding its effectiveness.
- Teachers – will ensure they are familiar with the policy, will implement it in their day-to-day practice and will attend regular training.
- Pupils and parents/carers – will be familiar with the child-friendly policy and will support its implementation.

13. The Remit of this Policy

This policy applies on the school premises during the school day, on school visits, on journeys to and from school, and at any time when wearing school uniform or otherwise identifiable as a pupil at the school. Sanctions will always apply when a child's behaviour has repercussions for the orderly running of the school, is a threat to another pupil, or adversely affects the running of the school. Sanctions will only be given on school premises and during school time.

Any behaviour instances reported to a member of the Senior Leadership or Safeguarding Team will be recorded on CPOMS. This allows us to analyse patterns of behaviour and to offer support as appropriate. If incidents occur off the school premises and outside of school hours, parents/carers are responsible for this behaviour.

This policy should be read in conjunction with the following documents:

- Relational Policy
- The Covingham Playbook of Routines
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings
- Special Educational Needs and Disabilities Policy
- Equality Policies
- Child Protection and Safeguarding Policy
- Restrictive Intervention and Seclusion Policy 2026
- Keeping Children Safe in Education 2024

Covingham Park Consequence Staircase

