



**GREENWOOD
ACADEMIES TRUST**

CORBY PRIMARY ACADEMY

Behaviour Policy

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Our Behaviour Principles

At Corby Primary Academy, we aim to create a welcoming, safe and caring environment, where all relationships are based on fairness and consistency. We aim for children to have respect for themselves, other people and the Academy environment. All members of the Academy model a positive attitude and mutual respect, to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. We believe by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness and well-being.

Our Relational Approach

At Corby Primary Academy, we recognise that behaviour is a form of communication and that behaviour is often influenced by unmet emotional, social, sensory or developmental needs. Adults remain professionally curious when behaviour causes concern and seek to understand what a child may be communicating through their behaviour.

We understand that children cannot always regulate their emotions independently. Therefore, adults will prioritise co-regulation, connection and emotional safety before engaging in reflection, problem-solving or restorative conversations.

All adults working with children will -

- Create a safe and secure learning environment
- Prioritise connection, belonging and curiosity
- Help children to develop self-regulation, responsibility and positive relationships
- Praise positive behaviours
- Ensure a consistent, fair approach in managing behaviour
- Encourage high expectations of behaviour and conduct
- Ensure that all know staff and children understand the reason for academy and class rules and the consequences of not adhering to them. Consequences are intended to support learning, accountability and relationship repair rather than punishment.

Academy Values and Expectations

 CORBY PRIMARY ACADEMY SCHOOL VALUES	 CORBY PRIMARY ACADEMY SCHOOL VALUES	 CORBY PRIMARY ACADEMY SCHOOL VALUES
RESPECT  FOR OURSELVES FOR OTHERS   FOR OUR ACADEMY	RESPONSIBILITY  FOR OUR WORDS FOR OUR ACTIONS   FOR OUR ACADEMY	RESILIENCE  BELIEVE IN OURSELVES CHALLENGE OURSELVES   LEARN FROM OUR MISTAKES

Respect

- We treat others with kindness and consideration
- We value ourselves, others and our environment

Responsibility

- We take ownership of our choices
- We repair harm when mistakes occur

Resilience

- We keep trying when learning is difficult
- We learn from mistakes and setbacks

What we expect from staff

At Corby Primary Academy, we expect all staff to:

- Explicitly teach, model and reinforce the expectations outlined within the Academy's Learning Behaviours and Expectations (Appendix B).
- Build positive, trusting relationships with all children
- Promote a safe, inclusive and nurturing environment where every child feels valued, respected and able to thrive
- Recognise that behaviour is a form of communication and respond with curiosity, empathy and professionalism
- Prioritise connection and co-regulation before correction wherever possible
- Use praise, recognition and restorative approaches to promote positive behaviour and support personal development
- Apply the Behaviour Policy consistently, fairly and equitably
- Maintain high expectations for behaviour, learning and conduct
- Engage in regular professional development to ensure behaviour, safeguarding, SEND and wellbeing practices remain effective and consistent
- Work collaboratively with families and colleagues to support children's wellbeing, behaviour and success
- Communicate with parents at the earliest opportunity if behaviour incidents occur

What we expect from our children

At Corby Primary Academy, we expect all children to:

- Show Respect, Responsibility and Resilience in their learning and behaviour
- Contribute towards their class rules and uphold them
- Treat others with kindness, courtesy and consideration
- Follow adult instructions first time and contribute positively to the learning environment
- Take responsibility for their choices and actions
- Engage positively in restorative conversations and repair relationships when difficulties arise
- Try their best in all aspects of academy life and take pride in their achievements
- Behave safely and respectfully within the academy and when representing the academy in the wider community
- Keep our corridors calm
- Distraction free classrooms where all children can learn and thrive



What we expect from families

We believe that strong partnerships between home and school are essential in helping children to succeed.

We ask families to:

- Support the academy's values of Respect, Responsibility and Resilience.
- Encourage regular attendance, punctuality and positive attitudes towards learning.
- Ensure their child arrives at school ready to learn and equipped for the day ahead.
- Reinforce the academy's expectations for behaviour both in and out of school, including responsibility for their child's online behaviours.
- Work in partnership with staff to support their child's social, emotional and behavioural development.
- Communicate openly and respectfully with academy staff when concerns arise, avoiding language of blame directed at an adult for their child's outward behaviours
- Support restorative approaches by encouraging children to take responsibility for their actions and repair relationships when needed.
- Contribute towards the creation of Positive Support Plans when deemed necessary

We all have a shared responsibility for creating a safe, respectful and successful learning environment. By working together, children, staff and families can ensure that every child feels valued, supported and able to achieve their full potential. Positive relationships underpin all that we do, and we believe that connection, consistency and collaboration are key to supporting positive behaviour and wellbeing.

Recognition and Rewards

Class Dojos

Class Dojo offers a classroom management platform for teachers to easily encourage any behaviour or skill in the classroom; it helps teachers focus on positive feedback.



Dojo Points can be awarded for extremely high-quality pieces of work or tasks above and beyond and are recorded on the online app. Impeccable behaviour and significant acts of kindness can also earn Dojo points. Teachers can customise the behaviours or skills, such as “Respect” and “Resilience” and “Responsibility”, and instantly award class Dojo points for children who are observed doing the right thing.

Each class will have their page up on the electronic whiteboard in the classroom or on the class i-Pad so that they can reward the children immediately.

Each fortnight, certificates are awarded by class teachers in line with our behaviour policy and the points children have accrued. * We ask families to support these decisions and help us foster a culture where children celebrate one another's successes. Comparing awards or questioning why another child has received recognition can detract from this important message. Together, we can help children develop respect, resilience and strong team-player skills.



At the end of each term (3 times a year), each class teacher will nominate a child to receive a House Award. This is awarded to children who have consistently demonstrated positive behaviour and attitudes in relation to our academy values over the course of the term.

Corby Coins

Corby Coins is a new initiative for the 2026-2027 academic year to encourage and develop teamwork skills across the Academy. A Corby Coin will be awarded if a child is observed displaying our values; Respect, Resilience or Responsibility.

This could include but is not limited to:

- Holding the door open for someone
- Knocking and waiting to speak to someone
- Waiting quietly and patiently in the lunch line
- Displaying exemplary table manners
- Clearing up after themselves
- Continuing to persevere with a task, despite finding it challenging.



Corby Coins are collected within classrooms. Each week, House Captains collect these in from classrooms and

tip them into the appropriate container in the hall. This cylindrical container displays the coins for each house.

At the end of each term (3 times a year), the Corby Coins are collated and the winning house receives a prize of their choice.

Positive Behaviours

Below is a table of behaviours which would result in a child achieving Dojo Points and/or Corby Coins.

*This list is not exhaustive.

Area	Respect	Responsibility	Resilience
In Class	-Listen when others are speaking -Use kind words -Respect learning -Allow others to learn without distractions	-Follow instructions first time -Be prepared -Complete learning tasks	-Keep trying when learning is difficult -Learn from mistakes -Challenge yourself
Corridors and around school	-Walk on the left-hand-side -Walk with arms at the front, side or back -Respect others' personal space -Use quiet voices.	-Walk calmly and safely -Follow routines	-Continue to make positive choices even when unsupervised
Playground and lunchtimes	-Include others -Share equipment -Use good manners	-Play safely -Follow playground rules -Look after equipment	-Resolve minor disagreements appropriately and seek help when needed
Assemblies	-Show respect to speakers and visitors -Listen attentively	-Enter and leave quietly -Sit appropriately	-Maintain focus and engagement throughout the assembly -Actively take part during 'turn and talk'

How We Promote Positive Behaviour

Building positive relationships

Positive relationships are the heart of our approach to behaviour. We recognise that children are more likely to engage positively, regulate their emotions and make good choices when they feel safe, valued and understood.

At Corby Primary Academy, we recognise that positive behaviour must be explicitly taught, modelled and practised. Our Learning Behaviours and Expectations (Appendix B) outlines the behaviours, routines and values that all children are taught and expected to demonstrate across all aspects of school life.

At Corby Primary Academy, adults:

- Build trusting relationships with children and know them as individuals

- Create a sense of belonging where every child feels valued and included
- Recognise that behaviour is a form of communication
- Listen carefully to children and acknowledge their thoughts, feelings and experiences
- Support children to regulate their emotions and develop self-regulation over time
- Model the Respect, Responsibility and Resilience that we expect from children
- Work collaboratively with families to support children's wellbeing, behaviour and success

Adults maintain high expectations whilst responding with consistency, compassion and professionalism. We believe that connection should come before correction wherever possible.

Recognition and Praise

Recognition of positive behaviour is a powerful strategy in helping children develop confidence, self-esteem and positive behaviour habits.

At Corby Primary Academy, we:

- Use specific and descriptive praise to recognise positive behaviours and learning attitudes
- Celebrate effort, perseverance, improvement and achievement
- Encourage children to take pride in their successes and contributions
- Recognise positive choices through verbal praise, Dojo points, certificates, awards and other forms of celebration
- Ensure recognition is meaningful and appropriate to individual children's needs

Staff aim to notice and acknowledge positive behaviour regularly, reinforcing the behaviours and values we wish to see across the Academy.

Restorative Practice

When difficulties arise, we use restorative approaches to help children reflect on their behaviour, understand its Impact on others and repair relationships.

Restorative conversations help children to:

- Take responsibility for their actions.
- Develop empathy and understanding.
- Learn from mistakes.
- Restore positive relationships.
- Make better choices in the future.

Staff use consistent language and scripts to support these conversations, as outlined in Appendix A.

Consistency and Regulation

Children thrive when expectations are clear, predictable and consistently applied. All staff follow the academy's behaviour approach to promote fairness, emotional safety and positive behaviour.

Adults:

- Remain calm and professional when responding to behaviour
- Support children to regulate emotions before engaging in reflection or problem-solving

- Use consistent language and expectations across the academy
- Address concerns early to prevent escalation
- Focus on supporting children to make successful choices and return positively to learning

Behaviour Pathway

At Corby Primary Academy, our Behaviour Pathway is designed to support children to reflect, regulate, repair and restore. The purpose of the pathway is not simply to address behaviour, but to help children develop responsibility, resilience and respectful relationships. Through a consistent relational approach, we support children to understand the impact of their actions, repair harm where needed and successfully return to learning.

Our Behaviour Pathway

1. Reminder
2. Reflection
3. Reset & Regulate
4. Repair & Restore

Typical rewards are:

- Verbal Praise
- Stickers on jumpers and/or in books
- Positive communication with parents via Dojo/ face-to-face
- Corby Coins
- Dojo Certificates
- House Certificates

Also, the showing of good work to members of the senior leadership team and other staff and displays of work around the academy are used to raise pupil self-esteem which will help to promote positive behaviour.

BEHAVIOUR PATHWAY

OUR BEHAVIOUR PATHWAY IS DESIGNED TO SUPPORT CHILDREN TO REFLECT, REGULATE, REPAIR AND RESTORE. THE PURPOSE IS NOT SIMPLY TO ADDRESS BEHAVIOUR, BUT TO HELP CHILDREN DEVELOP RESPONSIBILITY, RESILIENCE AND RESPECTFUL RELATIONSHIPS.

DOJO POINT

Making the right choices



REMINDER

Think about your behaviour



REFLECTION

Time to turn things around



RESET AND REGULATE

Time to reflect and reset



REPAIR AND RESTORE

Further action required



Connection before Correction

Level 1 – Reminder *name recorded, and pupil encouraged to show the desired behaviours and school values*

Reminders are reminders. They are part of learning. Reminders are given to bring about a change in behaviour.

Level 2 – Reflection *name recorded, and pupil encouraged to show the desired behaviours and school values*

If the behaviour is repeated or a new “unwanted” behaviour occurs, a child is asked to reflect, and their name is recorded on the chart. Again, this is part of the learning process and teachers do not need to inform parents of this. This is used as a chance for teachers to have a conversation with the child about how to reflect and turn the behaviour around so that desired behaviours are displayed.

Level 3 - Reset & Regulate *name recorded, and pupil encouraged to show the desired behaviours and values*

If the behaviour continues, a child needs to Reset and Regulate. At this point, the child may be asked to change their seat in the classroom to encourage the adoption of their peers’ positive behaviour choices, or they could be removed to a partner teacher’s classroom to allow the child to reset and return ready for learning. The intention is that the child can think about what they have done; re-focus on their work on a different table and get their behaviour back on track. This is recorded on Arbor; our monitoring system and parents will be notified through a face-to-face conversation or a telephone call.

- A restorative conversation will take place.

Examples of unwanted behaviours that prohibit quality first-teaching and children learning
For example: Shouting / calling out/ talking when not supposed to Snatching / unwilling to share Name calling /being unkind to others Spoiling work/time wasting Pulling faces at others/inappropriate hand gestures Not looking after resources – breaking pencils/ ripping up work <i>(This not an exhaustive list)</i>

Level 4 - Repair & Restore *name recorded, and pupil encouraged to show the desired behaviours and values*

A child must Repair and Restore if the low-level behaviour continues, or an instant Repair and Restore may be given for the following types of behaviour:

Examples of behaviours that may result in an instant Level 4:
Damaging property/belongings on purpose Physically or verbally violent Significant lying/defiance Refusing to work/ follow adult instructions Refusing to follow the class rules / school rules <i>(This not an exhaustive list)</i> *In line with our Safeguarding policy, all incidents of racism, bullying and child on child abuse will be recorded on CPOMS and be dealt with by a member of the senior leadership team. The consequence(s) will be determined by the Principal or Deputy Principal depending on the severity of the incident and a pupil’s behaviour record.

This behaviour will be recorded on Arbor, and in the case of an instant Repair and Restore, also on CPOMS. Either way, we will communicate with parents on the day about what consequence has been put in place. Should a member of staff not be able to conduct a face-to-face discussion with the parent, a phone call or ClassDojo message must be sent. It is important that parents/carers are supportive of this process, and the child is encouraged to take responsibility for their actions and to minimise further incidents occurring.

Level 4 is named Repair and Restore because the desired outcome as a result of any conversation and/or sanction is to repair and restore any relationships that may have been affected. We ensure that children and parents are made aware that once a child has had the opportunity to repair and restore, their name is removed from the chart and the process begins again: with all children hopefully striving to display positive behaviours to earn Dojo points.

Children who receive a Repair and Restore may:

- Lose time from their break or lunch (or lose both if the behaviour warrants this)
- Be asked to help with classroom, lunch or playground jobs, depending on the behaviour and where this has occurred
- Be asked to work restoratively with the school to increase pupil responsibility
- Write a letter to those who have been affected
- Be asked to spend the morning/afternoon or day in the classroom of a senior leader if the behaviour warrants this

Zones of Regulation



Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

Children are taught about the Zones of Regulation through PSHE and there is an area set up in every classroom. On entry to the classroom, children are encouraged to recognise their feelings and move their name to the appropriate zone: red, blue, green or yellow. The green zone signifies that a child is ready to learn. Adults can quickly assess which children may need additional support to help them move into the green zone. Children are taught that each colour holds the same weight of importance and that no feeling is right or wrong.

Classroom Safe Space

Each classroom has a designated 'safe place' zone which our children can access if they are feeling dysregulated. Within this zone, there is a 'happy hamper' with tools and strategies that the children can use to support their regulation before returning to their learning. **Time spent in the safe place is monitored and children will be required to complete any missed work with the support of an adult where possible.**

Additional Support and Inclusion

Children with identified behaviour needs may be invited to a smaller club at lunchtime as a pro- active measure to support them to regulate their behaviour. A weekly timetable for this will be shared with staff.

Children who have an EHCP, or identified special needs in terms of behaviour, may need the whole Academy behaviour management systems to be modified to support managing their needs. Some children may not comprehend the rules and structures of the Academy and are unable to meet expectations without additional support. For these children, there will be a specific Learning Plan, Risk Assessment and / or a Positive Support Plan written by the SENDCo in consultation with teachers, support staff and parents, and reviewed regularly.

Emotional Literacy and Mental Health Support

Corby Primary Academy has a trained Emotional Literacy Support Assistant (ELSA) who works with identified children requiring additional support with emotional literacy, self-esteem, emotional regulation, friendship skills, anxiety and other social and emotional needs. Support may take place individually or within small group interventions and is designed to help children develop the skills needed to engage positively with learning and relationships.

In 2026, Corby Primary Academy became a Mental Health Support Team (MHST) linked school. Through this partnership, the academy can access advice, consultation and additional support to promote positive mental health and emotional wellbeing for children, families and staff.

We believe that early identification and intervention enable children to develop effective coping strategies, reduce barriers to learning and strengthen positive behaviour outcomes.

Playtimes, Lunchtimes and Beyond the Classroom

All Lunchtime Supervisors at Corby Primary Academy have been trained in our Academy values and behaviour pathway to ensure consistent expectations during structured and unstructured times within the school day.

This helps to promote positive play at lunchtime and ensures that high expectations are continually maintained.

- Adults will actively engage with children's play
- Use of stickers to reward sensible behaviour in the dining hall and whilst playing outside is encouraged
- Ensure children use play equipment safely and purposefully through effective modelling
- Lunchtime Supervisors communicate effectively with class teachers to ensure concerns are fed back at the end of lunchtime.

Should an incident occur, Lunchtime supervisors follow the Behaviour Pathway set out in this policy.

Serious Behaviours

The policy recognises that there are times when individual children behave in a way which will need a more severe consequence. These consequences need to be administered fairly after:

1. A full investigation of the incident has taken place.
2. The pupil(s) have been given the chance to express their perception of the incident(s).
3. Witnesses (where appropriate) have been spoken to and if appropriate notes taken.

4. Consequences for unacceptable behaviour will be recorded on the school system
5. Families will be notified by a member of the Senior Leadership Team

Staff members also have a duty of care to the victims of incidents, and they must be given a high priority.

The academy will ensure that all staff receive regular training in behaviour management, relational practice, safeguarding, SEND, emotional wellbeing and physical intervention where appropriate. Relevant staff will also receive training and sufficient time to investigate and record serious incidents.

Following removal from the classroom or a suspension, the children and their parent/carer will meet with a member of the senior leadership team to discuss reintegration and expectations going forward.

Repetition of fixed term suspensions or if the child is guilty of extremely serious misconduct, then the principal or their representative could impose a permanent exclusion.

It should also be made clear what changes in behaviour are required to avoid future consequences. There should be a clear distinction between minor and major offences.

Behavioural issues and expectations will also be addressed through the curriculum, assemblies and time in classrooms. In support of this, each class are responsible for establishing their collective Class Rules each September following team collaboration and boundary setting.

Bullying

At Corby Primary Academy, bullying is not tolerated. We recognise bullying as behaviour that is intentionally hurtful, repeated over time and involves an imbalance of power. All reports of bullying will be taken seriously, investigated promptly and addressed in line with the Academy's Anti-Bullying Policy. Where bullying is identified, appropriate support will be provided for those affected, parents will be informed, and suitable actions will be taken to prevent recurrence. We are committed to creating a safe, inclusive and respectful environment where all children feel valued and able to thrive.

For detailed guidance on how the Academy prevents, identifies and responds to bullying, please refer to the Academy's [Anti-Bullying Policy](#). This policy should be read in conjunction with the Behaviour Policy.

Child-on-Child Abuse

The school recognises that children can cause harm to other children and that child-on-child abuse can occur both inside and outside of school, including online. We are committed to creating a safe, respectful and inclusive environment where all children feel valued, listened to and supported. In line with Keeping Children Safe in Education 2026, all concerns relating to child-on-child abuse will be taken seriously and responded to promptly and appropriately.

At Corby Primary Academy, we believe that children learn best when they understand the impact of their actions, are supported to repair harm where appropriate, and are helped to develop positive relationships and behaviours. While abusive behaviour will never be excused or minimised, our approach, as outlined in the earlier flow chart, seeks to balance accountability, support and education.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying.
- Physical abuse.
- Prejudice-based or discriminatory behaviour, including racism, faith-targeted abuse and other discriminatory incidents.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Online abuse.
- The sharing of inappropriate images or messages.
- Initiation or hazing-type behaviours.

The school recognises that child-on-child abuse can happen:

- Within the school environment.
- Outside of school.
- Online through digital technologies, social media and gaming platforms.

Monitoring, Analysis and Early Intervention

Behaviour records are reviewed by academy leaders every three weeks to identify emerging patterns, trends and pupils who may require additional support. Where a pupil receives three Level 3 or 4 incidents within a three-week period, the Deputy Principal will review behaviour records and discuss strategies with the child to improve behaviour. A Behaviour Support Plan may be required at this point.

Where a pupil receives continues to receive more than three Level 3 or 4 incidents within a three-week period, the Deputy Principal will meet with parents/carers to review support strategies and agree next steps. The pupil's behaviour will then be monitored for a minimum of six weeks using a Behaviour Support Plan.

The academy recognises that repeated behavioural incidents may indicate an unmet need, SEND, emotional or mental health difficulty, or safeguarding concern. Appropriate support and reasonable adjustments will be considered where necessary.

Our Restorative Approach

When concerns arise, our first priority will always be the safety, wellbeing and dignity of those who have experienced harm. We will listen carefully, take concerns seriously and ensure that appropriate safeguarding procedures are followed.

Where appropriate, and only when it is safe to do so, the school will use restorative approaches to help children:

- Understand the impact of their actions on others.
- Take responsibility for choices and behaviours.
- Repair relationships and rebuild trust.
- Develop empathy and emotional understanding.

- Learn alternative ways of managing conflict and disagreement.
- Reintegrate positively into the school community.

Restorative approaches may include structured conversations, reflection activities, supported meetings and opportunities to make amends. Participation will always be carefully considered, and no child who has experienced harm will be expected to take part in a restorative process if this is not in their best interests.

Responding to Concerns

Any report, disclosure or allegation of child-on-child abuse will be referred immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL.

The school will:

- Listen to and support all children involved.
- Take all concerns seriously and investigate them appropriately.
- Assess the needs and risks relating to both the child who has experienced harm and the child whose behaviour has caused concern.
- Work with parents, carers and external agencies where appropriate.
- Provide education, support and intervention to reduce the likelihood of repeated behaviours.
- Apply consequences where necessary and proportionate.
- Consider wider safeguarding issues, including harmful sexual behaviour, misogyny, discrimination and online safety concerns.

Prevention and Culture

At Corby Primary Academy, we believe that the most effective way to address child-on-child abuse is through prevention. We will actively promote a culture of kindness, respect, inclusion and responsibility. Through the teaching of our British Values, Academy Values, our curriculum, assemblies, pastoral support and daily interactions, children will be taught:

- How to build positive relationships
- The importance of respecting differences
- How to recognise and report harmful behaviour
- How to keep themselves and others safe online
- How their actions affect other people
- How to resolve conflict peacefully and respectfully

We recognise the importance of early identification and intervention and will seek to address concerns before behaviours become embedded or escalate into more serious harm.

By fostering an inclusive and anti-discriminatory culture, the school aims not only to respond effectively to incidents of child-on-child abuse but also to develop children who are reflective, accountable and respectful members of the community.

Our Relational Approach to Safety and Physical Intervention

At Corby Primary Academy, we are committed to creating a safe, nurturing and inclusive environment where positive relationships, co-regulation, reasonable adjustments, de-escalation and restorative approaches are used to support children to succeed. We understand that behaviour is a form of communication and that children may require support to regulate their emotions and behaviour. We therefore seek to understand the reasons behind behaviour and respond in ways that preserve dignity, strengthen relationships and support long-term behavioural development.

The Academy is committed to reducing the need for restrictive intervention through:

- Strong relationships between staff and children;
- Consistent routines and expectations;
- Early intervention and preventative strategies;
- Zones of Regulation;
- Safe Places and regulation support;
- Reasonable adjustments for children with SEND;
- Restorative and relational approaches.

In some circumstances, where there is an immediate risk of serious harm to a pupil or others, physical intervention or reasonable force may be required. Any intervention will always be:

- Reasonable;
- Necessary;
- Proportionate;
- The least restrictive option available;
- Used for the shortest possible time; and
- Recorded and reported in accordance with academy procedures and current guidance

Physical Intervention as a Last Resort

Occasionally it is necessary to use physical intervention if a child is posing a risk to themselves or others. This will always be a last resort when all other de-escalating strategies have been exhausted. The Academy follows the principles outlined by the DfE [Use of reasonable force and other restrictive interventions guidance](#).

Schools can use reasonable force to: _

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Power to search children without consent

In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Some older pupils may bring a mobile phone to school where this has been agreed with parents for travel or safety reasons. Phones must be switched off and handed to the class teacher at the beginning of the day and collected at the end of the day. Mobile phones must not be used on academy grounds. Further details are set out in the Academy's [Mobile Phone Policy](#).

Behaviour outside the Academy

Whilst the Academy recognise all children have a right to a broad and balanced curriculum, at times it may be necessary for a child to be accompanied by their parent/carer on a school trip to ensure they can access it safely.

These behaviours and sanctions are sufficiently serious to warrant withdrawal from an Academy trip, including sporting events:

- Academy suspensions for violence - both physical and verbal
- Children who have been removed from class due to their behaviour
- Children who are flight risks – those who have run away from Academy
- Consistently refusing adult instructions

Children and parents should be aware of these guidelines, and all decisions should be clear, fair and transparent.

The Principal has ultimate discretion in these matters and will always take a decision that ensures the safety of all those involved.

Monitoring and Review

All staff will be responsible for monitoring behaviour at Corby Primary Academy; however, the senior leadership team and Designated Safeguarding Leads will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be analysed and shared regularly with Greenwood Academies Trust through our Education Director.

The policy is reviewed annually to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring, particularly for those with protected characteristics.

Appendix A – Consistent Language and Staff Scripts

Universal staff language:

Avoid	Use Instead
Why are you always doing this?	Let's think about what happened.
You never listen.	The expectation is that we listen when others are speaking.
Stop being silly.	Show me that you are ready to learn.
What's wrong with you?	How can I help you be successful?
You've ruined the lesson.	Let's work together to get back on track.

Level 1 - Reminder:

Avoid	Use Instead
Stop that!	The expectation is....
Behave yourself.	Remember, we are respectful, responsible and ready to learn.
Don't do that.	Show me the right choice.
How many times do I have to tell you?	Thank you for correcting that.

Level 2 – Reflection:

Avoid	Use Instead
Why did you do that?	Tell me what happened.
You know better than this.	What should you be doing right now?
You should be ashamed.	How is this affecting learning?
Sort yourself out.	What needs to happen next?

Level 3 – Reset & Regulate:

Avoid	Use Instead
Calm down.	Let's take a moment.
Stop crying.	I can see you're upset.
You're overreacting.	I can see this feels difficult right now.
Pull yourself together.	What do you need right now?

Level 4 – Repair and Restore:

Avoid	Use Instead
Say sorry.	How can we put this right.
You should know better.	What have you learned from this?
Don't do it again.	What will you do differently next time?
You've let everyone down.	How can we move forward positively?

Fresh Start Language:

Avoid	Use Instead
Not again.	Everyone deserves a fresh start.
You always do this.	Let's focus on the next positive choice.
We'll see how long this lasts.	I'm pleased you've worked hard to put things right.

Supporting Emotional Literacy:

Avoid	Use Instead
You're just attention seeking	I wonder if something is worrying you.
There's nothing to be upset about.	You don't seem yourself today.
You'll be fine.	Would you like to talk about what's just happened?
Just get on with it.	Let's work out how we can help.

Appendix B: Corby Primary Academy's Learning Behaviours and Expectations

At Corby Primary Academy, we believe that behaviour is taught, modelled, practised and reinforced in the same way as academic learning. Through our values of Respect, Responsibility and Resilience, we explicitly teach children the behaviours, routines and attitudes that enable them to succeed both in school and beyond. Behaviour expectations are taught at the start of each academic year, revisited regularly throughout the year and retaught following holidays, transitions or when additional support is required. In September 2026, Corby Primary Academy became a pilot Academy working with North Northants Council to embed Relational Approaches to behaviour and continue to work in collaboration to ensure all children can thrive.

Respect –

Children demonstrate respect by:

- Using kind and inclusive language.
- Listening when others are speaking.
- Treating others fairly and with consideration.
- Respecting differences and diverse viewpoints.
- Looking after school property and the environment.
- Valuing the thoughts, feelings and contributions of others.

Responsibility -

Children demonstrate responsibility by:

- Taking ownership of their choices and actions.
- Being honest.
- Completing learning to the best of their ability.
- Bringing the correct equipment and resources.
- Contributing positively to the school community.
- Following school routines and expectations.
- Seeking support appropriately when needed.

Resilience –

Children demonstrate resilience by:

- Approaching learning with a positive attitude.
- Showing perseverance when learning becomes challenging.
- Learning from mistakes and using feedback to improve.
- Remaining focused and engaged when tasks are difficult.
- Trying different strategies when they encounter barriers.
- Managing frustration, disappointment and setbacks appropriately.
- Returning positively to learning following difficulties.
- Seeking support when needed whilst continuing to try independently.
- Developing increasing independence and self-regulation.
- Demonstrating courage when faced with new experiences or challenges.

Classroom Behaviour

Children are explicitly taught to:

- Enter classrooms calmly and safely.
- Be prepared and organised for learning.
- Listen actively and follow instructions.
- Participate respectfully in discussions.
- Work independently and collaboratively.
- Respect the learning of others.
- Manage distractions appropriately.
- Persevere with learning before seeking support.

Moving Around School

Children are taught to:

- Walk calmly and safely.
- Use appropriate voice levels.
- Respect personal space.
- Follow adult instructions promptly.
- Take pride in the school environment.
- Represent the school positively at all times.

Assemblies

Children are taught to:

- Enter and leave respectfully.
- Listen attentively.
- Participate appropriately.
- Show respect to speakers, visitors and performers.
- Reflect thoughtfully on key messages.

Playtimes and Lunchtimes

Children are taught to:

- Include others.
- Play cooperatively.
- Share equipment fairly.
- Resolve disagreements respectfully.
- Use restorative approaches where appropriate.
- Seek adult support when needed.
- Show kindness and sportsmanship.

Speaking and Listening

Children are taught to:

- Use polite and respectful language.
- Take turns when speaking.
- Listen without interrupting.
- Communicate respectfully when agreeing or disagreeing.
- Express feelings appropriately.
- Seek help from trusted adults when required.

Digital Behaviour

Children are taught to:

- Use technology safely and responsibly.
- Treat others respectfully online.
- Protect personal information.
- Follow age-appropriate online safety guidance.
- Report concerns to trusted adults immediately.