St Margaret's Primary School

Behaviour Policy

Reviewer: Kelly Magee	**Renewal Date: 2029**

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1. Vision and introduction

This policy and the practice contained within it are a vital part of how we put into action our vision for St Margaret's Primary School. Our vision is for all of our children, their families and the whole staff team. The Christian vision is at the heart of everything we do and it inspires us to focus on what is most important- preparing all children to flourish both now and later in life with our School Vision 'Created to shine'.

"At the heart of our Church of England school is our vision to be a shining light of love, aspiration and excellence that nurtures and enables all children to grow into the person God intended them to be."

This policy has been written using the following DfE Statutory Guidance documents:

- Equality Act 2010
- KCSE 2026
- School Suspensions and permanent exclusions statutory guidance
- DfE Searching, screening and confiscation (July 2022)
- Behaviour in Schools Advice for headteachers and school staff 2024
- SEND code of practice

This Behaviour Policy will be reviewed every three years; however, if behaviour trends emerge or statutory guidance changes, we will review and update the policy ahead of the scheduled review cycle.

2. Aims of the behaviour policy

- Support every child to develop excellent behaviour and attitudes.
- Outline how children are expected to behave and the consequences of good behaviour.
- Provide a clear framework for all staff to interact with children consistently and positively and, as such create a positive culture where every child can flourish.
- Define what we consider to be unacceptable behaviour and the consequences of behaviour that falls short of expectations.
- Summarise the roles and responsibilities of different people in the school community in supporting the implementation of this policy.

3. Principles of which our policy is based

At St Margaret's, our behaviour expectations are built on positive relationships, mutual respect, and a strong working partnership between staff, pupils, and families. We promote a clear and consistent approach that helps every child feel safe, supported, and ready to learn. Through reflection and restoration, we encourage pupils to understand the impact of their choices, repair relationships with love and empathy, and make positive decisions for the future.

St Margaret's behaviour expectations are:

- Kind words and kind actions
- Aspire to do our best
- Learn and let others learn
- Be honest and respectfull

4. The key principles of behaviour management

Being Inclusive

Our school recognises that some individuals need more support than others to meet expectations of behaviour, and that the dysregulated behaviours of vulnerable pupils must be approached with a therapeutic understanding that reflects their individual needs.We follow the Equality Act 2010 and make reasonable adjustments when needed, but our policies still apply. We hold a responsibility to teach social behaviour to all pupils and are clear with staff, pupils, parents and governors about which expectations are non-negotiable. Every pupil has the right to be educated, no matter how challenging their behaviour, and addressing such challenges often helps us refine and strengthen our systems, processes and procedures. We continually adapt these to meet the needs of our children and uphold the inclusive values we aspire to.

Being Positive

Parents and carers need to be as fully involved as possible, as we work together to uphold high expectations for acceptable behaviour both in school and in the wider community. We aim to raise these expectations in partnership with staff, governors, pupils and parents/carers, recognising that if we want our pupils to behave in a particular way, we must make those expectations explicit. We reinforce expected behaviour positively and provide pupils with honest, sensitive feedback on their learning and behaviour, ensuring they understand how their actions align with the standards we aspire to as a school community.

Being Assertive

Teachers have the right to teach and pupils have the right to learn, just as all members of our community have the right to feel and be safe in school. Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and supportive environment. We do not tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school, and such behaviour is addressed in line with policy. At the same time, we recognise that the dysregulated behaviours of some vulnerable pupils must be approached with a therapeutic understanding and an awareness of individual needs. Staff rely on one another and on external agencies to support pupils as they learn and make positive changes in their behaviour, ensuring that our school remains a place where everyone can thrive and where we continually strengthen the standards we aspire to uphold.

Our Chrisitian values promote the development of strong, positive and loving relationships and respect and compassion for all.

5. Definitions of behaviour

Low level Disruption is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Lack of respect for adults and staff members
- Inappropriate language, such as swearing

Serious misbehaviour is defined as:

- Persistently refusing to follow an adult's request
- Any form of bullying
- Sexual harassment, meaning *unwanted* and/or *intentional* conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Damaging, throwing or taking property
- Intentional verbal abuse and/or physical harm towards another pupil or adult

- Racist, sexist, homophobic or discriminatory behaviour
- Bringing offensive weapons/illegal substances into the school
- Refusing to enter or leave a classroom
- Absconding (remaining within school grounds)
- Absconding (leaving the school grounds)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Further information can be found in the school's Antibullying policy.

6. Responding to behaviour

Celebrating

When a pupil's behaviour meets or goes over and above the expected behaviour standard, staff will celebrate their efforts through a variety of positive recognition strategies. This provides an opportunity for all staff to reinforce the school's culture and ethos.
Positive reinforcements will be applied clearly and fairly to support the routines and expectations of the school's behaviour culture.
Positive behaviour will be celebrated and recognised using:

- House points
- Verbal praise
- Celebration assemblies
- Shining Star Awards
- Communicating praise to parents via a phone call or written correspondence
- Recognition boards
- Positions of responsibility

7. Sanctions

The whole ethos of this system is to increase the opportunities to positively recognise those who are demonstrating the school values and learning behaviours. There will be times when the children will need to understand the consequences of their actions/behaviours that are contrary to our St Margaret's Primary School values.

The key principles when managing sanctions:

- All staff to model the behaviours and responses that we expect from the children, to include what we say, how we say it and also our body language.

- Sanctions will be in proportion to the misbehaviour and take into account the individual child.
- All sanctions to be followed up by the adults who set them followed by a restorative conversation. For example, if a child loses two minutes of playtime as a sanction then it is up to the staff member to supervise the two minutes at the nearest possible break time.
- Staff resolve issues that they see - unless Senior Leadership Team (SLT) intervention is needed so that the situation is clear to all and that relationships are firm and can be reconciled for the good of everyone.
- Where possible, behaviour management should happen away from an audience and without humiliation. Whole classes should not be made to be collectively responsible for the actions of one child.

All staff members have a script card attached to their lanyard. This is a reminder of the steps when dealing with negative behaviour and a guide to support the interaction between adults and children. All staff following this ensures the children have a consistent approach to their behaviour regardless of the member of staff.

The 5 steps below are to be used to manage behaviour in all classrooms for low level behaviour.

1 - REMINDER	Which expectation is being challenged?
2 - CAUTION	Verbal reminder (privately where possible) of expectation and consequence of 2 minutes stay behind if they continue.
3 – LAST CHANCE	30 second de-escalation script 2 minute stay behind as consequence.
4 – LEARNING BREAK	Child's opportunity to calm down, consider the situation or refocus.
5 - REPAIR	Restoration meeting (positive and as soon as possible)

The 30-second de-escalation script (Appendix 1) does not have to be a private conversation but does not need to be broadcast across the room. Children should see you dealing consistently with behaviour and building positive relationships.

At the point of 'Last Chance', it is important to give the child every opportunity to succeed in meeting the expectation. This may be in the form of a brief learning break, opportunity to move seats to be on their own, help to write the next sentence with you before continuing independently, being buddied with someone.

8 . Restoration Time

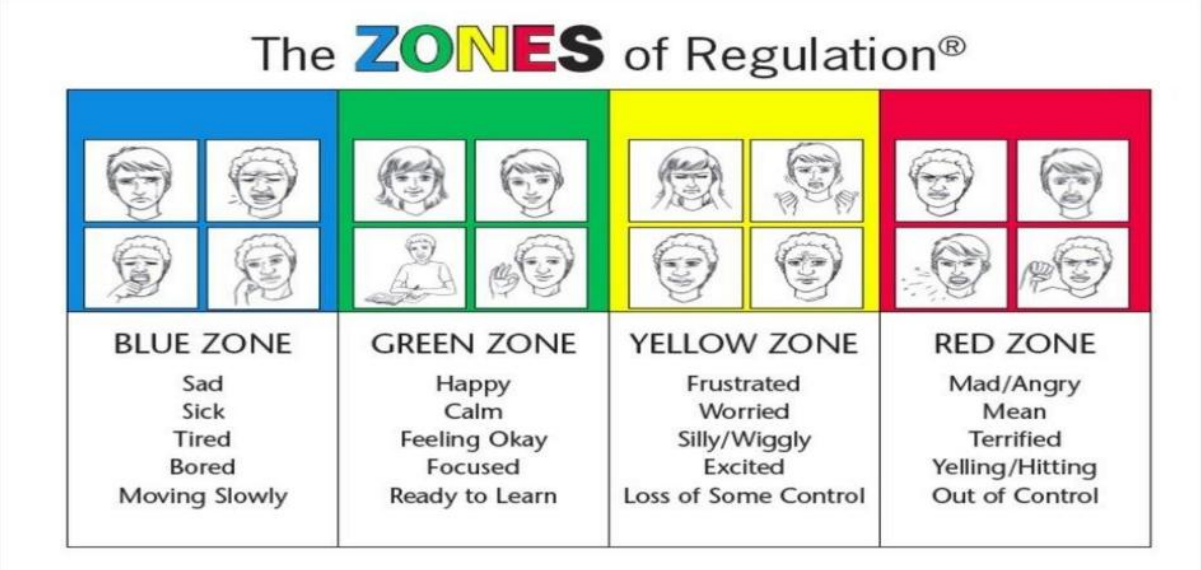
The 'Restoration Time' is an opportunity for the child and the staff member to unpick what has happened, repair and to move forward.
It should be ideally done as close to the time of the incident as possible. Staff and children need to be calm to be ready to have the conversation. It may be helpful to 'Walk and Talk' rather than sit opposite each other. Keep the conversation brief and constructive. Using a selection of the questions seen in Appendix 1 will help this.

Process of a restorative de-brief

A restorative de-brief involves building an authentic connection so the child feels safe and supported, then exploring what happened by allowing them to share their story and the situations or dynamics that led to the incident. The adult offers non-judgmental descriptions and helps the child reflect on what everyone was thinking and feeling before, during and after the event. Together, they identify who was affected and how relationships may have been impacted, then consider ways to repair harm and restore trust. Finally, they plan alternative responses for when similar feelings or situations arise again. This process can be adapted using tools such as social stories, Comic Strip Conversations, or signing and signalling to support children with different communication needs. See Appendix 2 for a debrief checklist.

9. Zones of Regulation

Every class displays zones which display a range of emotional states in different coloured zones. Pupils are explicitly taught to recognise their state of emotion and link these emotional states to their readiness to learn. Furthermore, all pupils are taught to apply different strategies in order to regulate their emotions, when needed, so that they are enabled to learn effectively and maintain good mental well-being. We encourage our class staff to reflect on what may be the underlying issues that drive or trigger behaviours in pupils, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way (See Appendix 3)



10. Persistent inappropriate behaviour

When behaviour becomes a concern, it is important to identify the reason for the behaviour. If a child is repeatedly receiving warnings and sanctions, then this pattern needs to be addressed through closer monitoring and support. This would involve the class teacher creating an individual behaviour plan together with the child:

- Initially, this should last only for a week;
- The teacher discusses with the child what the difficulties are that are causing the behaviour, what support will be offered, and what success will look like.
- If the behaviour is outside of the classrooms, support will likely include short discussions before and after/ towards the end of breaks
- If the behaviour is in the classroom, it might include specific scaffolding of learning, sitting on a separate desk within the classroom, a lesson by lesson chart/learning behaviour summary that could also go home
- At appropriate times each day, the child discusses their progress with the teacher; at the end of the week the teacher and child should discuss the impact of this behaviour plan with the child's parents (and can invite a member of SLT). Ideally, this will look to celebrate the positives as well as discussing further actions that might be needed.
- Parents will always be involved in this process.

If the initial behaviour plan proves unsuccessful in helping the child to change their behaviour, it will be reviewed together with parents and if appropriate, adapted or given longer to achieve the desired impact. If still unsuccessful, further support will be sought, initially from senior leaders/and the inclusion team where additional intervention or adaptation may be provided. External support will be assessed and required if appropriate.

11. Severe behaviour

In instances of severe behaviour, the stages of managing behaviour can be by-passed and the staff member may choose to immediately send for additional adult support or senior leadership support:

- Bullying
- Violence towards adults
- Publicly disrespecting adults
- Extreme behaviour e.g. violence, vandalism, deliberately dangerous activity.

In these instances, staff should remain neutral in body language and tone of voice, not arriving at a conclusion about what has happened if this is not clear. Senior leaders responding to incidents of reported severe behaviour will investigate the incident as fully as possible to understand what took place. They will then decide on the most appropriate course of action depending on the circumstance.

This will always include:

- Restorative conversations with those involved, led either by adult involved, the class teacher, or senior leader
- Discussion with parents either with or without the child/classteacher/adult involved/senior leader
- A behaviour plan developed by the classroom teacher

It may also include:

- Seeking external advice or support
- Adapted support or provision such as different arrangements for lunchtimes for a period of time, or staff in certain situations
- Internal exclusion (learning outside of the classroom away from peers)
- Suspension (a formal action taken only by Headteacher which prevents a child from attending school for a set period of time and which has many statutory requirements for parents to adhere to)
- Permanent exclusion (as above, but permanent removal from school)

Searching without consent

School staff are permitted by law to search a pupil without consent if they have reasonable grounds to suspect that the pupil is carrying a prohibited item, or an item that has caused, or could cause, harm to themselves, another person, or property. In such circumstances, the school reserves the right to use reasonable force when searching for an item that may have been, or could be, used to commit an offence or cause harm.

12. Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so.

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed if their child's actions and choices have resulted in the removal from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of Learning Support Assistants
- Short term personalised recognition charts
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

For some children removal from the classroom can be to support their learning needs and as part of a planned intervention.

13. Internal exclusion, suspension, permanent exclusion

The principles of restorative justice and working in partnership mean that such significant behaviours should be avoidable through proactive support from the adults around a child. However, children who engage in persistent inappropriate behaviour or severe behaviours may be at risk of permanent exclusion and may receive an internal exclusion or suspension to support them to change their behaviour and to behave safely and appropriately in school. This is a last resort and will not be used until all other avenues have been exhausted, or in the most extreme circumstances.

Further information on this can be found in our exclusions policy.

14. Reporting, recording and communication

This section outlines the stages of behaviour, identifies responsibilities, details the actions to be taken, and explains follow-up procedures to ensure the consistent recording, reporting, and escalation of pupil behaviour. All behaviour incidents, concerns, and safeguarding-related information are recorded on CPOMS to support accurate documentation, effective communication, early intervention, and appropriate safeguarding oversight. Consistent recording enables leaders to identify patterns, allocate appropriate support, and maintain a safe, calm, and purposeful learning environment.

The following graduated approach provides examples of how escalating behaviour may be managed. During stages 1 and 2, children will consistently receive a verbal warning and be supported to make appropriate choices and regulate their behaviour before it advances further. Adults will follow the 5 Steps (appendix 1) to ensure the children have a consistent approach to their behaviour regardless of the member of staff.

What behaviour might be seen at this stage?	Who is responsible?	What action will be taken at this stage?	What happens next?
Stage 1 Calling out/interrupting Chatting or unfocused behaviour Distracting others Not following instructions from an adult	Class teacher	**Move the child to a different space** which may include: a) another part of the classroom b) a supervised area outside the room for timed reflection c) working with a LSA outside the classroom **Use break-time follow-up**: The teacher may keep the child back for a few minutes during the next break to catch up on missed learning or have a quiet restorative conversation. **Communicate with parents** when appropriate. **Playground Stage 1: Low Level Disruption** **Address issues promptly**: Respond to concerns straight away, applying the behaviour policy fairly and consistently. **Consider whether it was accidental**: If the incident appears to be an accident, explain this to the children involved and encourage them to play more carefully. **Speak with the children involved**: If the behaviour was intentional, talk to the other children, listen to their accounts, and gather their perspectives. **Encourage problem-solving**: Ask the children what they could do	Restorative conversations (appendix 2) with the child to support getting them back on track. Identify any repair that is needed, e.g. an apology or tidying the mess the child made. Adults use key restorative repair phrases to support this, which can be found in Appendix 2. Behaviour at this stage does not need to be added on to CPOMs.

		differently to prevent the situation from happening again. **Use supervised thinking time**: Ask the child to walk with or stand beside a staff member for a short reflection period. Talk through their choices, discuss better alternatives, and then allow them to return to play with others.	

What behaviour might be seen at this stage?	**Who is responsible?**	**What action will be taken at this stage?**	**What happens next?**
Stage 2 Continued disruption to learning. Incomplete work Refusal to complete the work and getting out of the seat Challenging the teacher (eg this is boring)	Class Teacher	**Provide thinking time away from peers**: Give the child space to reflect, ideally in a quieter area separate from other pupils. **Arrange time in another classroom**: With agreement from the phase leader or another teacher, the child may work in a different classroom for a short period. **Set additional work or repeat incomplete tasks**: Ask the child to redo unsatisfactory work or complete extra tasks linked to the behaviour. **Assign a written consequence**: This may include writing an apology or completing another reflective written activity.	Close liaison with parents/ carers. Teacher to discuss additional strategies with Phase Leader Record repeated incidents of such behaviours on CPOMS.

		Remove certain privileges: For example, temporarily withdrawing a responsibility (particularly in KS2).	

What behaviour might be seen at this stage?	**Who is responsible?**	**What action will be taken at this stage?**	**What happens next?**
Stage 3 Persistent disruption to learning or deliberately hurting another child/themselves Answering back and being rude Refusal to respond to a reasonable request made by an adult	Class Teacher and Phase Leader	**Give the child a choice or consequence:** This might include working on their own or walking with an adult at play. Withdraw to a shared area or break out room working with an adult in school.	Senior leadership team to inform all staff of the need to help children reintegrate. Discuss strategies and support which will be/has been implemented. Parents to be contacted by Class Teacher to arrange a face to face or by telephone. Behaviour to be recorded on CPOMS so behaviour lead is aware.

What behaviour might be seen at this stage?	Who is responsible?	What action will be taken at this stage?	What happens next?
Stage 4 Repetition of any stage 3 behaviour Racism Aggressive behaviour towards each other/violence/fighting (may be exceptions for self-defence) Repeated swearing incidents Threatening another child Child-on Child Abuse: bullying (including cyberbullying), physical abuse e.g. hitting, kicking, shaking, biting (this may include an online element which facilitates, threatens and/or encourages physical abuse), sexual harassment or violence (such as sexual comments, homophobic comments, remarks, jokes and online sexual harassment, which may	Class Teacher, Phase Leader and SLT	The most serious incidents could lead to one or more of the following: • Removal from the classroom for a period of time (Internal Exclusion) • Individual Behaviour Plan • Internal Exclusions • External Exclusions • Reduced peer contact • Referral to outside agencies	Senior leadership team to inform all staff of the need to help child reintegrate summarising strategies and support which will be/has been implemented. Behaviour to be recorded on CPOMS. Parents informed and meetings arranged if necessary. Member of SLT to be informed and appropriate further action taken as necessary.

be standalone or part of a broader pattern of abuse) Sexual Violence/harassment: It is important incidents of this nature are captured and recorded in the child's own words and shared immediately with a DSL. • Abuse or threats towards staff/serious challenges to authority			

15. Appendix 1

5 steps for low level behaviour in the classroom

1 - REMINDER	Which expectation is being challenged?
2 - CAUTION	Verbal reminder (privately where possible) of expectation and consequence of 2 minutes stay behind if they continue.
3 – LAST CHANCE	30 second de-escalation script 2 minute stay behind as consequence.
4 – LEARNING BREAK	Child's opportunity to calm down, consider situations or refocus.
5 - REPAIR	Restoration meeting (positive and as soon as possible)

30 second de-escalation script

30 Second de-escalation script

1. Stay Calm and Neutral:
   "[Pupil's name], I need you to take a moment with me."

2. Acknowledge Feelings Without Escalating:
   "I can see you're upset/frustrated. It's okay to feel that way."

3. State the Expectation Clearly:
   "Here in our school, we use kind words and loving actions that show responsibility, respect, and care for one another. ."

4. Offer a Choice or Solution:
   "Let's take a deep breath together, or you can step aside for a moment if you need to calm down."

5. Reassure and Redirect:
   "When you're ready, I'm here to help you get back on track."

Other potential sentence starters for de-escalation could be:

- I am here to help

Or

- Talk and I will listen

Or

- Come with me and …….. (find somewhere quiet to sit and talk in order to diffuse situation)

16. Appendix 2

RESTORATION TIME – Relationship Repair
Select the 3-6 most appropriate questions (not accusatory tone)

1. What happened?

Listen carefully. 1) Child's account (do not interrupt) 2) Adult's account (calm)

2. What was going through your mind at the time?

3. What have you thought since? What would you like to happen next?

This question might allow the child to show a change in attitude or even the possibility of an apology.

4. Who has been affected? How have others been affected?

The child may have been unaware of how others may have been affected by their behaviour.

5. How can you / we help to put things right? (Remember - A forced apology is worthless).

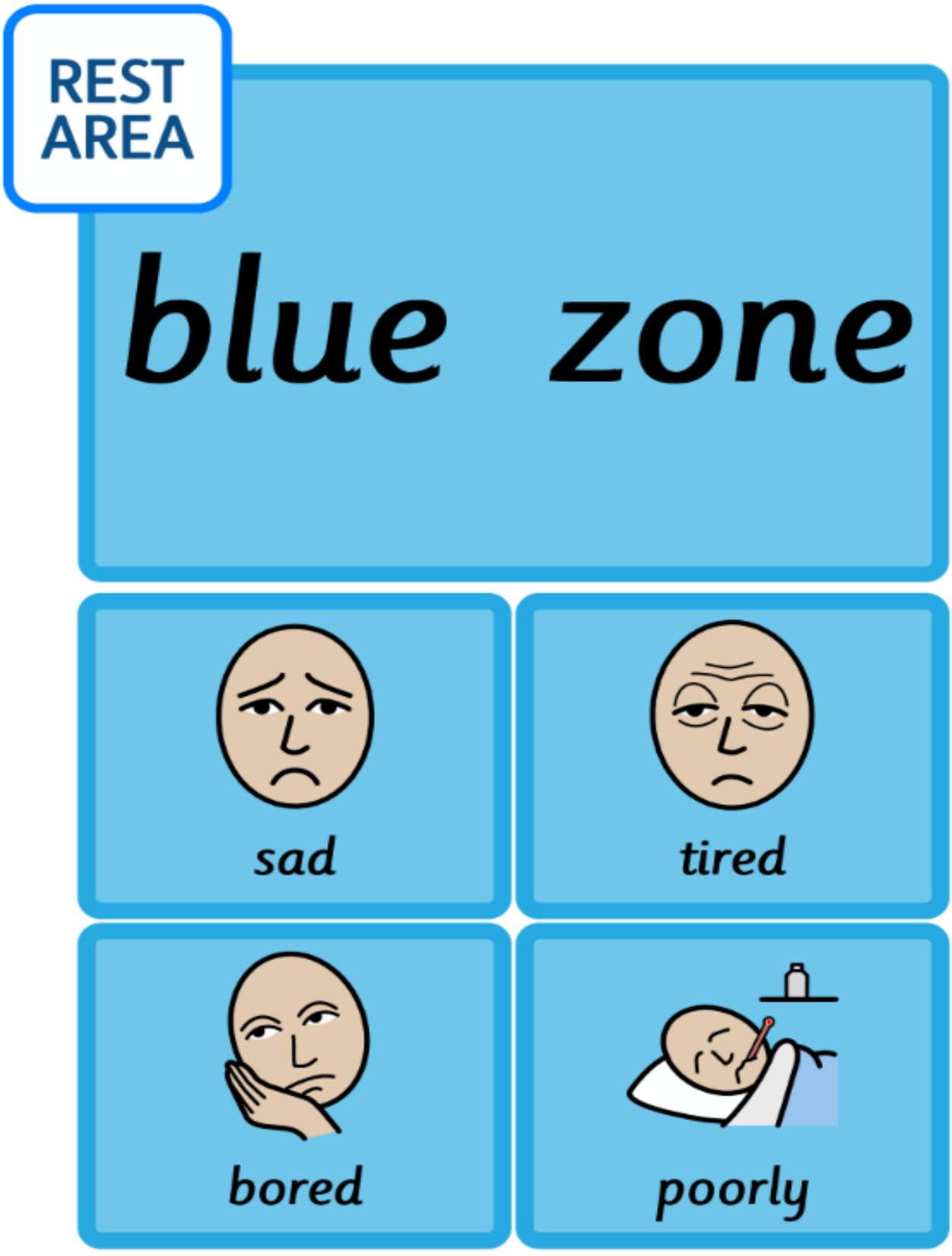
6. How can you / we do things differently in the future?

Debrief checklist

Things that could be part of the debrief:

- Has the child had sufficient time and support to normalise their feelings before the de-brief process starts?
- Has the child had an opportunity to share their experience, including what happened before, during and after an incident
- Has the child been helped to identify their feelings before, during and after an incident?
- Has the child been helped to empathise with the experience and feelings of others?
- Has the child been helped to understand and accept the need for any protective consequences?
- Has the child been helped to engage in the need for educational consequences?
- Has the child been helped to identify how relationships can be rebuilt?
- Has the child been helped to rebuild those relationships?
- Has the child been helped to develop strategies to respond differently when faced with the same situation?
- Have we documented (on CPOMS), actioned and reviewed outcomes and next steps?
- Has everybody involved in the incident received support?

17. Appendix 3: Zones of Regulation



GO

green zone

happy

ok

ready

calm

SLOW

yellow zone

excited

frustrated

silly

worried

STOP

red zone

angry

scared

out of control