Behaviour Policy

St Margaret's CEVAP School

Approved by:	FGB
Date Approved:	May 2026
Date for Review:	Summer 2027

Introduction

At St Margaret's we provide a warm, welcoming, and inclusive environment where children are treated as individuals without judgement or comparison. We have a passionate conviction that all our children can contribute and achieve no matter what they have experienced or done. We have total commitment to their success at St Margaret's and beyond. Our behaviour principles are reflected in our values and ethos statements detailed below:

Our Values

Transforming lives by living and learning together in God's love

At St Margaret's CEVA School, the Christian faith is central to the work of the school and underpins all that we do. Our Christian values are the basis for our teaching and learning, and we provide a caring and supportive environment which prepares our pupils as confident learners.

'Live, Love, Learn'

Our ethos and values are summarised in the 3 core values as chosen by the pupils and can be seen in every aspect of our school community and daily lives:

"Friendship, Respect, Perseverance"

Friendship – we care for each other, trust one another and show respect. We accept everyone as they are, without judgement.

Respect – we treat everyone with kindness and fairness. We listen to others, value their ideas, and look after our school and each other

Perseverance – we keep trying, even when things are hard. We learn from our mistakes, never give up and celebrate progress along the way

Our Ethos

We recognise behaviour as a form of communication. Behaviour is the communication of an emotional need, whether this is conscious or unconscious, and should be responded to accordingly.

Staff develop strong, positive relationships with children and their families; that foster connection, inclusion, respect, and value for all members of the school community.

We put the relationships we have with children first – making sure that the actions we take and the decisions we make will not damage the relationship we have with a child nor undermine our values.

1. Our Aims

At St Margaret's, our aim is that children achieve their academic potential and lead independent, fulfilling adult lives. We enable this by:

- Building mutually respectful relationships.

- Teaching pupils to have respectful relationships with themselves and others.

- Helping pupils reflect and take responsibility for their actions.

This approach provides discipline that is constant, immediate, and consistent.

2. Principles and Consistency in Practice

We achieve this by:

- Establishing clear expectations with pupils.

- Modelling positive behaviour through every interaction.

- Supporting pupils to become self-aware and regulate emotions (Zones of Regulation – see Appendix 1).

3. Roles and Responsibilities

3.1 Governing Body

- Reviews and approves the written statement of behaviour principles.

- Reviews this policy with the Headteacher and monitors its effectiveness.

- Holds the Headteacher accountable for implementation.

3.2 Headteacher

- Reviews the policy with staff and governors.

- Ensures the school environment encourages positive behaviour.

- Monitors consistent application of rewards and sanctions.

3.3 Staff

- Implement the policy consistently.

- Model positive behaviour and build relationships.

- Personalise approaches for pupils with specific needs.

- Record incidents on CPOMS and use Appendix 3 ABC Chart.

- Meet and greet pupils at the door.

- Refer to school values: Friendship, Respect, Perseverance.

- Plan engaging lessons that meet all learners' needs.

- Use Team Points recognition system.

3.4 Parents

- Support their child in following the pupil code of conduct.
- Inform school of any changes affecting behaviour.
- Discuss concerns promptly with the class teacher.

3.5 Pupils

- Regulate emotions using Zones of Regulation.
- Demonstrate class rules and school values.
- Be honest when rules are not followed.

4. Rewarding Expected Behaviour

Positive behaviour may be rewarded through:

- Verbal and written praise.
- Team points.
- Letters or phone calls home.
- Certificates and stickers. (See Appendix 2)

5. Consequences for Unexpected Behaviour

The Step System

Each class will consistently use the step system as consequences of not keeping to class expectations. In Reception and Key Stage 1, a 'Warning' may be given prior to commencing the Step System.

Step 1- 5 minutes from your playtime

Step 2- Lose 10 mins from playtime

Step 3- Key Stage 1 & 2:

The child will miss the next playtime session and complete a reflection. A member of staff will support them, talking through what happened and helping them consider how they can improve their behaviour in future. Throughout this process, adults will clearly explain the Step System so the child understands why they have moved through the Steps and what they can do to amend their behaviour.

Teachers and LSAs may fast-track a pupil through the Step System depending on the severity of the incident. At lunchtime, MDSAs may recommend that a Step be given for unacceptable behaviour; however, the final decision to move a pupil between Steps remains with the Class Teacher.

Reasonable adjustments will always be made for pupils with SEND or additional vulnerabilities. Where a child finds it difficult to understand cause and effect, staff will follow the behaviour blueprint and apply consequences that are proportionate to the behaviour, considering any harm or damage caused.

6. Individualised Behaviour Support

- Individual Behaviour Plans created with staff, parents, and leadership.
- Plans include tailored strategies and rewards.
- External agencies involved where appropriate.

7. Behaviour Beyond School Premises

Teachers have statutory power to discipline pupils for misbehaviour outside school where:

- Witnessed by a staff member.
- Reported to the school.
- The pupil is identifiable as a pupil of the school.

Or where behaviour:

- Affects the orderly running of the school.
- Poses a threat to others.
- Damages the school's reputation.

Discipline can only occur on school premises or when the pupil is under lawful control of staff (e.g., school trips).

8. Bullying

Bullying may be physical, emotional, or cyber-based and can involve prejudice (SEND, race, religion, gender, sexual orientation, transgender status, caring responsibilities).

- Immediate safety and stopping violence take priority.
- Consequences applied fairly and consistently, considering SEND and vulnerable pupils.
- Parents will be informed and involved.

See Anti-Bullying Policy for full details.

9. Inclusion

Under the Equality Act 2010, the school must safeguard and respect pupils with SEND, disabilities, and vulnerabilities.

- Behaviour management should be positive and inclusive.
- Responses should not prevent access to learning for the pupil or others.
- Reasonable adjustments will be made where appropriate.

10. Suspensions

- Headteacher decides on suspensions (fixed-term or permanent).
- Used only for serious breaches or repeated breaches where other strategies fail.
- Fixed-term suspensions up to 5 days; parents informed immediately.
- Permanent suspensions reported to LA and governors; parents have right to appeal.
- Appeals heard by Governors' Pupil Discipline Committee.
- Police may be involved in extreme cases (see Positively Tackling Incidents guidance).

11. Confiscation and Searching

- Staff may confiscate prohibited items under general disciplinary powers.
- Staff search pupils without consent for prohibited items (e.g., weapons) authorised by the headteacher.
- The school may contact the Police for dangerous items when appropriate.
- Headteacher determines banned items (e.g., electronic devices, craze toys).
- Confiscated items kept safe and returned to pupil or parent at day's end.

12. Physical Contact and Reasonable Force

- Positive physical contact (e.g., comforting a distressed child) is permitted.
- Staff have statutory power to use reasonable force to prevent injury, damage, or disorder.
- Force must never be used as punishment.
- All restraint, seclusion and use of significant force must be recorded on CPOMs in line with the policy guidelines (Appendix 3) and reported to the DSL/Inclusion Manager and parents.
- The Inclusion manager/ DSL/ SLT will ensure that this is logged appropriately.
- A copy of the written report should be sent home within three days.
- Complaints investigated promptly; suspension not automatic.
- Governors review lawfulness before disciplinary action.

13. Compliance Statement for Governors

The Governing Body will:

- Ensure compliance with DfE statutory guidance.
- Review incident data and monitor safeguarding.
- Confirm staff training is up to date.
- Evaluate lawfulness and proportionality of actions before disciplinary decisions.
- Ensure duty of care to pupils and staff.

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- 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.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Appendix 1

Zones of Regulation Framework

St Margaret's uses the Zones of Regulation to help children understand and manage their emotions. Each zone is colour-coded and linked to specific feelings and behaviours. Staff support children in identifying their zone and using appropriate strategies to return to a regulated state. This may include discussion of the natural consequences of unacceptable behaviour.

Blue Zone – Low Alertness

Feelings: Sad, tired, bored, sick

Examples:

- - Yawning and struggling to concentrate
- - Feeling down after missing out on a playtime activity
- - Quiet and withdrawn during group work

Strategies:

- - Take a movement break (e.g. stretching or walking)
- - Drink water or have a healthy snack
- - Talk to a trusted adult
- - Listen to uplifting music
- - Use positive self-talk ('I can do this')

Green Zone – Calm and Ready to Learn

Feelings: Happy, focused, content, peaceful

Examples:

- - Listening attentively and completing tasks
- - Smiling and engaging positively with peers
- - Calmly solving a problem or helping a friend

Strategies:

- - Continue with learning tasks
- - Encourage others
- - Set personal goals
- - Reflect on what's going well
- - Use mindfulness to stay focused

Yellow Zone – Heightened Emotions

Feelings: Worried, silly, excited, frustrated

Examples:

- - Giggling and struggling to stay on task
- - Feeling nervous before a test or performance
- - Becoming fidgety or impatient during transitions

Strategies:

- - Use breathing techniques (e.g. '5-finger breathing')
- - Take a short break or use a calm corner
- - Write or draw feelings in a journal
- - Use a fidget tool appropriately
- - Ask for help or reassurance

Red Zone – Intense Emotions
Feelings: Angry, terrified, out of control, aggressive

Examples:

- - Shouting or hitting due to frustration
- - Crying uncontrollably after a conflict
- - Running away or refusing to follow instructions

Strategies:

- - Remove self from the situation (with adult support)
- - Use a safe space to calm down
- - Practice deep breathing or grounding techniques
- - Talk to a trusted adult when ready
- - Reflect using a behaviour journal or drawing

Appendix 2

Classroom Behaviour Expectations

Each class at St Margaret's co-creates a set of behaviour expectations that reflect our Christian values and support a positive learning environment. These expectations are displayed clearly in every classroom and revisited regularly.

Examples of Classroom Rules:

- - We listen carefully when others are speaking.
- - We use kind words and actions.
- - We keep our hands and feet to ourselves.
- - We follow instructions the first time.
- - We try our best in everything we do.
- - We take care of our classroom and equipment.
- - We ask for help when we need it.
- - We celebrate each other's successes.

Positive Behaviour Recognition in each Year Group

Penguins/Puffins-

- Sticker chart

Lions/Tigers-

- Praise
- Stickers
- Dojo points in Lions Class
- Team points

Zebras/Giraffes-

- Verbal positive reinforcement
- Class Dojos
- Team points
- Stickers
- Class reward- golden time

Seahorses/Sea Turtles-

- Class Dojos
- Team Points
- Stickers
- Whole Class Rewards

Starfish/Jellyfish-

- Team Points
- Class Dojos
- Stars in a jar in Jellyfish

Stingrays/Dolphins-

- Team Points
- Class Dojos
- Raffle Tickets

Sharks/Whales-

- Team Points
- Raffle Tickets
- Class Reward in Whales

Appendix 3

Record of Physical Intervention, Seclusion or

- **Completed by:**
- **Names of the individuals involved**:
- **Names of other people present**:
- **A brief explanation of why the intervention was assessed as necessary in that situation:**
- **The type of physical intervention/seclusion employed and the duration:**
- **Any behavioural triggers or warning signs of an impending incident:**
- **Whether any agreed behaviour support plans were followed:**
- **What de-escalation strategies were used and how effective they were:**
- **Whether the individual or anyone else experienced injury or distress:**
- **Was first aid administered?**
- **What steps have been taken to support wellbeing after the event for the child/staff:**
- **Are all statements on CPOMs?:**
- **How have the parents/carers been informed? By Whom?**
- **What date was the written report sent home?**
- **Details of any follow-up actions**:
- **Date for follow up meeting with parents/carers**:

Appendix 3

Name: ABC Chart

Date / time	ANTECEDENT Location, activity, people	BEHAVIOUR Describe what you saw	CONSEQUENCE What did you do/how did the person react.	Possible purpose/reason