



St. Margaret's-at-Cliffe Community Primary School

Behaviour Policy

Date: September 2025

Reviewed and Ratified By: Governing body on 16th October 2025

Review Date: Annually - September 2026

Signed : _____ Helen King, Chair of Governors

Signed : _____ Craig Ward, Headteacher

Positive Relationships, Predictable Routines, Consistent Responses

Vision

At St. Margaret's-at-Cliffe, we believe that all children deserve to learn in a safe, respectful, and nurturing environment. Rooted in the principles of Paul Dix ("*When the Adults Change, Everything Changes*"), our behaviour policy focuses on relationships, consistency, and emotional security.

Our aim is to foster a culture of kindness, learning, and high expectations that is lived and modelled by every adult and pupil, every day.

Legal Framework and Guidance

This policy is compliant with the following legislation and guidance:

- Education and Inspections Act 2006
 - Equality Act 2010
 - Children Act 1989 and 2004
 - Keeping Children Safe in Education (KCSIE)
 - Behaviour in Schools (DfE, 2022)
 - United Nations Convention on the Rights of the Child
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Our School Values

We embed our behaviour expectations within our five core values:

- **Resilience** – Keep going when it gets tough. Learn from mistakes.
 - **Resourcefulness** – Find solutions, ask for help, use what you know.
 - **Respect and Tolerance** – Treat everyone with kindness, dignity, and understanding.
 - **Responsibility** – Own your actions, care for others, and do the right thing.
 - **Reflection** – Think about your choices, words, and growth.
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Core Principles

1. Positive Relationships First

- Every adult builds trust through consistent, kind, and fair behaviour.
- Children are more likely to behave well when they feel connected and valued.

2. Calm Consistency

- Adults use a calm, emotionally regulated approach.
- Language is predictable and behaviour boundaries are clear.
- Correction is done with dignity, not public shame.

3. Values-Led Behaviour

- Our values guide everything: lessons, play, relationships, and resolution.
- Behaviour is taught explicitly, just like maths or reading.

4. Restorative, Not Punitive

- Repairing harm and rebuilding relationships matters more than punishment.
- We support children in understanding their impact and making things right.

Behaviour Expectations – "Ready, Respectful, Safe"

These three school-wide rules are simple and memorable:

- **Ready** to learn, help and listen.
- **Respectful** to everyone in all settings.
- **Safe** in our actions and decisions.

These rules are reinforced using language connected to our school values.

Recognition and Rewards

We notice and celebrate behaviour that reflects our values:

- **House points** recorded and celebrated with parents on ClassDojo
- **Values Boards** in classrooms
- **Weekly celebration assemblies** to recognise achievements in and out of school
- **Postcards home** and personal notes
- **Class-wide recognition** for collective effort
- **Opportunities for increased responsibility** through personal development and whole school responsibilities
- **Stickers and certificates** linked to school values
- **Headteacher awards** for outstanding contributions

We encourage intrinsic motivation, linking rewards to effort and values.

Sanctions and Consequences

When behaviour does not meet expectations, we apply a fair and consistent stepped approach:

- **Gentle prompt** – non-verbal or reminder
- **Private verbal reminder** – calmly link to school rule: “Is that showing responsibility?”
- **Time-in** – brief, supportive conversation with adult
- **Restorative conversation** after regulation:
 - What happened?
 - How were people affected?
 - What can you do to put it right?
 - How can you do better next time?
- **Follow-up actions** may include:
 - Loss of privilege or playtime (with adult conversation)
 - Repair tasks (e.g., writing apology, helping repair damage)
 - Behaviour monitoring charts for ongoing patterns
 - Referral to SLT
 - Contact with parents/carers
 - Exclusion

Exclusion, whether fixed-term or permanent, will only be used as a last resort, in line with statutory guidance. The decision to exclude a pupil will only be made by the Headteacher, taking into account all relevant factors, including the pupil's individual needs and circumstances. Parents will be informed of any exclusion and will have the right to appeal the decision.

Persistent or serious incidents (e.g., bullying, violence, prejudice) will involve a formal investigation and consequences in line with our safeguarding and anti-bullying policies.

Use of Reasonable Force

St. Margaret's-at-Cliffe acknowledges that in some circumstances, staff may need to use reasonable force to prevent harm or disruption. This is always a last resort and must be used lawfully, proportionately, and safely.

Reasonable force refers to using no more force than is needed in order to achieve a safe and necessary outcome. All members of staff have a legal power to use reasonable force under the Education and Inspections Act 2006.

Situations where reasonable force may be used include (but are not limited to):

- Removing a disruptive pupil from the classroom when they have refused to follow an instruction to leave
- Preventing a pupil behaving in a way that disrupts a school event, trip or visit
- Preventing a pupil from attacking another pupil or member of staff
- Restraining a pupil at risk of harming themselves through physical outbursts

Statutory guidance (DfE: Use of Reasonable Force, 2013) and Ofsted findings highlight that when used appropriately and recorded properly, reasonable force can protect pupils and staff and support safe learning environments.

All incidents involving the use of force must be recorded and reported to the headteacher and the pupil's parents/carers. Staff involved will receive support and, where necessary, follow-up reflective conversations or training. The use of force should always maintain the dignity of the pupil.

Special consideration must be given to pupils with SEND or known vulnerabilities, and physical restraint should be avoided unless absolutely necessary. Risk assessments and individual behaviour plans may include pre-agreed strategies to de-escalate before force is considered.

Where restraint is foreseeable, staff receive appropriate training in positive handling techniques such as Team Teach or equivalent and this will be limited to the Senior Leadership Team.

Special Educational Needs and Disability (SEND)

St. Margaret's-at-Cliffe Primary School recognises that pupils with SEND may require additional support to meet the school's behaviour expectations. The school will make reasonable adjustments to support pupils with SEND, in accordance with the Equality Act 2010. The SENCO will work with teachers and parents to develop individual behaviour plans for pupils with SEND, as needed. These plans will outline specific strategies and interventions to support the pupil's behaviour.

Anti-Bullying Commitment

We do not tolerate bullying of any kind. Bullying is defined as repeated behaviour that is intended to hurt someone either emotionally, physically, as a result of prejudice-based discrimination, sexually, verbally (direct or indirect) or through cyber-bullying.

Bullying is:

- Deliberately harmful
- Repeated, often over a period of time

Therefore:

- We teach pupils what bullying is and what to do about it.
- We take all reports of bullying seriously and investigate fully.
- Restorative conversations, appropriate consequences, and support for both the victim and the person displaying bullying behaviour are always applied.
- The Anti-Bullying Policy supports this Behaviour Policy and is shared with pupils and parents.

Addressing Racism and Discrimination:

Racism has no place in our school. We actively promote equality, celebrate diversity, and take a zero-tolerance approach to all forms of racism and discriminatory behaviour. Any racist incident—whether verbal, physical, or indirect—will be taken seriously and addressed promptly in accordance with the Equality Act 2010 and guidance from the Department for Education (DfE). All such incidents will be investigated thoroughly, recorded accurately, and reported to the local authority as required.

Our response will focus not only on appropriate sanctions but also on education and restorative dialogue. We aim to help children understand the impact of their words and actions, promote empathy, and reinforce the values of respect and inclusion. Staff are trained to identify and challenge discriminatory behaviour, and we work in partnership with families to ensure a consistent message both in and out of school. Through the curriculum, assemblies, and targeted interventions, we embed anti-racist education as part of our wider commitment to equality and social justice.

Supporting Emotional Literacy

- **Zones of Regulation** used in all classrooms
 - **Quiet spaces** and regulation strategies taught and practised
 - Staff use **emotion coaching language**: "I can see you're feeling upset, let's take a moment."
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Working with Families

- Parents/carers are partners in promoting behaviour for learning
 - We communicate concerns early and constructively
 - Shared language and values support consistency between home and school
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Monitoring and Evaluation

The Behaviour Policy will be monitored and evaluated regularly to ensure its effectiveness. The following data will be collected and analysed:

- Incidents of misbehaviour
- Use of sanctions
- Exclusions
- Pupil and parent feedback
- Staff feedback

The data will be used to identify trends and areas for improvement, including identifying training and coaching required. The Behaviour Policy will be reviewed annually, or more frequently, if necessary, in light of the data and feedback.

Related Policies

This Behaviour Policy should be read in conjunction with the following related policies:

- Anti-Bullying Policy
- Safeguarding Policy
- SEND Policy
- Equality Policy
- Acceptable Use Policy (Technology)

Policy Review

This policy will be reviewed annually by the Headteacher and Senior Leadership Team, in consultation with staff, pupils, parents, and governors. The review will consider any changes in legislation, guidance, or best practice.

Parent Summary Page

Helping Your Child Thrive at St. Margaret's-at-Cliffe

We want your child to succeed, grow in character, and feel happy at school. Our behaviour policy is built on relationships and the values we all share:

- **Resilience:** Keep going and bounce back.
- **Resourcefulness:** Try different ways to solve problems.
- **Respect and Tolerance:** Treat others as you'd like to be treated.
- **Responsibility:** Make good choices.
- **Reflection:** Think, learn, and grow from mistakes.

Our school rules are straightforward and easy to remember:

At St. Margaret's, We Are...

Ready to learn, help and listen.
Respectful to everyone in all settings.
Safe in our actions and decisions.

We teach behaviour just like reading or maths. We praise effort, repair harm with kindness, and help your child learn from their actions. If we have concerns, we'll always work with you.

We also have a zero-tolerance approach to bullying, and we work proactively to prevent it through teaching, open discussion, and immediate action if it occurs.






Let's grow great people together.

Classroom poster wording for children

At St. Margaret's, We Are...

READY – to learn, help and listen
RESPECTFUL – to everyone in all settings
SAFE – in our actions and decisions

We Show Our School Values Every Day

-  **Resilience** – I keep going, even when it's tricky
-  **Resourcefulness** – I use what I know to help myself and others
-  **Respect & Tolerance** – I treat everyone with kindness
-  **Responsibility** – I take care of my actions and my learning
-  **Reflection** – I think about how I can grow and do better

We are a **Team**. We help each other, and we make our school a brilliant place to be!

Example simple class poster:

At St. Margaret's-at-Cliffe Primary School we are...



READY
to learn, help
and listen



RESPECTFUL
to everyone in all
settings



SAFE
in our actions and
decisions

For learning that lasts a lifetime

Example complex poster:

At St. Margaret's-at-Cliffe Primary School we are...



READY
to learn, help and listen



RESPECTFUL
to everyone in all settings



SAFE
in our actions and decisions

We show our school values every day

-  **Resilience** – I keep going, even when it's tricky
-  **Resourcefulness** – I use what I know to help myself and others
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For learning that lasts a lifetime

Zones of Regulation & Emotional Coaching Language Examples

Blue Zone (sad, tired, sick, bored)

Goal: Comfort and gently energise

Scenario: A child is sitting with their head down during morning work.

- *“I can see you’re in the blue zone right now — maybe feeling tired or a bit low?”*
 - *“Would a movement break or a drink of water help you feel more ready to learn?”*
 - *“Let’s do a check-in — do you need some quiet time or someone to talk to?”*
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Green Zone (calm, focused, happy, ready to learn)

Goal: Celebrate and reinforce positive regulation

Scenario: A child is settled, working well in a group.

- *“You’re in your green zone — look how focused and ready you are to learn!”*
 - *“You’re showing great responsibility and respect. I’m really proud of how you’re working with others.”*
 - *“You’ve bounced back quickly after play — that’s real resilience.”*
-

Yellow Zone (frustrated, silly, worried, anxious, excited)

Goal: Support self-awareness and de-escalation

Scenario: A child is fidgety, interrupting others during carpet time.

- *“I think you might be in the yellow zone — feeling a bit wriggly or distracted?”*
 - *“It’s okay to feel that way. Let’s take a brain break to help bring you back to green.”*
 - *“You’re showing me you need help staying safe and respectful. What tool can we use together?”*
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Red Zone (angry, scared, out of control)

Goal: Safety first, then calm, then reflect

Scenario: A child has thrown an object in frustration.

- “You’re in the red zone — your body is showing big feelings. I’m here to help you feel safe.”
 - “Let’s pause. We can go to a quiet space until you’re ready to talk.”
 - (Later in a restorative conversation) “What happened? How were people affected? What can we do to put it right?”
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Emotion Coaching Phrases Linked to School Values

Responsibility

- “What choice could help you show responsibility right now?”
- “How can you put this right in a kind and respectful (responsible?) way?”

Respect & Tolerance

- “We show respect by using kind words — let’s try that again together.”
- “How do you think your words made them feel?”

Resourcefulness

- “Let’s think of some tools that can help you solve this problem.”
- “Can you remember what worked for you last time?”

Resilience

- “It’s tricky, but you’re not giving up. That’s showing resilience.”
- “Mistakes are how we learn. What could you try differently next time?”

Reflection

- “What zone were you in when that happened?”
 - “What helped you move back to green?”
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Sample Class-Based Scenario with Coaching Language

Context: A child disrupts a group task by grabbing a resource without asking.

Teacher’s Calm Response:

- “Let’s pause for a second. It looks like you’re in the yellow zone — maybe feeling frustrated?”
- “How can we ask kindly next time so that everyone feels respected?”
- “Can you think about what value we need here? (e.g., Responsibility or Respect?)”

Restorative Follow-Up:

- “What happened?”
- “How did others feel?”
- “What would help repair the situation?”
- “Next time, how could you show responsibility instead?”

⊘ Defiance: Emotional Coaching Language & Scenarios

Defiance often signals unmet needs or a dysregulated state. The goal is to stay calm, preserve connection, and guide the child back to readiness.

◆ Scenario 1: Child refuses to follow an instruction in class

Child: “No, I’m not doing it!”

Adult responds with calm emotional coaching:

- *“I can hear that you’re feeling strongly right now. It’s okay to feel frustrated, but it’s not okay to speak that way. Let’s take a breath.”*
- *“You might be in the yellow or red zone — would it help to choose a regulation strategy first, then we can talk?”*
- *“I need you to do this, but I’ll help you get started. We can work through this together.”*
- *“Let’s find a way that shows responsibility and respect. What would that look like now?”*

Restorative Follow-Up:

- “What made it hard to follow the instruction?”
- “How did your choice affect others?”
- “What can we do differently next time?”

◆ Scenario 2: Child storms out of classroom or space when corrected

Adult (once child is safe):

- *“I noticed you left the room when things felt hard. Let’s take a moment to breathe.”*
- *“Leaving without asking isn’t safe — how can we solve this together next time?”*
- *“I can see that you were trying to cope — let’s talk about better tools to help you when you feel overwhelmed.”*

📍 Playground Behaviour: Coaching Language & Scenarios

Playtime brings emotion, energy, and social challenges. Use values-based coaching to redirect behaviour and guide problem-solving.

◆ Scenario 1: Rough play or unsafe behaviour (e.g. pushing, chasing aggressively)

Adult response:

- *“That looked like unsafe play. Can you tell me what was happening?”*
- *“We need to keep everyone safe. Let’s think: What would respectful or responsible play look like here?”*
- *“I can see lots of energy — let’s find a safe game that lets us use it!”*

Restorative Questions:

- *“Did anyone get hurt or feel unsafe?”*
 - *“What can you do to make it right?”*
 - *“What zone were you in during the game? What could help you stay in green next time?”*
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◆ Scenario 2: Excluding peers or using unkind words

Adult response:

- *“Our value is tolerance — we include and look out for others.”*
- *“Can you think about how that might have made them feel?”*
- *“Let’s pause and reflect. What choice now would help repair this?”*

Repair strategies: Invite excluded peer to join in again, create a “buddy game,” or write/draw a kind note with support.

◆ Scenario 3: Arguing with midday supervisor or refusing to follow a playground rule

Adult response:

- *“You seem upset — are you in the yellow or red zone right now?”*
- *“You don’t have to agree with the rule, but we all need to follow it to stay safe.”*
- *“Let’s use our reflection value — how could this be handled more respectfully next time?”*

Follow-up if repeated:

- Time-in with trusted adult
 - Restorative conversation using school values
 - Scaffolded choices: *“You can join the group and try again respectfully, or take five minutes with me to calm first.”*
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 Optional Regulation Support Tools

To offer a proactive approach, staff might use:

- **Choice boards** (“Would you like a walk with me or sit in the quiet zone?”)
- **Feelings check-in cards** during transitions
- **Co-regulation prompts:** “Let’s count to five together” or “Can you help me walk and talk this out?”

Lanyard Card – FRONT: Coaching Prompts by Situation

Emotion Coaching Prompts (Linked to Zones of Regulation)

Blue Zone (sad, tired, withdrawn)

- “You look a bit low — do you need quiet time or a movement break?”
- “Let’s check in — what could help you feel ready?”

Green Zone (calm, ready, focused)

- “You’re in your green zone — great focus and respect!”
- “You’re showing real resilience and responsibility.”

Yellow Zone (silly, anxious, frustrated)

- “Looks like you’re in yellow — what can help you feel calm again?”
- “Let’s pause and pick a tool to bring you back to green.”

Red Zone (angry, out of control)

- “You’re in red — I’m here to keep you safe.”
- “Let’s find a calm space together and talk when you’re ready.”


Defiance & Disruption

- “I can see this is hard — let’s find a respectful way to solve it.”
- “You’re allowed to feel upset. Let’s use kind words and take a breath.”
- “What choice now shows responsibility?”

Playground Behaviour

- “That wasn’t safe play — let’s talk about what respectful play looks like.”
- “We include everyone here — how can we show tolerance and kindness?”
- “You seem upset. Want to walk and talk or take five to calm first?”

Lanyard Card – BACK: Restorative Questions

 Use when child is regulated (e.g., after time-in or reflection break):

- What happened?
 - How did you feel? What zone were you in?
 - How did your actions affect others?
 - What could you do to make it right?
 - How will you do better next time?
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 Link to Values (to prompt reflection):

- **Resilience** – Did I keep going even when it was tough?
- **Resourcefulness** – Did I ask for help or use strategies?
- **Respect & Tolerance** – Was I kind and fair to others?
- **Responsibility** – Did I own my actions and choices?
- **Reflection** – What can I learn from this?