

POSITIVE BEHAVIOUR POLICY FOR ST. MARGARET'S CofE PRIMARY SCHOOL



At St. Margaret’s Church of England Primary School we seek to develop wisdom, encourage aspiration and promote dignity and acceptance enabling our respectful children to live a life giving back to the community.

John 10:10: ‘Live life in all its fullness.’

Aspiration

Wisdom

Endurance

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of England Primary School
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“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.” (Paul Dix, Pivotal Education)

Policy Statement

St. Margaret’s Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our positive behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core vision and values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Policy Aims

- To create a culture of exceptionally good behaviour: for learning; for community; for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and to be responsible for the consequences of it.
- To build a community which values respect, acceptance, dignity, kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of this policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

School Rules

We have three school rules:

- Ready
- Respectful
- Safe

Consistency in practice

Consistency is key to an effective positive behaviour strategy. The following consistencies will be practiced by staff at St. Margaret's CofE Primary School.

- Consistent **language**; consistent response: referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring 'certainty' at both classroom and senior leadership level. Problems will never be passed up the line, teachers will take responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent simple **rules and values** promoting appropriate behaviour.
- Consistent **respect from adults**: even in the face of disrespectful learners!
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught; teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced **rituals and routines for behaviour around the site**: in classrooms, around the site and at the school reception.
- Consistent **environment**: display the quality of an outstanding primary school, consistent visual messages echo the core values; clear, clean and tidy showing respect for our environment.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.



Consistent cultures of excellent behaviour management

When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provide sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.

Roles

All staff

- **Meet and greet** at the door
- Refer to our school rules of '**Ready, Respectful, Safe**'.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use **visible recognition** mechanisms throughout every lesson.
- Be **calm** and give 'take up time' when going through the steps. Prevent before consequences.
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.

Senior Leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Meet and greet learners at the beginning of the day.
- Refer to our school rules of 'Ready, Respectful, Safe'.
- Be a visible presence across school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Celebrate learners and staff whose efforts go above and beyond.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Encourage the use of Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess school wide behaviour policy, practice and interventions.
- Make sure that the 'buck stops here.'
- Regularly review provision for learners who fall beyond the range of written policies.

Managing behaviour

Recognition and rewards for effort

We recognize and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.



'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Details about our recognition and rewards for effort can be found in appendix 1.

Classroom /teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. **Staff will praise the behaviour they want to see.** They will not pander to attention seekers. All learners will be given 'take up time' in between steps. **It is not possible to leap or accelerate steps for repeated low-level disruption.**

Whilst this policy will work for the majority of pupils, there may be pupils with specific needs who require a different approach. Where this is the case, a specific behaviour plan or a consistent management plan may be drawn up to meet their needs or adaptations may be identified in their one plan or in their Education, Health and Care Plan (EHCP).

The stepped boundaries for managing behaviour can be found in appendix 2.
The behaviour policy blueprint can be found in appendix 3.

Appendix 1 – Recognition and Awards

Meet and greet	A member of SLT will meet and greet pupils and families at the gate every morning. Every child will be greeted with their name. On entry to a classroom whenever a member of staff meets them for the first time that day, children will be again greeted and their name will be used.
Hot chocolate Fridays	Children who receive a positive note or a positive phone call for the week will be invited to have hot chocolate with the headteacher.
Positive notes and positive phone calls	Every teacher, LSA and member of administrative staff will send home one positive note each week on a Friday. For some children, this positive note will be earned over a series of weeks and they will build up to a whole positive note. In addition, every teacher will make one positive phone call home every week to celebrate the 'over and above' behaviour displayed by a pupil.
Recognition board	All classrooms will have a recognition board. This board will be used to target specific behaviours that the children need to develop or to identify children who are going above and beyond. Children will earn the right to have their name/picture added to the recognition board. When every child has moved on to the recognition board the whole class will earn a one minute disco. The teacher will put on music for 1 minute so the children can dance! The names are not removed from the board until the board is reset.
Recognition at lunch time	The catering team will give out reward points. At lunchtime they will be on the look-out for pupils who go 'above and beyond'. Every child they spot will be reward point to add to the recognition board display. When 100 reward points have been earned, the children will earn 10 minutes extra playtime with the catering team.
Golden leaf award	This is the most prestigious award in the school. It recognises children who consistently go above and beyond in demonstrating both our rules and our values. There are very few of these given out each year.
Values certificates	Children can be awarded certificates in a weekly celebration assembly. These are linked to our school values of aspiration, wisdom, endurance
Dojo Points	Dojo points are awarded linked to our school values. Children can also earn bonus dojo points from staff. These contribute to house totals with the winning house each week being awarded the house cup. Within each class a Dojo champion of the week is also awarded a certificate.

Appendix 2 – Stepped Boundaries

Stepped boundaries – Using a gentle, calm approach, use the child’s name, match the child’s level, make eye contact, deliver message	
1. Redirection	Children will be redirected using non-verbal cues wherever possible. Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness Walk away
Take up time	
2. Reminder	I noticed you chose to...(noticed behaviour) This is a REMINDER that you need to be (ready/respectful/safe) You now have the chance to make a better choice. Thank you for listening. Walk away.
Take up time	
3. 30-second intervention	I noticed you are ...(noticed behaviour) You know our rule about...(Ready/Respectful/Safe) I need you to...(state behaviour you need to see) and see me for 2 minutes at the end of the lesson. Do you remember... (state time) when you ...(state previous positive behaviour example seen)? That is who I need to see now. Thank you for listening. Walk away.
Take up time	
4. Time out	This is only needed if the child needs to short time to compose themselves and calm down. I have noticed you are... (upset/angry) You need to ...(go to nurture room/go to reflection area outside headteacher’s office/sit on a bench) I will speak to you in two minutes. Thank you for listening. Walk away.
5. Restorative conversation	Restorative conversations will take place as soon as possible after an incident. Staff and pupils may walk and talk or do something together to make the conversation less intense. Restorative conversations will not happen with a desk in between. Both staff and learners will answer the questions. <ol style="list-style-type: none"> 1. What happened? 2. Who has been affected? 3. How has this made people feel? 4. What should we do to put this right? 5. How can we do things differently in the future?
6. Formal meeting	In more serious concern
Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT or from another class teacher. This will demonstrated staff standing together and will be specified on a personalised consistent management plan for a child.

Appendix 3 – Behaviour Blueprint

Relentless Routines

1. PIP&RIP
Praise in public &
Remind in private

2. Fantastic walking

3. Eyes on me.

Stepped Boundaries

1. Redirection
 2. Reminder
 3. 30-second intervention
 4. Time out
 5. Restorative conversation
 6. Formal meeting
- Support step

30-Second Intervention Script

I noticed you are ...(noticed behaviour)

You know our rule about... (Ready/Respectful /Safe)

I need you to...(state behaviour you need to see) and see me for 2 minutes at the end of the lesson.

Do you remember... (state time) when you ...(state previous positive behaviour example seen)?

That is who I need to see now.

Thank you for listening.

Walk away and take up time.

Restorative Conversation

What happened?

Who has been affected?

How has this made people feel?

What should we do to put things right?

How can we do things differently in the future?

Visible consistencies

Meet and Greet

First attention to best conduct

Calm and caring

Rules

Ready

Respectful

Safe

Over and above

Values – aspiration, wisdom, endurance

Rules – ready, respectful, safe

Effort

Appendix 4 - exclusions

Suspensions and Permanent exclusions are sanctions that may be imposed as an ultimate resort at any time under extreme circumstances. Only a Headteacher has the power to exclude a pupil from school for disciplinary reasons, as set out in Circular 10/99 *'Social Inclusion: Pupil Support'*. Headteacher's must follow guidelines in Chapter 6 and Annex D of the Circular when excluding a pupil.

A pupil may be excluded permanently, or for a fixed period or periods of up to 45 days in any school year. Fixed period exclusions should normally be of short duration, unless time is needed for support to be put in place for the pupil, perhaps with assistance from the LEA.

A decision to exclude a pupil is taken only:

- in response to serious breaches of a school's discipline policy
- if allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or of others in the school

In most cases a range of alternate strategies should be tried before excluding a pupil. This is not meant to prevent immediate action to protect pupils and staff. A permanent exclusion can be given for a first offence, for example, using violence, but only when the Headteacher has had further opportunity to consider the incident in question.

Headteachers are not legally bound to consult the parents before excluding a pupil, but the pupil and parent should be warned in advance if suspension or exclusion becomes a likely prospect. Once a pupil is suspended or excluded, the Headteacher must notify the parent immediately, ideally by telephone. This should be followed up at once by letter, setting out:

- The suspension period, and the date and time when the pupil should return
- For permanent exclusions, the date from which the exclusion is effective
- The reasons for the suspension or exclusion and the circumstances, including steps taken to avoid it
- For permanent exclusions, any relevant previous warnings or disciplinary measures
- Arrangements for setting and marking work
- The parent's right to make representations to the discipline committee, with details of how to make such representations
- The parent's right of access to the child's school record
- Headteachers must also inform the Governing Body and the LA immediately of:
- All suspensions and exclusions

The Headteacher may be required to give evidence to the discipline committee, which reviews exclusions, and in the case of permanent exclusions, to an independent appeal panel.