

Marshfield CE VC Primary School

'Learning Together, Inspiring Each Other, Achieving Our Best'

Behaviour Management Policy

Ratified by Governing Body on	Date: 14/10/2025
Due for review	Date: October 2026

Behaviour Management Policy



Marshfield CE VC Primary School

Learning together, inspiring each other, achieving our best

Vision and Values Alignment

Our behaviour policy reflects our school vision: *Learning together, inspiring each other, achieving our best – Life in all its fullness*. It embodies our core Christian values of respect, generosity, perseverance, courage, hope, trust, justice, compassion, wisdom, forgiveness, service and humility. It aims to create a safe, inclusive and nurturing environment where *every child can thrive*.

Marshfield CE VC Primary School is committed to creating a culture and community where **exemplary behaviour** creates the foundation for **effective teaching and learning** and the development of children's personal, social and emotional character ensures all pupils and adults feel **safe** in order to promote **high self-esteem** and a **self-disciplined** approach to all aspects of school and **future life**. Everyone is expected to maintain the highest standards of **personal conduct**, to accept **responsibility** for their behaviour and encourage others to do the same, and to demonstrate **respectful, kind behaviour**.

Guiding Principles and Visible Consistencies

- **Consistent, calm adult behaviour:** Staff model the behaviour we expect.
- **Relentless routines:** Clear, simple rules consistently enforced.
- **Visible adult presence:** Adults actively engage with children to prevent disruption.
- **Positive reinforcement:** Focus on praising good behaviour to build a positive culture.
- **De-escalation and repair:** Use restorative approaches to resolve conflicts and support children's emotional growth.

Our three rules:



Be Respectful
Be Ready
Be Kind

All staff will:

Praise in public
Rebuke in private
Be their professional best (calm and consistent)
Seek support from colleagues

Every day:

Meet and greet children
Refer to Respectful, Ready and Kind
Show an interest and build positive relationships

Ways to recognise (over and above):

Verbal praise and stickers
Call home / talk to parent after school
Postcard / message home from the headteacher
'Life in all its fullness' collective worship

Our Three School Rules



Be Respectful

Treat everyone with dignity, kindness and respect. Listen when others are speaking and value different opinions.



Be Ready

Come prepared to learn, be on time and engage positively in all activities.

Be Kind

Show kindness through words and actions. Support your peers and help create a safe and welcoming environment.

Behaviour Expectations and Support

- All community members are expected to follow the three rules in classrooms, corridors, playgrounds and online.
- Staff will use positive reinforcement to highlight and reward adherence to the rules.
- Clear consequences are applied fairly and consistently when rules are broken, focusing on helping children understand the impact of their behaviour and how to improve.

Linking to Zones of Regulation

To support children's emotional regulation and promote self-awareness, we integrate the **Zones of Regulation** framework into behaviour management:

- **Blue Zone:** Low states of alertness (e.g. tired, sad) – children are supported to recognise these feelings and strategies to move towards the Green Zone.
- **Green Zone:** Calm, focused, and ready to learn – this is the ideal zone for learning and social interaction.
- **Yellow Zone:** Heightened state of alertness but still in control (e.g. anxious, frustrated) – children are taught to use coping strategies to return to the Green Zone.
- **Red Zone:** Extremely heightened state of alertness and loss of control (e.g. angry, out of control) – staff intervene with de-escalation techniques and restorative conversations.

Implementation:

- Staff use the Zones language to help children identify and communicate their feelings.
- Behaviour responses are tailored to the child's current zone, promoting empathy and appropriate support.
- Children are taught and encouraged to use tools and strategies (e.g. deep breathing, taking a break) to regulate their emotions and return to the Green Zone.

Behaviour and Preventing Bullying

- The school has a clear, accessible anti-bullying strategy that includes cyberbullying and prejudice-based bullying.
- All staff are trained to recognise bullying and respond effectively.
- Children have safe, confidential ways to report bullying.
- Incidents of bullying are dealt with swiftly, with support provided to affected children.
- School culture promotes mutual respect, kindness and safety for all.

Supporting All Children

- Behaviour support is personalised for children with additional needs, including those with SEN or EHCPs.
- Reasonable adjustments are made to support children in meeting behaviour expectations.
- Staff receive training to understand and support children's behavioural and emotional needs.
- The behaviour policy includes clear guidance on the use of restraint and physical intervention, with senior leaders monitoring its use and staff trained in de-escalation techniques.

Responding to Behaviour: Steeped intervention and sanctions

Behaviour management follows a graduated approach, ensuring fairness, consistency and support:

Step	Action	Example Script & Notes
1. Redirection	Praise positive behaviour to reinforce expectations.	"Thank you, XXX, for showing me you are ready to learn." Be specific.
2. Non-verbal cues	Use proximity, eye contact or gentle touch to signal behaviour needs changing.	Stand beside or behind the child, shake your head, quietly remove distracting items.
3. Reminder	Quietly remind the whole group or individual of the rules.	Whole group: "We are ready/respectful/kind." Individual: "Show me you are ready to learn by..."
4. Caution	Give a clear verbal instruction privately if possible, linking behaviour to school expectations and Zones of Regulation.	"XXX, I've noticed you are in the yellow zone. Think about how you might get back to the green zone." Allow 2 minutes take-up time.
5. Move Place	Ask child to move within class or to a defined outside area to reset behaviour.	"XXX, you need to move place to help you focus. I will check back in 2 minutes." Use emotional currency to encourage cooperation.
6. Move Space / Time Out	Move child to a quiet workspace or another class (not with siblings), or to a designated outside area.	"You have chosen not to follow the rule, so I am moving you to [space]. Thank you."
7. Call Home	Class teacher contacts parents/carers privately to inform about behaviour and consequences.	Maintain professional, factual communication.
8. Headteacher Intervention	Child is sent to the Headteacher for further discussion and support.	Ensure this is a calm process.
9. Formal Meeting	Meeting with class teacher, parents, Headteacher/SENCo to discuss concerns, strategies and next steps.	Schedule review meeting to monitor progress and support.

Playground specifics:

1. Reminder	Verbal reminder of behaviour that is expected and explicit instruction Where appropriate, link to Zones	XXX, we always use kind hands and feet, we do not push. Show your friends you are kind by xxx (expected behaviour). I can see you feel xxxx and that you are in the xxxx Zone. We do not push, you can xxx (behaviours to re-regulate).
2. Time to reflect	Move child to quiet space/safe zone and support to reflect on the situation (10 minutes)	Chair/s just outside of the year 1 shelter. Teacher to ensure parents are aware of the behaviour and reflection.

3. Headteacher intervention	Child moved to Headteacher for further discussion and support	Once child is regulated, discussion regarding what has happened. Supported reflection and impact on self and others. Decision on consequences of actions (stepped) Communication with parents.
4. Formal meeting	Meeting with class teacher, parents, Headteacher/SENCo to discuss concerns, strategies, and next steps.	Schedule review meeting to monitor progress and support.
Extreme behaviour	Immediate removal from playground/area and support from Headteacher/SLT	

Support strategies and sanctions:

Reflection time	10 minutes in a quiet/calm space	Outside of classroom Outside of the year 1 shelter
Loss of responsibility/privilege	Removal of roles, responsibilities and privileges	• Sitting on benches in collective worship • Buddy role-model • Buddy lunches • Playleaders • Monitor roles • Trips/camp
Loss of communal break/lunch play	Time spent individually (supervised by SLT/Headteacher) Initially one session Can become full day /week	Consider needs – supervised access to outdoor space and exercise
Suspensions	Stepped exclusions from class and/or school	See appendix B
Permanent exclusion	Permanently removed from the school role	

Appendix A

Effective Behaviour Management at Marshfield CE VC Primary School

Setting Clear Expectations from the Start

- Share the **Behaviour Charter** with all children, displayed prominently in classrooms and/or placed in exercise books.
- The charter includes expectations on:
 - How children speak to staff and peers (respectful language).
 - Classroom routines (starting/finishing lessons, tidiness).
 - Exercise book care (no doodling, tearing).
 - What happens if expectations are not met.
 - How children can seek support if finding something difficult (e.g., asking for time out).
- Explain the reasoning behind the rules and ask children to agree by signing the charter, fostering accountability.
- Regularly reinforce expectations by referencing the charter and asking children to reflect on behaviour choices.

Creating Positive Routines

- Establish clear, consistent routines for lesson start and end, such as:
 - Class monitors handing out books or children placing books on desks.
 - Retrieval practice starters on the board or desks to engage children immediately.
- Give clear, specific instructions twice and ask children to repeat them back to confirm understanding.
- Make your presence known by circulating the classroom to prevent disruptions early and use non-verbal cues to manage behaviour discreetly.
- Develop consistent signals for gaining attention and quiet, such as rhymes (“1, 2, 3, all eyes on me”) or countdowns.
- Plan smooth lesson transitions to maintain calm and order, e.g. packing away 5 minutes before the bell and completing an ‘Exit Ticket’ retrieval task.

Appendix B

Use of suspensions and permanent exclusion

Guidance (DFE 22):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Good behaviour in school is essential to ensure that **all** pupils can benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and **maintain the safety of communities**.

If approaches toward behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are **protected from disruption and can learn in a safe, calm and supportive environment**.

- Only the headteacher can suspend or permanently exclude a pupil on disciplinary grounds.
- A pupil may be suspended for one or more fixed periods of up to 45 days in an academic year, or permanently excluded.
- When establishing the facts, the headteacher must apply the 'civil standard of proof'.
- The pupil's views should be taken into account

At Marshfield:

A suspension may be:

- **internal**: removed from class for a set period of time (usually no less than half a school day) and supervised by a member of SLT
- **external**: removed from class and collected by a parent/ carer (this will usually follow the pattern: 1 day, 3 days, 5 days)

Suspensions may be used for parts of the school day, e.g. lunchtime if a pupil's behaviour is disruptive. Parents/carers will be notified by the headteacher of any suspension.

Repeated internal suspension will lead to external suspension and possibly permanent exclusion. If, despite approaches to behaviour management being exhausted, suspensions still do not protect pupils and staff from disruption, and cause the environment to no longer be safe and calm, the behaviour will lead to permanent exclusion. In extreme circumstances, a pupil may be permanently excluded without previous suspension.

A permanent exclusion is when a pupil will no longer be allowed to attend school. The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

A record of all suspensions and exclusions is held by the headteacher (details on CPOMS). It is shared termly with SLT and forms part of the headteacher's report to governors.

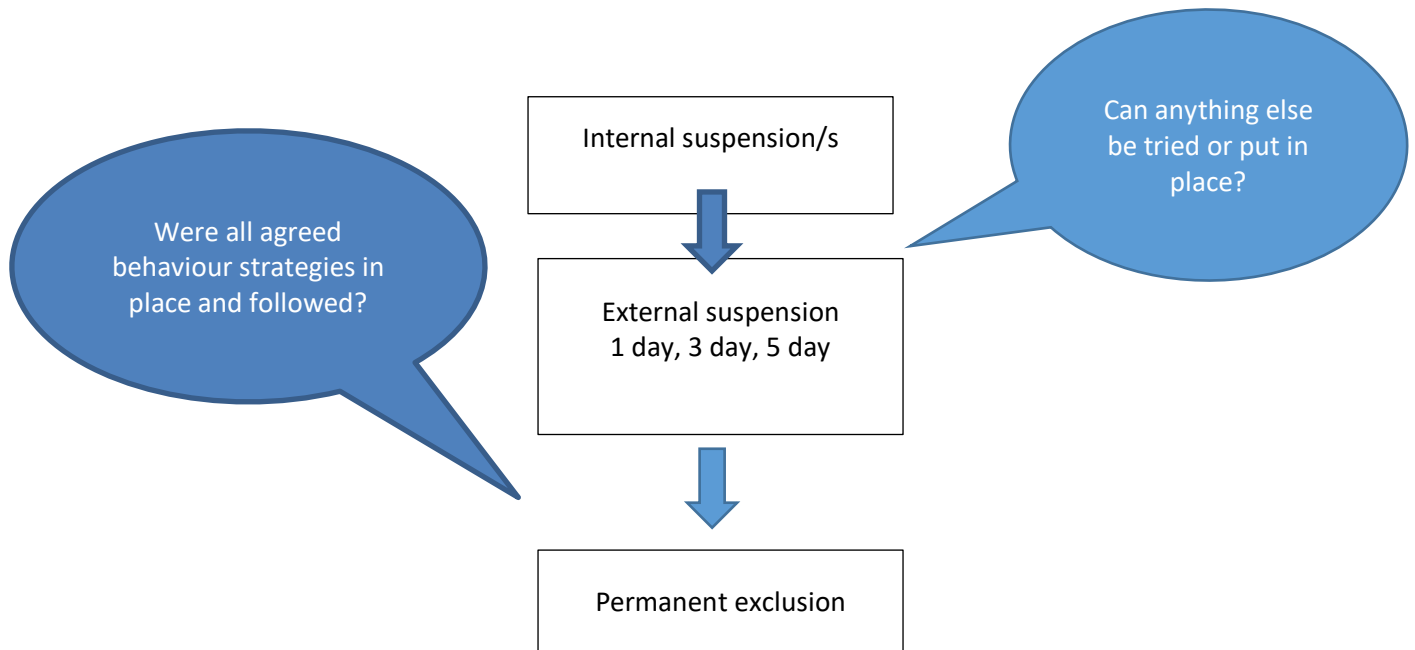
Examples of behaviours that may warrant suspension or exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and other examples may apply.

The safeguarding policy and KCSIE guidelines will be followed.
Work will be set for the first 5 days of any suspension or exclusion.
Reintegration, following an external suspension, will be planned to best support the pupil on their return.

For most pupils, where behaviour management strategies have been adapted and ensured, the following route would apply:



If there has been a sustained period of good behaviour (e.g. 2 old terms/ 6 months), a pupil may move back a step/ reset.