



Life in all its fullness

learning together, inspiring each other,
achieving our best

Marshfield CE VC Primary School

BEHAVIOUR MANAGEMENT POLICY

Policy Title & Version:	Behaviour Management Policy (Updated Oct 2026)
School Name:	Marshfield CE VC Primary School, Chippenham
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Key Leadership Contacts:	Headteacher / DSL: Mrs J. Bolt Chair of Governors: Mr H. Campbell

POLICY HIGHLIGHTS & STATUTORY ALIGNMENT (OCTOBER 2026)

This updated policy integrates Marshfield Primary School's established Behaviour Management framework with statutory requirements under Keeping Children Safe in Education (KCSIE 2026) and the South Gloucestershire Model Safeguarding Policy.

Key updates emphasize zero-tolerance for child-on-child abuse, proactive emotional regulation via the Zones of Regulation, statutory mobile phone-free environment protocols, aligned search and confiscation guidance, and explicit safeguarding procedures for suspensions and exclusions.

1. Vision, Ethos and Values Alignment

At Marshfield CE VC Primary School, our behaviour policy directly embodies our overarching school vision:

“Learning together, inspiring each other, achieving our best – Life in all its fullness.”

Rooted in our Christian foundation, the policy reflects our core values of respect, generosity, perseverance, courage, hope, trust, justice, compassion, wisdom, forgiveness, service, and humility. We aim to create a safe, inclusive, and nurturing environment where every child feels valued, supported, and emboldened to thrive academically, socially, and emotionally.

Marshfield Primary is committed to creating a school community where exemplary behaviour forms the bedrock of effective teaching and learning. Developing pupils' personal conduct, emotional resilience, and self-discipline ensures all children and adults feel safe, respected, and empowered. Everyone within our

school community is expected to maintain the highest standards of personal conduct, take responsibility for their choices, and demonstrate consistent kindness and respect.

2. Core Guiding Principles & Visible Consistencies

To achieve high standards of behaviour, all staff maintain five core guiding principles and visible adult consistencies:

- **Consistent, Calm Adult Behaviour:** Staff model calm, composed, and professional behaviour at all times, providing a stable visual benchmark for pupils.
- **Relentless Routines:** Clear, simple expectations and daily procedures are consistently enforced across all classrooms, communal spaces, and outdoor areas.
- **Visible Adult Presence:** Adults maintain high visibility during learning, transitions, breaktimes, and lunchtimes to engage positively and proactively prevent disruption.
- **Positive Reinforcement:** Staff relentlessly catch children doing the right thing, focusing on praise and positive recognition to build an uplifting school culture.
- **De-Escalation and Repair:** Conflicts and behavioural missteps are addressed using supportive, restorative conversations that help children understand impact and repair relationships.

2.1 Our Three Core School Rules

All behavioural expectations across classroom, corridor, playground, and online environments are anchored in three simple, memorable rules:

BE RESPECTFUL	BE READY	BE KIND
Treat everyone with dignity, kindness, and respect. Listen when others speak and value different perspectives.	Come prepared to learn, be punctual, and engage positively in all activities with a focused mindset.	Show compassion through actions and words. Help peers, include others, and maintain a safe, welcoming school environment.
<i>E.g., Kind words, active listening</i>	<i>E.g., Prompt start, equipment ready</i>	<i>E.g., Helping hands, gentle touch</i>

2.2 Adult Commitments & Recognition ('Over and Above')

All staff members commit to daily visible consistencies:

- **Daily Greeting:** Meet and greet pupils warmly at the classroom door every morning.
- **Private Correction:** Praise in public; correct or rebuke in private whenever possible.
- **Rule References:** Explicitly reference 'Be Respectful, Be Ready, Be Kind' when praising or guiding choices.
- **Relationship Building:** Demonstrate genuine interest in every child to build strong, trusting pastoral relationships.

When pupils go 'over and above' expected behaviour, staff recognise their exemplary choices through structured rewards:

- **Verbal Praise & Stickers:** Immediate verbal recognition, positive feedback, and praise stickers.
- **Parent Contact:** Positive phone calls home or informal discussions with parents/carers at the end of the school day.

- **Headteacher Postcards:** Recognition postcards or personal messages sent directly home from the Headteacher.
- **Collective Worship Awards:** Special celebration during Friday 'Life in All Its Fullness' Collective Worship.

3. Emotional Regulation & Zones of Regulation

At Marshfield Primary, we recognize that behaviour is a form of communication. To empower children to understand and manage their emotions effectively, we fully integrate the Zones of Regulation framework across all key stages:

Zone	Emotional State & Indicators	Staff Response & Coping Strategies
BLUE ZONE	Low state of alertness; feeling sad, tired, sick, bored, or sluggish.	Validate feelings, encourage gentle movement, sensory breaks, drinking water, or quiet resting.
GREEN ZONE	Calm, focused, happy, content, and ready to learn. (Ideal learning zone)	Positive reinforcement, active engagement, praising self-regulation and readiness.
YELLOW ZONE	Heightened alertness but still in control; frustrated, anxious, excited, or restless.	Prompt recognition of yellow zone signals; use deep breathing, brain breaks, or quiet workspace.
RED ZONE	Extremely heightened state; loss of control, intense anger, panic, or overwhelm.	Ensure immediate safety; use calm, reduced language, de-escalation techniques, and restorative space.

4. Responding to Behaviour: Stepped Intervention Model

When pupils struggle to meet expectations, staff follow a consistent, graduated 9-step intervention model designed to maintain dignity, allow 'take-up time', and support emotional regulation:

Step	Action & Mechanism	Example Script & Staff Guidance
1. Redirection	Praise positive behaviour around the child to reinforce expectations.	<i>"Thank you, [Name], for showing me you are ready to learn." (Be specific)</i>
2. Non-verbal Cues	Use proximity, eye contact, or subtle hand signals discreetly.	<i>Stand near the child, quiet pause, nod/gesture towards work without verbal confrontation.</i>
3. Gentle Reminder	Quietly remind whole group or individual of the core rules.	<i>Individual: "Remember our rule: Be Ready. Show me you are ready by beginning question 1."</i>
4. Private Caution	Clear verbal instruction delivered privately linking to Zones.	<i>"I've noticed you might be in the yellow zone. What tool can help you get back to green?" (Allow 2 mins take-up time)</i>
5. Move Place	Ask child to move to a designated seating area in class to reset.	<i>"You need to move to the focus table to help you concentrate. I will check back in 2 minutes."</i>
6. Move Space / Time Out	Move child to a quiet workspace or parallel classroom (not sibling).	<i>"You have chosen not to follow the rule, so I am moving you to [Space] to reflect. Thank you."</i>

7. Call Home	Class teacher contacts parents/carers privately to inform factual progress.	<i>Teacher phones parent after school to discuss pattern of choices and collaborative support.</i>
8. SLT / Headteacher	Child is sent to Headteacher/SLT for structured calm discussion.	<i>Calm, supportive reflection on choices, impact on learning, and restorative next steps.</i>
9. Formal Meeting	Formal meeting with Parents, Teacher, SENCo, and Headteacher.	<i>Review behaviour data, agree individual Behaviour Support Plan or pastoral risk assessment.</i>

5. Playground Behaviour Management & Supervision

Outdoor play is an essential component of emotional well-being. Expectations on the playground match classroom standards ('Be Respectful, Be Ready, Be Kind'). Playground supervisors apply a consistent stepped approach:

- **1. Reminder:** Explicit verbal reminder linking behaviour to rules or Zones of Regulation (e.g., "We always use kind hands and feet; show your friends how we play safely").
- **2. Time to Reflect (10 Mins):** Child moves to a designated quiet reflection area (e.g., chairs outside the Year 1 shelter) for up to 10 minutes to calm down and reflect.
- **3. Headteacher Intervention:** If behaviour persists or involves physical aggression/pushed play, the child is escorted to the Headteacher for guided reflection and parent notification.
- **4. Formal Parent Meeting:** Formal discussion with parents/carers to establish lunchtime support plans or individual playground boundaries.
- **Extreme Behaviour Protocol:** Immediate removal from the playground by SLT/Headteacher for physical violence, severe verbal abuse, or dangerous play.

6. Support Strategies, Sanctions and Loss of Privileges

Sanctions are applied fairly, proportionately, and consistently, ensuring children understand the impact of their choices. Sanctions focus on repair and learning rather than pure retribution.

Sanction Level	Description & Implementation	Key Considerations & Guidance
Reflection Time	10 minutes spent in a designated quiet area (outside classroom or Year 1 shelter) completing a reflection sheet.	Supervised by staff; focuses on restorative discussion and emotional regulation.
Loss of Responsibilities	Temporary removal of leadership roles (e.g., Playleader, Buddy, Monitor) or sitting on benches during worship.	Time-limited; clear path provided for pupil to earn back responsibilities.
Loss of Communal Play	Supervised individual break or lunchtime separate from peers (supervised by SLT or Headteacher).	Initially single session; can extend if necessary. Must ensure access to outdoor exercise and fresh air.
Suspensions (Internal / External)	Internal removal from class under SLT supervision OR external fixed-period suspension (1, 3, or 5 days).	Statutory decision taken only by Headteacher. Full safeguarding risk assessment and remote work provided.

Permanent Exclusion	Permanent removal from the school roll following severe or persistent breaches of behaviour policy.	Absolute last resort when all intervention is exhausted and allowing pupil to remain seriously harms safety.
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7. Safeguarding Alignment & KCSIE 2026 Integration

In accordance with Keeping Children Safe in Education (KCSIE 2026) and the South Gloucestershire Model Safeguarding Policy, behaviour management at Marshfield Primary operates in full alignment with statutory safeguarding frameworks:

7.1 Zero-Tolerance to Child-on-Child Abuse & Harmful Sexual Behaviour

All staff maintain an attitude of 'it could happen here'. Child-on-child abuse is never dismissed as 'banter', 'just a laugh', or 'boys being boys'. Any behaviour involving physical abuse, bullying (including cyberbullying), prejudice-based harm, harmful sexual behaviour (HSB), sexual harassment, or sexual violence is treated immediately as a safeguarding concern and logged directly on CPOMS to the Designated Safeguarding Lead (Mrs J. Bolt).

Staff strictly enforce zero-tolerance for misogyny, misandry, upskirting, and the consensual or non-consensual sharing of nude or semi-nude images (including AI-generated imagery). Where child-on-child harm occurs, victims and alleged perpetrators are provided with comprehensive pastoral and safeguarding support alongside appropriate disciplinary action.

7.2 Statutory Mobile Phone-Free Environment

In alignment with KCSIE 2026 (paragraph 170) and DfE statutory guidance, Marshfield Primary School operates as a mobile phone-free environment by default. Pupils are not permitted access to mobile phones or smart devices at any point during the school day, including lessons, breaktimes, and lunchtimes. Any unauthorized device brought to school must be handed in to the school office at the start of the day and collected at home time. Unauthorized use will result in immediate confiscation under school policy.

7.3 Searching, Screening and Confiscation

In line with DfE guidance 'Searching, Screening and Confiscation' (2022/2026), the Headteacher and authorized staff have the statutory power to search pupils without consent where there are reasonable grounds to suspect possession of prohibited items. Prohibited items include:

- **Weapons:** Knives, bladed articles, or offensive weapons.
- **Substances:** Alcohol, illegal drugs, or psychoactive substances.
- **Smoking/Vaping:** Tobacco, e-cigarettes, or vapes.
- **Explicit Material:** Pornographic images or explicit content (in paper or digital form).
- **Dangerous Items:** Stolen items, fireworks, or items that have been/are likely to be used to commit an offence or cause injury.

Confiscated electronic devices (e.g., smart phones) may be examined if there is a good reason to do so (e.g., investigating cyberbullying or inappropriate image distribution). Staff will not view or forward illegal images and will involve the Police and DSL immediately where severe harm is identified.

7.4 Use of Reasonable Force & Restrictive Interventions

All staff have a statutory power to use reasonable force to prevent pupils from hurting themselves or others, damaging property, or causing severe disorder (Section 93, Education and Inspections Act 2006; KCSIE 2026).

- **Last Resort:** Reasonable force is only ever used as an absolute last resort when all de-escalation strategies have been exhausted.
- **Proportionate:** Force used must be the minimum necessary for the shortest possible duration.
- **Reporting & Recording:** All incidents involving restrictive interventions or reasonable force are formally recorded on CPOMS and reported to parents/carers on the same day.
- **SEND Considerations:** Staff handling pupils with complex SEND or EHCPs receive safe handling/de-escalation guidance in consultation with the SENCo.

8. Supporting All Learners & Anti-Bullying Strategy

Marshfield Primary is an inclusive school committed to fulfilling its duties under the Equality Act 2010 and the Public Sector Equality Duty. We recognise that some pupils face additional barriers to emotional regulation and positive behaviour, including children with SEND, EHCPs, care-experienced pupils, or those with underlying trauma.

8.1 Personalised Support & Reasonable Adjustments

Staff work closely with the SENCo (Mrs J. Bolt) to implement reasonable adjustments for pupils with additional needs. This includes individualized behaviour plans, sensory regulation tools, visual timetables, reduced language instructions, and tailored quiet spaces. Behaviour responses are adapted to avoid penalizing pupils for manifestations of their specific needs or disabilities.

8.2 Anti-Bullying & Prejudice-Based Harm Strategy

Bullying of any kind — physical, verbal, relational, cyberbullying, or prejudice-based harm relating to race, religion, disability, sex, or sexual orientation — is strictly unacceptable at Marshfield Primary:

- **Active Challenge:** Staff actively challenge and record any discriminatory language or prejudice-based comments immediately.
- **Preventative Curriculum:** Pupils are taught healthy relationships, consent, and digital citizenship through regularly scheduled RSHE/PSHE lessons.
- **Reporting Channels:** Children have confidential ways to report concerns to trusted adults, including class teachers, DDSLs, or the Headteacher.
- **Swift Intervention:** All bullying incidents are investigated swiftly, logged on CPOMS, and reported to parents, with ongoing pastoral care provided to victims.

Appendix A: Effective Classroom Behaviour Management & Routines

Effective behaviour management relies on clear, consistent routines established from day one. All classrooms prominently display the Marshfield Behaviour Charter, which pupils sign annually to foster personal accountability.

A.1 The Classroom Behaviour Charter

The Charter explicitly details expectations regarding:

- **Respectful Language:** Using polite, formal, and respectful dialogue with staff and peers.
- **Classroom Environment:** Orderly movement entering and leaving classrooms, tidiness of equipment.
- **Presentation Standards:** Meticulous care of exercise books (no doodling, tearing pages, or scribbling).
- **Seeking Support:** Knowing how to ask for help or request a quiet time-out break when feeling overwhelmed.

A.2 Structuring Positive Daily Routines

- **Lesson Starters:** Retrieval starters or 'do now' tasks placed on desks/boards engage pupils instantly upon arrival.
- **Clear Instructions:** Staff give precise instructions twice and ask pupils to confirm understanding (verbal/visual)
- **Attention Signals:** Consistent visual or auditory signals (e.g., '1, 2, 3, eyes on me', call-and-response, or countdowns) bring immediate focus.
- **Lesson Transitions:** Transition between activities is timed and managed smoothly.

Appendix B: Statutory Guidance on Suspensions & Permanent Exclusion

Good behaviour is essential to ensure all pupils benefit from education safely. Headteachers carry statutory authority to suspend or permanently exclude pupils on disciplinary grounds (DfE Statutory Guidance 'Suspension and Permanent Exclusion' 2022/2026).

B.1 Principles and Standard of Proof

- **Headteacher Authority:** Only the Headteacher (Mrs J. Bolt) has the authority to suspend or exclude a pupil.
- **Civil Standard of Proof:** When establishing facts, the Headteacher applies the civil standard of proof ('on the balance of probabilities').
- **Pupil Voice:** The pupil's views are sought and taken into account prior to any final exclusion decision.
- **Safeguarding Oversight:** Safeguarding considerations remain paramount. The DSL is consulted to ensure behaviour is not an indicator of unmet safeguarding or social care needs.

B.2 Suspension Framework (Internal and External)

A pupil may be suspended for fixed periods up to a maximum of 45 days in an academic year:

- **Internal Suspension:** Temporary removal from class for a set period (minimum half day), supervised by SLT in a designated workspace.
- **External Suspension:** Fixed-period removal from school premises following the pattern: 1 day, 3 days, 5 days. Parents/carers must collect the pupil.

- **Remote Work & Reintegration:** School sets and marks educational work for the first 5 days of any external suspension. Reintegration meetings are held with parents prior to return.

B.3 Permanent Exclusion

Permanent exclusion is a rare and solemn decision reserved as an absolute last resort:

- **Threshold 1:** In response to a serious breach or persistent breaches of the school's behaviour policy;
AND
- **Threshold 2:** Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school community.

B.4 Behaviours Warranting Suspension or Exclusion

Examples of behaviours that may warrant internal/external suspension or permanent exclusion include (non-exhaustive list):

- **Assault:** Physical assault against a pupil or adult.
- **Verbal Abuse:** Verbal abuse or threatening behaviour towards pupils or adults.
- **Weapons/Prohibited Items:** Use, or threat of use, of an offensive weapon or prohibited item.
- **Bullying:** Severe or persistent bullying, cyberbullying, or harassment.
- **Discriminatory Abuse:** Racist abuse, faith-based abuse, or abuse relating to sexual orientation, gender reassignment, or disability.
- **Property Damage:** Severe damage to school property or arson.

B.5 Reset Period & Record Keeping

All suspensions and exclusions are formally recorded on CPOMS, shared termly with SLT, and reported to the Governing Body. If a pupil maintains a sustained period of exemplary behaviour (e.g., 2 full terms / 6 months), their behaviour step status resets, providing a fresh start.