



Behaviour Policy

Date Adopted by Trustees: December 2025

Reviewed by LGB on:

Author/owner: Board of Trustees

Anticipated Review: December 2026

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association.

Introduction

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
1	Dec 25		New policy based on Ventrus and Tarka previous policies	Upon merger and to meet latest legislation

Other related Policies and Guidance

Anti-Bullying Policy

Behaviour in Schools (DfE, 2024);

Equality Act 2010;

SEND Code of Practice;

Keeping Children Safe in Education (current version);

Searching, Screening & Confiscation (2022).

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1.0 Aims

The purpose of this policy is to:

- Create a positive culture that promotes excellent behaviour, ensuring pupils can learn in a calm, safe, supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the values of THSP.

- Outline expectations of behaviour and consequences of misbehaviour.
- Provide a consistent approach to behaviour management across all THSP schools, while allowing local flexibility.
- Define unacceptable behaviour, including bullying and discrimination.

At St. Margaret's Junior School we...

- Value learning every day, helping each other and being happy.
- Our Christian School Values are embedded throughout our daily school life.
- Our Christian Values are Thankfulness, Friendship, Trust, Peace, Forgiveness, Compassion, Wisdom and Hope.
- Strive to be respectful, resilient, resourceful, relational, responsible and reflective.
- Build a strong sense of community where everyone is respected, ready to learn and feels safe.
- Communicate positively and celebrate successes together.

St. Margaret's Junior School is committed to creating the right atmosphere for children to work, grow and develop their individual potential. As an inclusive church school, all God's children are valued and we will strive to give all our pupils the right start in life to enable them to become competent and confident adults able to live their own lives and contribute to society. We will endeavour to provide a climate where children learn to co-operate with others; care for their peers and environment; and to respect the fact that not everyone looks, feels or thinks the same as we are all created in God's image. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The core Christian value of love underpins all that we do at the Northam Federation. Through this, all members of our community, aspire to be, and encourage others to be, the best they can be: the person God created them to be. To achieve this we adhere to the values of our school vision: 'To learn everyday, to help each other and be happy,' by being ready to learn, respectful of others and staying safe.

It is crucial that all children feel safe, secure and happy in school in order for them to grow in confidence and achieve their full potential academically. This can only be done in an atmosphere where the ethos of the school is clear and explicit and which permeates every aspect of school life. With strong links with the church, Christian values form the basis of the whole school ethos with the church, the school and the community working together. High standards are set for behaviour where children are encouraged to be thoughtful, independent, creative and kind. We recognise that having a clear structure of predictable outcomes has the best impact on behaviour. Our policy sets out the rules, routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. "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 children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke 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.' Paul Dix, Pivotal Education



2. Statutory Framework and THSP Ethos

This policy is based on legislation and guidance including: *Behaviour in Schools* (DfE, 2024); *Equality Act 2010*; *SEND Code of Practice*; *Keeping Children Safe in Education* (current version); *Searching, Screening & Confiscation* (2022).

- *Suspension and Permanent Exclusion Guidance; Use of Reasonable Force in Schools.*
- Each policy reflects the THSP mission: *Excellence through collaboration. Realising the right of every child to flourish.*

At St. Margaret's we...

- Root our approach in relational practice, drawing on Devon's Guidance for Developing Relational Practice and Policy and the EEF Improving Behaviour in Schools report.
- Acknowledge that mistakes happen but relationships can be repaired and restored.
- Realise that every behaviour is a communication and strive to be the best listeners that we can be.
- Use our Learning Powers to structure and scaffold our ambitions for behaviour.
- Use clarity when talking about desired behaviours and signal these ambitions being met through rewards and communications.

3. Roles and Responsibilities

In Harbour schools:

- The Trust/Board reviews principles, ensures compliance, and monitors policies.
- The Headteacher implements and monitors the policy; ensures induction, training, and consistency.
- Staff model expected behaviour, set clear routines, record incidents, and support restorative approaches.
- Parents/carers support the policy, reinforce expectations, and engage with school when concerns arise.
- Pupils follow rules, show respect, and accept consequences.

At St. Margaret's we...

- Expect staff to model kindness and relational practice, manage behaviour effectively, and support each other.
- Expect parents to communicate positively, support the code of conduct, and work with the school for us to ensure we are offering the best learning opportunities.
- Expect pupils to be ready to learn, respectful to everyone and to act in ways that keep everyone, including themselves, safe.
- Take time to welcome children at the start of the day.
- Smile, be polite and courteous
- Search out for and model Christian values to all children during the day
- Always pick up on children who are failing to meet expectations
- Redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know our children well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion

4. Behaviour Expectations (Behaviour Curriculum)

In Harbour schools:

- Pupils are expected to behave respectfully, be ready to learn, move safely, care for property, wear correct uniform, and represent the school positively both in and out of school (including online).
- Behaviour procedures and expectations will be adapted so that they are appropriate to the age and stage of pupils.

At St. Margaret's we...

- Use the simple rules *Ready, Respectful, Safe*. We expect our children to:
- Show respect to all children, staff and each other.
- In class, make it possible for all to learn.
- Move quietly around the school.
- Treat the school buildings and property with respect.
- Always wear the correct uniform.
- These rules are underpinned by our learning powers – enabling us to actively teach the process of being effective learners.
- We reinforce expectations daily and explicitly through classroom routines, assemblies and restorative conversations.
- We teach the Zones of Regulation and support our children to understand that all emotions are good emotions.
- We teach how to understand big feelings and how we can use different strategies to help us with these.
- We understand that some children may require a more personalised approach. In this case, these children will have a bespoke positive behaviour approach identified on their My Plan or Relational plan which will be developed by the class teacher, SENDCo, child and parents. These plans will include rewards to reinforce positive behaviour.
- If behaviour displayed is in contrary to the expectations above, we will use sanctions as listed in section 6 in order to support our children in making the right choices.



5. Rewards and Recognition

In Harbour schools:

- Positive behaviour is recognised through praise, responsibilities, communication with parents, and celebrations.

At St. Margaret's we...

- Use verbal praise, certificates, classroom recognition displays, individual classroom reward systems, phone calls home and a Book and a Biscuit with SLT.

6. Responding to Misbehaviour

In Harbour schools:

- Misbehaviour is challenged consistently, fairly, and proportionately.
- All schools set out a clear sanctions ladder.
- Exclusions follow Trust and DfE guidance.

At St. Margaret's we...

- Use a stepped approach:
 - Reminder of rules (*Ready, Respectful, Safe*).
 - Private warning (*"Think carefully about your next step"*).
 - Scripted intervention (*"I've noticed you are... That breaks our rule about..."*).
 - Calming time/reset (5 minutes in class or partner class).
 - SLT referral if no change.
 - Restorative conversation on return.
- For repeated/serious incidents, additional strategies include: time with a trusted adult, supervised break/lunchtime, relational support plans, or PIPS intervention if safety is at risk.

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you.'
2. WARNING	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me after the lesson so that we can discuss this further. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.'
3. TIME OUT	I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes (no more than 10 minutes) Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adult in front of the child*
4. FOLLOW UP – REPAIR & RESTORE	What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since?

	How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently? Is there a natural consequence? The natural consequence may require the child to catch-up on missed work during their lunchtime, spend some time reflecting on their behaviour, fixing something they have broken etc.
*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.	

7. Restorative Practice

In Harbour schools:

- Restorative approaches are part of the school's response to poor behaviour.

At St. Margaret's we...

- Use scripted interventions to de-escalate and guide choices.
- Always hold restorative conversations once the child is regulated, supporting them to understand impact and repair relationships.

8. Bullying

In Harbour schools:

- Bullying is defined as repetitive, intentional harm with an imbalance of power.
- All forms of bullying are addressed: emotional, physical, prejudice/discrimination, sexual harassment/violence, verbal, cyber (including AI-generated).
- Each school has an Anti-Bullying Policy.

At St. Margaret's we...

- Prevent bullying through values teaching, assemblies, and curriculum work.
- Provide clear reporting routes: pupils can talk to any adult; staff log incidents on CPOMS; parents can contact the school office or class teacher.
- Investigate all reports promptly; SLT monitor patterns and ensure actions are taken.
- Communicate with parents of both victim and perpetrator.
- Support victims with safe spaces, trusted adults, and follow-up check-ins.
- Work with perpetrators using restorative conversations and behaviour support plans.

9. SEND and Behaviour

In Harbour schools:

- We make reasonable adjustments for pupils with SEND.
- Individual support plans are provided where needed.

At St. Margaret's we...

- Create Relational Support Plans where necessary.
- Use nurture groups to address behaviour.
- Use 1:1 nurture provision to support children with behaviour.
- Use break-out spaces when necessary.
- Use co-regulation plans to support our children.
- Use sensory breaks to support children as necessary.
- Involve the SENDCo and external agencies (e.g. Educational Psychologist, Inclusion Leader).
- Bespoke lunch and playtime provision.

10. Reasonable Force and Confiscation

In Harbour schools:

- Staff may use reasonable force only where necessary to prevent harm, disorder, or damage.
- Prohibited items (knives, drugs, alcohol, fireworks, pornographic images, stolen items) must be confiscated.

At St. Margaret's we...

- Use Passive Intervention and Prevention Strategies (PIPS) only with trained staff, recorded on CPOMS, with same-day parent contact.
- Ban mobile phones during the school day and require them to be handed in to the office on arrival.
- Only use PIPS as a last resort.
- Apply PIPS in a way that maintains the safety and dignity of all concerned.
- Confiscate toys and items that are unsafe, distracting or a barrier to learning. These will be returned at the end of the day.

11. Monitoring and Review

In Harbour schools:

- Significant incidents are logged using CPOMS (or Trust-agreed system).
- Policies are reviewed annually by the Headteacher and Local Board, with Trust oversight.

At St. Margaret's we...

- SLT monitor CPOMS data and share termly reports with governors.
- We use patterns of behaviour to plan interventions and review relational support plans.



Behaviour Flow Chart

Be Safe. Be Ready. Be Respectful.

