



QUEEN
MARGARET
PRIMARY ACADEMY



Cabot
Learning
Federation

Behaviour
Policy
2025/2026

Date Approved:
Approved By:
Review Frequency: Annual
Date of Next Review: September 2026

1 Policy Statement

Rationale:

Our behaviour policy identifies the range of strategies our Academy will employ that will make our Academy vision and values a reality.

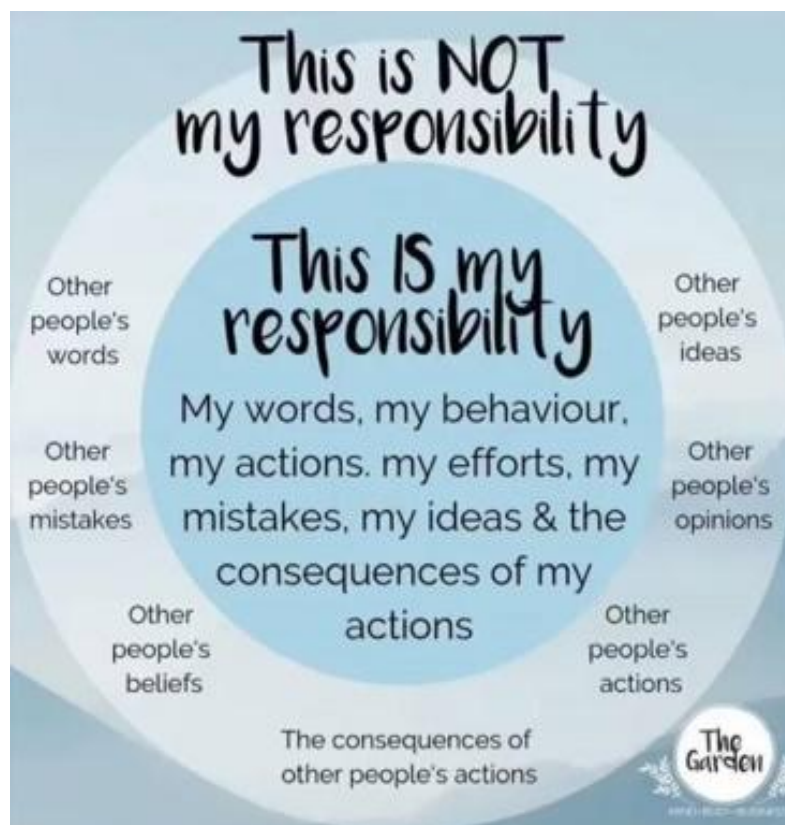
The Policy aims to provide a consistent approach to behaviour management.

- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the Academy community with regards to behaviour management.
- Outline our system of rewards and consequences

Principles:

We aim to create a welcoming, caring environment where relationships are based on respect and where children are expected to develop a sense of right and wrong, tolerance, honesty and self-discipline. Good pupil behaviour is fundamental to each child's happiness, well-being and successful learning. All members of the Queen Margaret Primary Academy team are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience at Queen Margaret Primary Academy.

It is our aim to promote a Academy ethos which is underpinned by **core values**. These values support the development of children as reflective learners within a calm, caring, happy and purposeful atmosphere. We believe that it is our role to guide our children to become self-aware, self-regulating and intrinsically motivated individuals. We therefore use a Restorative approach to conflict where we guide the children to think through conversations using the following as a guide:



We acknowledge that all behaviour is communication however pupils are encouraged to consider the consequences of their actions by all members of the Queen Margaret Primary Academy staff team.

We aim that our behaviour Policy will support to:

Children will:

- Build strong relationships.
- Experience what it means to live as a member of an open, generous and forgiving community.
- Benefit from a calm and secure learning environment.
- Be fully involved in regular reviews of the Behaviour Policy (through Academy Council etc).

Teachers will:

- Model respect and the possibility of restoration and a new beginning in their relationships both with adults and with children.
- Be able to convey clearly and with confidence expectations of behaviour.
- Benefit from a calm and secure environment in which to teach effectively.
- Build positive relationships with parents and the whole Academy community.
- Develop personally and professionally
- Challenge children's understanding and thinking when using words in a derogatory way

Parents will:

- Be fully informed about the Academy's ethos, approach and the Behaviour Policy.
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by The 4Bs and the Academy's values.
- Be confident that their child is developing personally, socially and academically
- Feel welcome in Academy to discuss their child's progress in a positive atmosphere.

Agreed and Consistently applied rules:

Everyone in our Academy will use the agreed reward and consequences procedures and children will at all times be expected to follow a direct instruction given by an adult.

The 4B's

The 4B's will form the basis of our behaviour management and will be written by the children and reviewed annually in the summer term. They will be displayed in strategic positions around the Academy and in every classroom. The children will be expected to follow them and will be rewarded when there is evidence that they are being followed.

To be the best you:

- **Be Ready**
- **Be respectful**
- **Be kind**
- **Be safe**

In the Playground

In the playground at playtime and lunchtime, the 4B's apply. Additionally the following apply:

We use the playground equipment and respect apparatus.

We only use the field with an adult's permission.

We stand still and listen when the whistle is blown

We line up sensibly/respectfully at the end of break and lunchtime.

Academy Practice

- All adults are expected to set good examples and be excellent role models.
- Public and private praise is an integral part of our behaviour management
- Adults must have a consistent approach
- Children will be given time to appraise their own behaviour (through role-play, circle time, & 1:1 intervention with the Pastoral Team).
- Activities set will be appropriate to the individual's ability in order to prevent unacceptable behaviour being used as a diversionary tactic.
- Children will be taught strategies for independent working.
- Regular circle time will encourage a greater knowledge of and respect for peers, to enhance self-esteem and foster a caring ethos.
- The core of our behaviour policy is as follows:
- **CLEAR** - children need to know what is expected of them, where, when and why.
- **CALM** - To guide effectively we need to understand and consider children's emotions and viewpoint. To achieve this effectively we all need to remain calm and focussed.
- **CARING** - We care enough to be firm and/or compassionate as required. We also know that a child who feels loved, appreciated and respected is more likely to behave well than one whose self-esteem is low.
- **CONSISTENT** - to enable children to make the right choices regarding their own behaviour, they need predictable and consistent responses from adults around them.
- **CHEERFUL** - All individuals respond more effectively when approached positively, when supporting our children we will endeavour to approach behaviour in a positive way.

We believe that all children have the right to develop their potential, be safe and happy. As a whole Academy we live by our values (as seen below) alongside our 4B rules. It is the responsibility of everyone to assist in the promotion of socially acceptable ways to behave.

Guidelines: Our Academy values:

We show RESPONSIBILITY around our academy

We show THOUGHTFULNESS towards others

We show TOLERANCE in a range of situations

We show GENEROSITY to others

We are KIND to ourselves and others'

We are HONEST in all situations

We PERSEVERE when things get tricky

We show FORGIVENESS when things go wrong

We are RESILIENT with our learning

We show PATIENCE when interacting with others

We show UNDERSTANDING towards others

Our Reward System Principles

The rewards are simple. The reward systems are separate from the consequences. They are based on positive celebration of good behaviour/attitude/work. They relate to the 4 Bs. They are interlinked. They have individual year group interpretation but have the same consistent skeleton. Rewards cannot be removed once they have been given - Appendix 1 goes into more detail about the system.

1. A house point system

Oak, Beech, Rowan and Maple

Every child and adult will belong to a house. Siblings will all belong to the same house. House points will be awarded for attitude to learning, effort, work produced, home learning/attendance, behaviour and good manners.

Monitors will collect House points weekly (each Friday afternoon) and the totals for each house will be announced in Celebration Assembly. A house point's chart will be created in the Hall. Each classroom will consistently record individual house points and house totals.

Y6 children will be selected democratically to be House Captains and Vice Captains. Each term the winning team will be awarded a cup.

Celebration Assembly

Celebration assembly is on a Friday.

2. Certificates are awarded per class to children. 2 Values vouchers winners are also chosen to attend the Principals' Tea Party which is held at the end of each term.

3. Head Teacher/Principals Awards

Children can be sent to the Principal's office daily to share their good work or behaviour where a Principal's Award Sticker will be given. When any adult sees a child wearing this sticker, please congratulate the child and ask why they got it.

4. Classroom rewards-

In class rewards systems in line with our policy. An example of classroom rewards could be raffle tickets, stickers, moving up the reward chart.

Unacceptable behaviour

When children's behaviour is not acceptable

- Adults must try to discover the reason for the behaviour – health, learning difficulties or home circumstances.
- Adults must try to enforce good behaviour through praise and/or restoring the child's self-esteem and image
- Adults should consult SLT/previous teacher/Principal for any relevant information about the child.

Adults should:

- check child's understanding;
- establish whether they know the behaviour is unacceptable;
- explain the effect that such behaviour has on others;
- examine strategies for avoiding same situation; ☐ encourage child to think of or offer some other alternatives.
- Adults must challenge children's understanding and thinking when using words in a derogatory way

- Remember - It is the behaviour that is unacceptable – not the child
- Consider the deed not the perceived reputation of the child
- Prior to the consequences being imposed please ensure that you have tried the following primary preventatives
- See **QMPA Class Behaviour System – Appendix 1** for further details and explanation

The following provision is available for children who need to be taught positive behaviours:

- Class circle time
- Positive behaviour charts (Charts are available to any pupil as a positive support for all children to prevent the need for further consequences, these can be implemented by the class teacher in conjunction with SLT).

All situations that include poor behaviour choices or conflict are dealt with in a **restorative way** with circles and discussions held to reach a resolution.

Roles and Responsibilities

The Academy Board

The Academy Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Academy Board will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with governing body, giving due consideration to the Academy's statement of behaviour principles (appendix 1).

The Principal will also approve this policy. The Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the Academy's high expectations of behaviour reflecting the Values based ethos of the Academy.
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil Expectations alongside our 4B's

Pupils are expected to reflect the Values-based ethos of the Academy by:

- Behaving in an orderly and self-controlled way

- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly and sensibly around the Academy
- Treating the Academy buildings and Academy property with respect
- Wearing the correct uniform at all times
- Accepting consequences when given
- Refraining from behaving in a way that brings the Academy into disrepute, including when outside Academy

Behaviour when outside of Academy is expected to be of the same standard as inside

Walking visits should expect the children to walk in an orderly manner supported by the Class teacher and other adults

Pupil Support

The Academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Frequent behaviour concerns:

For those children whose behaviour is having a significant impact on either their own or their peers learning, or who are displaying exceptional behaviours the class teacher/year group lead/inclusion team may decide to put in:

- A positive behaviour chart.
- A behaviour contract.
- A curve of regulation
- A positive support plan (PSP) – if a child becomes at risk of exclusion this will elevate to a PSP+.

These should be completed alongside a member of the Senior Leadership Team who will draw upon the advice of others (e.g. pastoral team, ATS) as needed. Ideally, these are implemented sequentially but it may be necessary to go immediately to any of the stages above. From the positive behaviour

chart stage onwards all evidence should be saved in CPOMS and relevant staff alerted.

Safeguarding Children

We have a duty to ensure that the safeguarding permeates all activities and functions. This policy complements and supports the safeguarding policy. As each child is unique and has specific needs, this policy will be differentiated to meet individual need.

The Use of Reasonable Force to Control or Restrain Pupils

The safety of all pupils is paramount at all times.

There are times during the Academy day when it is entirely appropriate for adults to use physical contact with students, for example, when demonstrating teaching in P.E, supporting learning or administering first aid.

Should the actions of a child be prejudicial to the education of others, endanger the safety of themselves or others, positive handling (Team Teach) strategies will be considered and employed. .

Where deemed appropriate, in accordance with the Team Teach training and guidance.

Any Team Teach interventions which are used will be recorded in the Red Number and Bound Book.

Appendix 1:

Written statement of Behaviour Principles

Queen Margaret Primary Academy endeavours to take into account considerations of race, religion, belief, gender, ethnicity and disability equality in developing and applying this document.

Our behaviour policy reflects the Academy's values-based ethos

Rationale and purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 (updated 2011) and DfE guidance (Behaviour and Discipline in Academics, January 2016) and is to be taken in conjunction with the Academy's behaviour policy and home Academy agreement which are reviewed regularly by the governing body.

The purpose of this statement is to provide guidance for the Principal in drawing up the Academy's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children at Queen Margaret Primary Academy as well as taking full account of law and guidance on behaviour matters.

It is intended to help all Academy staff to be aware of and understand the extent of their powers in respect of discipline and consequences and how to use them.

This is a statement of principles, not practice; which is to be found in the Academy's behaviour policy that has taken account of these principles.

Principles

The Academy Councilors at Queen Margaret Primary Academy believe that high standards of behaviour lie at the heart of a successful Academy and that this is achieved through positive behaviour management in line with the Academy's values-based ethos.

A successful Academy enables:

- a) all its pupils to make the best possible progress in all aspects of their Academy life and work
- b) all staff to be able to teach and promote good learning without undue interruption or harassment

At Queen Margaret Primary Academy:

All pupils have the right to feel safe at all times at Academy. There should be a mutual respect between staff and pupils and between each other.

- All visitors to the Academy should feel safe and free from the effects of poor behaviour at all times and in all parts of the Academy.
- All members of the Academy community (pupils, staff and visitors) should feel free from discrimination of any sort. (Equality Act 2010)
- Staff, volunteers and visitors set an excellent example to pupils at all times.
- Through the values-based ethos, pupils are helped to take responsibility for their actions.
- The behaviour policy is understood by staff and pupils.
- Families are involved in behaviour incidents to foster good relationships between the Academy and pupils' home life.
- The responsibilities of families with respect to children's behaviour is outlined in the Home Academy Agreement which families are given when a pupil joins our Academy.
- Children are helped to understand their responsibilities during their time in Academy, the local community and in preparation for their life after Academy.
- Rewards and consequences are used consistently by all staff, in line with the behaviour policy. These are regularly monitored for their effectiveness.



- Exclusions, particularly those that are permanent, must only be used as a last result.
All consequences are monitored for their proper use and effective impact.

The Academy Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

QMPA Class Behaviour System - Appendix 2

Believe in yourself - everything is possible.

The Traffic light system and our 4Bs will form the basis of our behaviour management

in the classroom and in and around Academy. The children will have discussed and written our core behaviour values (4Bs) at the start of each academic year and these will be displayed in each classroom and regularly referred to. These 4Bs will be what makes up our 'green behaviours'; the children will be expected to follow them and will be rewarded if they have been followed.

Believe in yourself to.....

To be the best you

- Be Ready
- Be kind
- Be respectful
- Be safe

Our Reward Systems

The rewards we use are separate to consequences from amber or red behaviours. They are based on positive celebrations of good behaviour/attitude, following our 4B's and learning.

- Class Dojo points are given for behaviour in class (for which you will receive a notification)
- Values vouchers are given out as separate rewards for those children demonstrating their values above what is expected

Children can move up through the behaviour system and gain house points as well a positive visit to the Principal if they get to the Bee Hive. What we are aiming for is for children to be positive about doing the correct thing and remaining on green behaviours.

Unacceptable Behaviour

When a child's behaviour is not acceptable

As an Academy we refer back to a restorative approach to managing behaviour. We always make sure that adults understand why a particular behaviour might be happening within the classroom or out in the playground.

When there is an issue, we use the following as a support:



We talk about:



The traffic light system is used consistently in the classroom and prior to being used for any sanction being given, in line with our Academy restorative approach adults will ensure they have followed the preventative strategies and steps outlined below:

	Steps	Actions	
1	Redirection	<ul style="list-style-type: none"> Gentle encouragement; a 'nudge' in the right direction; a small act of kindness This can be delivered to the whole class in general terms or discretely to a single pupil Distract child Engage child in a discussion Target questions 	<ul style="list-style-type: none"> Swinging on a chair Interrupting or calling out Loss of concentration Silly noises Pushing in the line Being in the wrong place (e.g. staying in cloakroom/wandering in the classrooms)
2	Reminder	<ul style="list-style-type: none"> A reminder of the expectations /rules - delivered privately wherever possible (always refer to the 4B's when issuing a reminder) Distraction techniques used for younger children Ensure children have eye - contact when talking with the children Make eye contact Move closer to the source of the behaviour 	<ul style="list-style-type: none"> See above and the 4B's expectations Use hypnotic language - 'I know that you will do this sensibly' rather than 'don't do this.....'
3	Restorative	<ul style="list-style-type: none"> Use of fair restorative approach throughout dealing with children in the classroom or out on the playground Listen carefully to issues children are concerned about which may be the cause of the behaviours 	<ul style="list-style-type: none"> Gain SLT support if you are unsure about the approach

If once these steps have been taken the child is still showing unacceptable behaviour then consequences can be implemented using our class traffic light system.

Exceptional Circumstances

Children may be issued an automatic amber or red by a member of SLT because the nature or severity of their behaviour.

- *Violent behaviour (child intends to physically harm others or themselves)*

- *Use of proven racist remarks*
- *Repeated use of swearing/use of inappropriate language/using words offensively.*
- *Using words in a derogatory way- staff must ensure that they check the children's understanding of why this would be offensive and report to SLT.*
- *Graffiti, vandalism or serious defacing of property*
- *Bullying behaviour towards others*
- *Urinating outside*
- *Intimidating or threatening behaviour towards children or adults*
- *Stealing*
- *Possession of/or participation in, the intake of tobacco, alcohol and drugs.*
- *Possession of knives, other dangerous weapons or materials*

We also have a Suspensions and Exclusions Policy which should be referred to in serious circumstances.

Our Consequences - The Traffic Light System

The consequences are separate from any reward system we use in Academy and reflect the age of the child involved. This system is used consistently across the Academy and they relate directly to the 4Bs that make our 'green' or expected behaviours for our children to follow.

Procedure within the classroom

Every child starts the day on **Green** - a reset each day.

A clear verbal warnings should be given to a child that if their behaviour continues or is repeated then an **amber** will be given. If a personal correction of the same behaviour is seen by an adult then the child should be put back from a warning to the step before (either warning 1, green). Children cannot, however, come back from an Amber or Red sanction only Amber or Red warnings.

Amber

A template letter to be completed to inform the parents/carers circling the behaviour that has been shown. The child will lose 5 minutes of their break/lunchtime for KS1 and 15-minute of their break/lunchtime for KS2.

Red

A further clear verbal warnings should be given to a child who is already on amber before a red sanction is given. There are times when a child's behaviour warrants an automatic red sanction - see above. All reds to be immediately reported to SLT and a letter circling the behaviour shown will be given to inform the parents/carers. The child will lose 15-minute of their break/lunchtime the same day for KS1 and 30 minutes for KS2.

Additional notes:

At the discretion of SLT the time for reflection may be at the next playtime and lunchtime to avoid additional stress for the child that may trigger further behaviours. Teachers will be expected to complete an amber and/or red letter and give this to the parents at the end of the same day. Should this not be possible then a picture should be taken of it and it should be uploaded onto Class Dojo to communicate with parents. Teachers may also want to make a phone call home if they know the parents are not as active on Class Dojo.

Teachers are expected to log any amber or red behaviours on CPOMs. SLT will regularly monitor this and elevate any children onto a Behaviour Chart should it be needed with parents input. SLT will also update and 'flag' any concerns weekly in staff meetings.

Amber and Red Behaviours - Appendix 3

Green Behaviour Our 4Bs...	Amber Behaviours	Red behaviours
Be the best you	Showing you are not being the best you by: <ul style="list-style-type: none"> ➤ Not putting effort into your learning ➤ Distracting yourself and others from learning 	Deliberately not being the best you by: <ul style="list-style-type: none"> ➤ Refusing to do learning ➤ Preventing others from learning ➤ Disrupting the physical classroom environment ➤ throwing chairs, ripping displays etc. ➤ Taking things that do not belong to you
Be Kind	Showing you are not being kind by: <ul style="list-style-type: none"> ➤ Being unkind to others ➤ Not keeping hands and feet to yourself 	Deliberately not being kind by: <ul style="list-style-type: none"> ➤ Speaking in a verbally aggressive manner ➤ Swearing aggressively ➤ Being deliberately unkind ➤ Being physically aggressive ➤ Using words in a derogatory way understanding is clear
Be Respectful	Showing you are not being respectful by: <ul style="list-style-type: none"> ➤ Not showing respect to the person talking to you ➤ Not being completely honest ➤ Not listening to what others say ➤ Not following instructions ➤ Not looking after Academy equipment 	Deliberately not being respectful by: <ul style="list-style-type: none"> ➤ Lying ➤ Answering back ➤ Ignoring instructions ➤ Deliberately damaging Academy equipment
Be Safe	Showing you are not being safe by: <ul style="list-style-type: none"> ➤ Throwing things that should not be thrown ➤ Being physical to another child or adult ➤ Refusal to follow instructions 	Deliberately showing you are not being safe by: <ul style="list-style-type: none"> ➤ Climbing a Academy gate/fence ➤ Climbing on any surface that should not be climbed on ➤ Hitting/ kicking /punching a member of staff or child with intent ➤ Threatening behaviour