POLICY DOCUMENT

Behaviour Policy

Princess May Primary School's approach to behaviour — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	……
Date approved	4 September 2026
Next review due by	September 2027
Related policies	Safeguarding and Child Protection Policy; Anti-Bullying Policy; Prevent Duty Policy; SEND Policy and SEND Information Report
Aligned to	The Education Act 1996; the Education and Inspections Act 2006; the Equality Act 2010; the DfE's Behaviour in Schools guidance (February 2024); and the DfE's statutory guidance on Suspension and Permanent Exclusion (July 2026 edition, in force from 26 July 2026)

1. Aims and vision

At Princess May we aim to create pupils who embody our school values of respect, empathy and determination. We aim to support staff and pupils to develop positive relationships, and to establish and maintain high expectations of behaviour, so that everyone sees themselves as part of a happy, inclusive learning environment in which all pupils can reach their full potential.

All members of our school community share responsibility for creating this environment, in which bullying, physical threats or abuse and intimidation are never tolerated, and where our pupils are educated about, and protected from, exposure to radicalisation and extremist narratives (see our Prevent Duty and Anti-Bullying Policies). Our pupils deserve to be safe, to feel safe, and to be treated respectfully.

Where circumstances arise that endanger the safety of a pupil or staff member — including any incident of bullying, discrimination, aggression or derogatory language, or a concern that a pupil, staff member or volunteer is at risk from, or already involved with, extremist narratives or organisations — the school will act swiftly and decisively, with the DSL implementing safeguarding procedures.

We have high expectations of pupils' conduct, commonly understood by staff and pupils and applied consistently and fairly. Our nominated Behaviour Lead supports staff and pupils to understand these expectations across the school. We aim to develop children into independent thinkers, resilient, motivated, confident learners, excellent communicators, and happy, responsible young citizens of our school and wider community. This policy shares our vision of what good behaviour looks like, and helps promote our school values of respect, empathy and determination.

We believe that positive behaviours must be modelled, taught, supported and recognised, and we integrate this throughout our curriculum, the work of our school council and Anti-Bullying Ambassadors — supported by our Behaviour Lead, weekly circle time sessions, assemblies, and our weekly achievement assembly celebrating effort, achievement and demonstration of our school values.

As part of our Anti-Bullying Strategy, we help children understand the difference between conflict (disagreements) and bullying, so that we can respond appropriately — see our Anti-Bullying Policy for more information. Disruption to teaching, learning or school routines is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour; but this policy is designed to promote good behaviour, not simply to deter poor choices, and we start each day on a positive note by being a welcoming presence as children arrive at school and class.

2. Legislation and guidance

This policy has been written with regard to:

- the Education Act 1996 and the Education and Inspections Act 2006, which set out schools' powers to discipline pupils, including in relation to searching and confiscation;
- the Equality Act 2010, including the duty to make reasonable adjustments for pupils with a disability or SEND;
- the DfE's non-statutory guidance, Behaviour in Schools (February 2024), which advises on implementing a behaviour policy that promotes high expectations; and
- the DfE's statutory guidance, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (July 2026 edition, in force from 26 July 2026), which replaced the August 2024 edition and reflects the Children's Wellbeing and Schools Act 2026.

This policy should also be read alongside our Safeguarding and Child Protection Policy, Anti-Bullying Policy, Prevent Duty Policy and SEND Policy.

3. School rules

- I will keep my hands and feet to myself.
- I will be polite and courteous to other people.
- I will look after my school and all the things in it.
- I will walk quietly and sensibly around the school.
- I will ensure that I am always in the right place at the right time.
- I will respect other people's differences.

Playground rules

- Be gentle.
- Be kind and helpful.
- Be honest.
- Look after property.
- Play co-operatively.
- Listen to people.

4. School expectations: Good to be Green and Zones of Regulation

At Princess May Primary School we use the Good to be Green system alongside the Zones of Regulation (see Appendix 3). The principle behind this system is that:

- all pupils have the opportunity to make positive choices about their behaviour and influence outcomes;
- children realise the connection between how they are feeling and how they are behaving;
- teachers integrate the system into their daily teaching to promote positive behaviour and effective behaviour management; and
- pupils who regularly follow the rules are noticed and rewarded.

Key principles for positive behaviour

- Good behaviour is linked to good teaching.
- Be relentlessly positive with all children.
- Use rewards and praise in a specific and tangible way.
- Provide concrete consequences; don't get angry.
- Answer the rudeness, not the point being made.
- Strive for compliance, not agreement.
- Use sanctions consistently and fairly.

Rewards

We award Dojo Points for positive behaviour choices, demonstration of school values and for remaining on green throughout lessons. Dojo points are awarded throughout the school day by all staff, including at break and lunchtimes. Each week the child in each class with the most Dojo points is recognised in assembly and can choose a prize. In addition, each class teacher chooses two children in the class who have demonstrated one of our school values and they receive a Certificate of Achievement in assembly. We also recognise and celebrate effort in learning through a handwritten postcard, which is then posted to the child at their home address.

5. Staff induction and training

We place significant emphasis on understanding that all behaviour is a form of communication, and provide regular staff training so that staff understand the causes of poor behaviour and have a range of strategies to manage it, both in and outside the classroom. Training also considers the specific needs of our pupils — for example, understanding conditions such as autism, mental health and wellbeing, and emotional detachment disorder, and how these may affect a child's behaviour choices and how best to support them.

6. Our school community's responsibilities

The school aims to:

- provide a safe and happy environment for learning;
- provide a challenging and engaging curriculum;
- value and celebrate children's learning and behaviour;
- understand the needs of all children and respond appropriately;
- treat all children fairly and consistently;
- communicate between TA, teacher, SLT and parent to support children's learning and behavioural needs;
- actively teach children to make positive choices;
- give all children the chance of a new start throughout the day and every day;
- celebrate success;
- maintain, support and promote high expectations of children's behaviour and learning;
- make time to listen to children, and use a restorative approach to solving disagreements and conflicts; and
- use language that supports positive behaviour choices, rather than judgemental language.

7. How the system works

Each class has a prominent Good to be Green and Zones of Regulation display. Every child has a named pocket, and starts each day with a green card in place.

- Pupils are rewarded with Dojo points for showing 'green' behaviour each day; points are displayed on the interactive whiteboard.
- At the end of each week, the child with the most Dojo points in each class is celebrated in our whole school assembly and can choose a prize. The points reset each week to give every child the chance to win.
- For exceptional work, a silver and/or gold card is given, and put in the child's chart pocket.
- If a child makes a negative individual choice, they are given a blue card and encouraged to reflect on their behaviour, and make an effort to return to green.
- If the behaviour continues, the teacher gives a clear warning that the child is at risk of moving to yellow.
- If a yellow card is given, the teacher clearly explains what the child is doing wrong and what they can do to move back to green; if the child's behaviour improves, the teacher directs them to change their card back to green.
- If negative behaviour continues after the child has had sufficient time to correct it, or they are not ready to re-engage with learning, the teacher gives a clear verbal warning that a red card may follow.
- If a red card is given, the teacher clearly explains what the child is doing wrong, and the child is sent to their partner class for 10 minutes to reflect.
- Each red card results in a 5-minute deduction from the child's weekly green time.
- After the time-out, the teacher welcomes the child back positively, reminds them of 'green' expectations, and the child moves back to green, with the red card recorded behind it.

Automatic red card behaviours

Some behaviours are serious enough to result in an automatic red card, even if the pupil was previously on green, silver or gold. These include:

- throwing objects at a pupil or member of staff;
- spitting;
- destroying or vandalising the work of other children;
- walking or running off to avoid taking responsibility;
- swearing; and
- leaving the class without permission.

8. Refusing to comply, and acceptable sanctions

If a child refuses to move to another class, staff should tactfully ignore this, give the child space and time to make an appropriate choice, and then, if they still refuse, remind them clearly of what is expected. Staff should always keep children and adults safe; if a child continues to ignore instructions, or behaves in a way that is potentially harmful to themselves or others, two children should be sent to fetch a member of SLT.

Acceptable forms of sanction used at Princess May are:

- a verbal reprimand and reminder of behaviour expectations;
- the setting of written tasks, such as an account of the pupil's behaviour, appropriate to their age and stage of development;
- loss of privileges, for example, class monitor responsibility withdrawn;
- loss of 'green time', with the amount lost depending on the number of yellow or red cards issued; and
- detention, during which staff allow reasonable time for the pupil to drink and use the toilet at morning break, and to eat, drink and use the toilet at lunchtime.

9. Whole class rewards and the Early Years

Each week, the whole class can work together towards a reward during Friday's green time, through good behaviour and staying on green, walking rather than talking on the stairs, and lining up quickly and quietly in the playground. Rewards could include special activities during green time, such as playing outside or in the hall, watching a film, painting, or special games equipment.

This behaviour system is adapted for the Early Years, building on good practice in this area. Staff use a visual system with the same colours, but the complete system is not used; instead there is a greater focus on encouraging positive behaviour choices through praise and rewards.

10. Senior Leadership Team (SLT) and DSL involvement

Serious behaviours that will not be tolerated, and that result in a child being sent to a member of SLT or the DSL, include — with any behaviour raising a safeguarding concern always being alerted to the DSL, who will act in line with the Safeguarding and Child Protection Policy and Prevent Duty Policy:

- fighting, and not stopping when asked;
- physical abuse of a child or adult;
- racism, sexism, religious intolerance or homophobia;
- abusive language directed at adults or children;
- ignoring adult instruction in a way that causes a health and safety risk to the pupil or others;
- child-on-child abuse — the DSL is alerted and acts in line with the Safeguarding and Child Protection Policy; and

- a concern that a pupil is at risk from extremist narratives, or already exposed to or involved with extremist organisations — the DSL is alerted and acts in line with the Prevent Duty Policy.

Procedure for an incident involving serious behaviour

- the DSL is informed straight away;
- the incident may be referred to the Headteacher, depending on severity;
- the incident is recorded on CPOMS, and SLT/the DSL are alerted; and
- where the incident is a safeguarding concern, the Assistant Headteacher (DSL) acts on it in line with the Safeguarding and Child Protection Policy.

11. Searching, screening and confiscation

Staff should always consider whether confiscating or retaining a pupil's property is proportionate, taking into account any special circumstances relevant to the case. If unsure, a member of staff should always refer to the Assistant Headteacher (DSL).

12. Outcomes for referrals to the leadership team

Pupils referred to the leadership team for behaviour that is not a safeguarding concern will have one, or a combination, of the following outcomes:

- reflection time with SLT, giving the pupil time to think of strategies to repair the situation, before returning to class with the aim of staying on green;
- a phone call or letter home, informing parents or carers of the situation and the steps needed to improve behaviour; and
- detention during break or lunchtime.

13. Vulnerable children

As an inclusive school, we recognise that all children are individuals with specific needs. Some children will, at some point, require extra support in managing their behaviour. At these times, our behaviour strategy may need to be adapted to support a vulnerable pupil, for example through a wellbeing plan or SEND support plan, or because a pupil is vulnerable due to being on a Child in Need (CIN) or Child Protection (CP) plan. To support children in making positive choices, we anticipate likely triggers of misbehaviour and put preventative measures in place, including:

- class teachers having a class seating plan;
- adjusting seating plans so a pupil with a visual or hearing impairment can sit in sight of the teacher;
- short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long; and
- training for staff in understanding conditions such as autism.

14. Connect Ed

To support pupils further, the school has invested in a therapy service provided by Connect Education. The counselling service includes 1:1 direct work sessions with targeted pupils and a weekly talk-time drop-in service, where pupils can self-refer to discuss any worries or concerns with the art therapist. We have extended this into a community-wide offer, including parent and child art therapy workshops, aimed at supporting parents to help their child with their mental health and to create a safe space to ask for help.

All pupils follow a circle time programme, developed in collaboration with the service and mental health professionals, providing theory-based education to help children learn about their mental health and strategies to support it. Parents can discuss referrals to Connect Ed with their child's class teacher or the Assistant Headteacher.

15. Children at risk of suspension or exclusion

Fixed-term suspension is seen by the school as an absolute last resort. If a serious incident occurs, a pupil may be suspended by the Headteacher, in line with Hackney Education's guidance on exclusion and the DfE's statutory guidance, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (July 2026 edition, in force from 26 July 2026).

In line with this guidance, before deciding to suspend or exclude a pupil, the Headteacher will consider whether unmet SEND needs, disability-related behaviour, safeguarding concerns, or a gap in reasonable adjustments may have contributed to the incident, and will fulfil the school's duties under the Equality Act 2010 and, where relevant, the Children and Families Act 2014. A suspension or exclusion may be considered discriminatory if it results from behaviour arising from a disability where the school has not taken reasonable steps to meet that pupil's needs.

Suspensions may be used for different lengths of time, up to a maximum of 45 school days in a single academic year; the law does not allow a suspension to be extended or converted into a permanent exclusion. A permanent exclusion will only be used in response to a serious breach, or persistent breaches, of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Pupils cannot be suspended from their curriculum entitlement — for example, banned from a trip due to behaviour — unless there is a significant health and safety risk in the pupil attending; all such decisions are taken by the SLT, with parents and carers consulted. In consultation with the Headteacher, a pupil may instead be suspended from the classroom for a longer period and asked to work in another class (an internal suspension), or excluded from lunchtimes or the playground; again, only in consultation with the Headteacher.

The Headteacher retains the power to cancel, or 'rescind', a suspension or exclusion that has not yet been reviewed by the governing board; where this happens, parents, the governing board and the Local Authority are notified, along with the child's social worker and Virtual School Head where relevant.

Wherever pupils are suspended, for disciplinary reasons, from regular school arrangements, this is recorded and dealt with systematically, in line with the regulations. On return to school after a period of fixed-term suspension, parents, the pupil and staff (a member of the senior leadership team) meet for a reintegration meeting, to discuss the behaviour and how the pupil can be supported.

16. Recording, reporting and monitoring

Any serious behaviour incident is recorded on CPOMS, with SLT alerted; where the concern is a safeguarding one, the DSL is alerted. Lunchtime supervisors pass on any lunchtime incidents, which are recorded on CPOMS where relevant. SLT regularly track pupil behaviour.

17. Positive behaviour management outside the classroom and in the playground

The principles of the 'stay on green' system continue outside the classroom and in the playground. When on duty, staff are responsible for:

- engaging and interacting with children through play and conversation;
- monitoring behaviour by scanning the playground for anything that may need attention;
- dealing with incidents appropriately, following the principles set out in this policy;

- ensuring children approach staff outside, rather than coming into the school building;
- applying the same ‘stay on green’ principles to playground behaviour — for example, giving a warning where a child is not following ‘green’ expectations, and, if the behaviour continues, sending the pupil to the playground ‘time-out’ area for 5 minutes, before returning to the playground after reflecting with an adult;
- awarding Dojo points to children following the school rules and demonstrating school values
- recognising and praising green behaviours and acts of kindness;
- referring serious incidents to SLT; and
- listening to children and dealing with incidents by asking ‘what happened?’, rather than ‘why did you…?’.

18. Links to other policies

- Safeguarding and Child Protection Policy;
- Anti-Bullying Policy;
- Prevent Duty Policy; and
- SEND Policy and SEND Information Report.

Appendix 1: Our school routines

Morning

- School gates are open at 8:45am; the school day starts at 8:55am.
- Pupils enter the school building independently as part of a ‘soft start’. Pupils who may find this challenging are met in the playground and escorted to the classroom by a member of support staff.
- Children walk into school, remembering the ‘walking not talking’ rule.

Lessons

- Pupils sit according to the class carpet or seating plan.
- Children will be excellent listeners, and polite and respectful to all.
- Teachers will not issue instructions or teach over the top of pupil talk.
- Children will follow instructions and try their best, completing or attempting to complete work set.

Transition, including end of day

- The school day ends at 3:25pm.
- Pupils line up quietly inside the classroom; the teacher waits until the class is lined up quietly and together before moving off.
- The line stays together with no gaps; the teacher stops at intervals to check, and TAs/LSAs assist where available.
- Children follow the ‘walking not talking’ rule.
- All classes are in the playground ready for the gate to open at 3:20pm, and classes are dismissed from their designated area.

Moving around school

- Move around the building quietly and calmly, following the ‘walking not talking’ rule.
- Walk up and down the stairs on the left.
- Walk in single file when moving as a class or group, and hold the door for others.

Break times

- At the end of break or lunchtime, pupils stop and stand still in silence when the bell rings the first time; once the adult on duty is satisfied everyone is ready, they walk silently and line up.
- Teachers are in the playground at least 2 minutes before the bell is rung.

Lunchtime

- Children line up quietly when their class is called to eat, and walk into the dining room.
- Children finish what they are eating before speaking, and speak quietly to each other.
- Children remember to say ‘please’ and ‘thank you’ to lunch servers, put their rubbish in the bin, and leave the table as they found it.
- At the end of lunchtime, pupils walk quietly and line up as soon as the bell is rung.

Assembly

- Pupils are escorted from their classroom to the hall by their class teacher on time.
- Pupils walk quietly in a line, and enter the hall quietly.

Appendix 2: Positive redirection behaviour strategies

- Tactical ignoring — for short periods of time.
- Tactical pausing — a pause that emphasises attention and focus.
- Non-verbal cueing — a clear, discussed cue that gives a message.

- Take-up time — giving the pupil time to follow an instruction, then checking it has been completed.
- Name reminder — integrating the pupil's name into teacher talk.
- Proximity praise — praising a pupil for following an expectation, to redirect another pupil without drawing attention to the undesired behaviour.
- Distraction or diversion — kept brief so it does not itself become distracting.
- Behavioural direction — use the pupil's name to gain attention, focus on the behaviour required rather than what is going wrong, and finish with thanks, keeping the direction brief.
- Rule reminder — asking a question such as 'what is our rule for…?' rather than restating the rule each time.
- 'When you have… then you can…' — keeps the focus on the desired outcome.
- Partial agreement — partially agree, then redirect: 'I understand that you feel/think… but I would like you to…', keeping the focus on the required behaviour rather than the discussion.
- Stuck record — calmly repeating the direction without being drawn into discussion: 'I would like you to… the rule is…'
- Direct questions — 'what', 'when' and 'how', rather than 'why are you…?', moving responsibility for the behaviour to the pupil.
- Directed choices within known rules or routines — referring back to rights, roles and responsibilities.
- Assertive comment, direction or command — a clear, calm voice, which may be louder than normal, with non-aggressive eye contact.

Appendix 3: 'Good to be Green' procedure overview

Behaviour card	Action	Who involved?
Gold	Gold text message sent home on the day. Certificate given in Friday's assembly.	Teaching staff, parent/carer
Silver	Praise given in class, specific to the behaviour being rewarded. Sticker given.	Teaching staff
Green	Praising children for showing the good, expected behaviour.	Teaching staff
Blue	Child is reminded of the Zones of Regulation, and encouraged to recognise what they are feeling and what tools they can use to get back to green.	Teaching staff
Yellow	Pupil is expected to listen to the teacher during this time, and reflect on their behavioural choices.	Teaching staff
Red	Child is sent, with their learning, to their 'partner class' for 10 minutes' reflection time.	Teaching staff, SLT, parent/carer
Serious incident	Referred to SLT.	SLT, parent/carer

Appendix 4: Zones of Regulation display

The Zones of Regulation® is a framework, developed by Leah M. Kuypers and published by Think Social Publishing Inc., that groups feelings and states of alertness into four colour zones, to help pupils recognise how they feel and choose a strategy to support themselves.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad / angry
Sick	Calm	Worried	Terrified
Tired	Feeling okay	Silly / wiggly	Yelling / hitting
Bored	Focused	Excited	Elated
Moving slowly	Ready to learn	Loss of some control	Out of control

Zones of Regulation tools available to pupils include: a ‘lazy eight’ breathing pattern, a balance walk, active play or music, a visual sequence chart, counting to 10, wall push-ups, taking a break, six-sided breathing, asking for help, telling someone, a chair push, drinking water, an ‘inner coach’, speaking to an adult, and a 1–10 rating scale.