



# Harbour

## Schools Partnership

A guiding light for education

### **Behaviour Policy**



**Date Adopted by Trustees: December 2025**

**Reviewed by LGB on: March 2026**

**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 South Molton United C of E Primary School...

- We are 'Uniquely different, United Together and Universally Prepared' so that we can live life in all its fullness.
- We build a strong sense of community where everyone is respected, feels safe, and is understood as an individual.
- We communicate positively and celebrate successes together.
- We care for each other proactively to prevent problems occurring or escalating.

## 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 South Molton United C of E Primary School 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.
- Use zones of regulation across the school so that everybody understands when co-regulation is necessary and can sensitively support it so that classrooms are calm 'green' spaces where everyone can learn and the school is a safe place for all.
- Acknowledge that mistakes happen but relationships can be repaired and restored.

## 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 South Molton United C of E Primary School 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 inform us of changes in circumstances.
- Expect pupils to be prepared for the 21st Century, be next-stage ready, and be aspirational.
- Expect pupils, parents and staff to be solution focused and support our collective calm.
- Expect pupils, parents and staff to use our behaviour flow diagram to understand where behaviour sits and how it is resolved.

## 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 South Molton United C of E Primary School we...

- Use the simple rules: *Ready, Respectful, Safe*.
- Reinforce expectations daily and explicitly through classroom routines, visual reminders, displays, collective worship, and restorative conversations.



## 5. Rewards and Recognition

### In Harbour schools:

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

### At South Molton United C of E Primary School we...

- Use verbal praise, Building Learning Power celebration certificates, prefect certificates, classroom recognition boards, whole school SMUPS tokens, postcards or phone calls home, and SLT referrals.

The owl spends time thinking and reflecting to solve problems and work things out.

BLP

## Reflective



This certificate is awarded to.....

For.....

Date..... Signed.....




## 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 South Molton United C of E Primary School we...

- Use a graduated 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).
  - A phone call home from class teacher
  - Pastoral Team Input
  - SLT referral if no change.
  - A phone call home from SLT
  - Restorative conversation on return.
- For repeated/serious incidents, additional strategies include: time with a trusted adult, supervised break/lunchtime, co-regulation and relational support plans, or PIPS intervention if safety is at risk.

## 7. Restorative Practice

### In Harbour schools:

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






### At South Molton United C of E Primary School we...

- Use prompts from our zones of regulation to de-escalate and guide choices.
- Always hold restorative conversations once the child is regulated, supporting them to understand impact and repair relationships.
- Use comic strip conversations to support children's identification of the problem, the solution and changes to choices next time.

### Prompts for Pupils

 <p><b>Crisis</b></p>	<p>You need help from another adult to be <u>safe</u>.            You are finding it difficult to think clearly.            You may be hot, sweaty or you may be shaking.            Your heart will be beating very fast.            You are not <u>ready</u> to talk about how you feel or about the problem yet.</p>
 <p><b>Dysregulated</b></p>	<p>You need support from a trusted adult to <u>coregulate</u>.            You are finding it difficult to be <u>safe</u> and <u>respectful</u>.            You may feel like running or shouting.</p>
 <p><b>Dysregulated</b></p>	<p>You need support from a trusted adult to <u>coregulate</u>.            You may cry.            You may shut down and freeze.            You can't listen or focus.            You may feel dizzy.</p>
 <p><b>Mild stress</b></p>	<p>You begin to feel agitated, frustrated, worried.            You are aware of everything else around you.            You begin to lose focus.            Your heart rate increases.            You find it hard to listen.</p>
 <p><b>Calm</b></p>	<p>You can listen and focus.            You can talk about your feelings and ways to solve problems.            You are engaged and <u>respectful</u> with your school adults and friends.            You can think clearly and share your ideas.            You have a steady heartbeat.  <b>You are <u>ready</u> to learn.</b></p>

## Prompts for ALL Supporting Adults

 <h3>Crisis</h3>	<p>'Stop!'</p> <p>You are not being <u>safe</u>. You are not <u>ready</u> to...'</p> <p>'I need you to...'</p> <p>If possible, guide to a safe place</p> <p>Refer to individual relational support and coregulation plans.</p>
 <h3>Dysregulated</h3>	<p>Coregulation: Attunement, validation, containment, soothing</p> <p>'I understand that you...'</p> <p>'I can see that you are...'</p> <p>'I know that you...'</p> <p>Remember our agreement...</p> <p>'You can do ___ or _____.'</p> <p>Help the children find a way out of the situation.</p> <p>Remind them: <i>'You are OK', 'you can walk away', 'you are in control of yourself', 'you can stop yourself', 'you can chose to be calm'</i>.</p>
 <h3>Dysregulated</h3>	<p>Keeping things calm: SEA</p> <p>S-Safety cues-think face, tone of voice, body language</p> <p>E-Empathy-be curious and understanding</p> <p>A-Agreements-remind or re-set</p> <p>'I am here with you', 'I will listen when you are ready to talk'.</p> <p>'Name to tame' support the children to recognise and express their feelings.</p> <p>Be playful and use humour where appropriate.</p>
 <h3>Mild stress</h3>	<p>Continue to present in a warm, friendly and open manner.</p> <p>Be firm without getting cross.</p> <p>Be curious about what is beneath behaviour rather than assuming motives 'I wonder if...', 'I notice that...' "what is happening?"</p> <p>Respond to dysregulation cues.-use what you know about the children.</p> <p>Pre-empt tricky transitions.</p> <p>Pre-warn and prepare for change.</p> <p>Remind/refocus and thank the children for compliance.</p> <p>Low key responses, remind then move away to enable children to decide.</p>
 <h3>Calm</h3>	<p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>How have they been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently in the future?</p>

## 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 South Molton United C of E Primary School we...

- Prevent bullying through values teaching, collective worship, and curriculum work.
- Provide clear reporting routes: pupils can talk to any adult; use class their worry box, 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 South Molton United C of E Primary School we...

- Create Relational Support and Coregulation Plans where necessary.
- Involve the SENDCo and external agencies (e.g. Educational Psychologist, Inclusion Partner).
- Review plans termly with parents during Inclusion Parents Meetings.

## 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 South Molton United C of E Primary School 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.
- Do not allow property from home in school apart from Pe kit, water bottles, lunch boxes and book bags. If items such as toys are bought in from home, they will be confiscated and stored away until the end of the day to keep them safe and make sure they do not distract children from learning.

## 11. Monitoring and Review

### **In Harbour schools:**

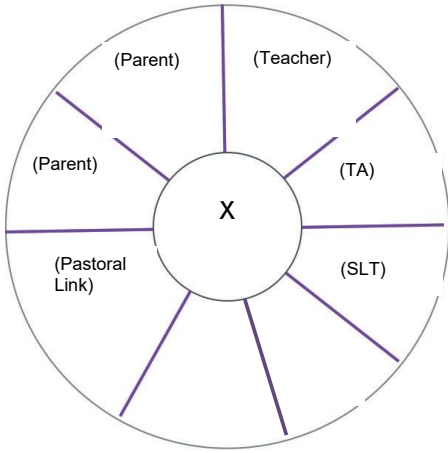
- Significant incidents are logged using CPOMS (or Trust-agreed system).
- Policies are reviewed annually by the Headteacher and Local Board, with Trust oversight.

### **At South Molton United C of E Primary School we...**

- Are proactive in preventing problems and escalation.
- monitor CPOMS logs daily, SLT analyse data weekly and share termly reports with governors.
- Use pupil, staff and parent view survey data
- We use patterns of behaviour to plan interventions and review relational support plans.

## 12. Appendices

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### Relational Support Plan

**Date of Plan & Meeting:**  
**Individuals Attending:**

Strengths Interests Qualities
<ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Protection</b>  <i>How can we give protection in order to prevent triggers/ help regulate/ keep them safe.</i></p> <p>-</p>	<p><b>Connection</b>  <i>(Who? When? What?)</i></p> <p>-</p>
<p><b>Understanding</b>  <i>(What do they find tricky? What do we need to do in order to understand this?)</i></p> <p>-</p>	<p><b>Care</b>  <b>Health:</b>  <b>Self-care:</b>  <b>Food:</b>  <b>SALT:</b></p>

### Responsive Co-Regulation Plan

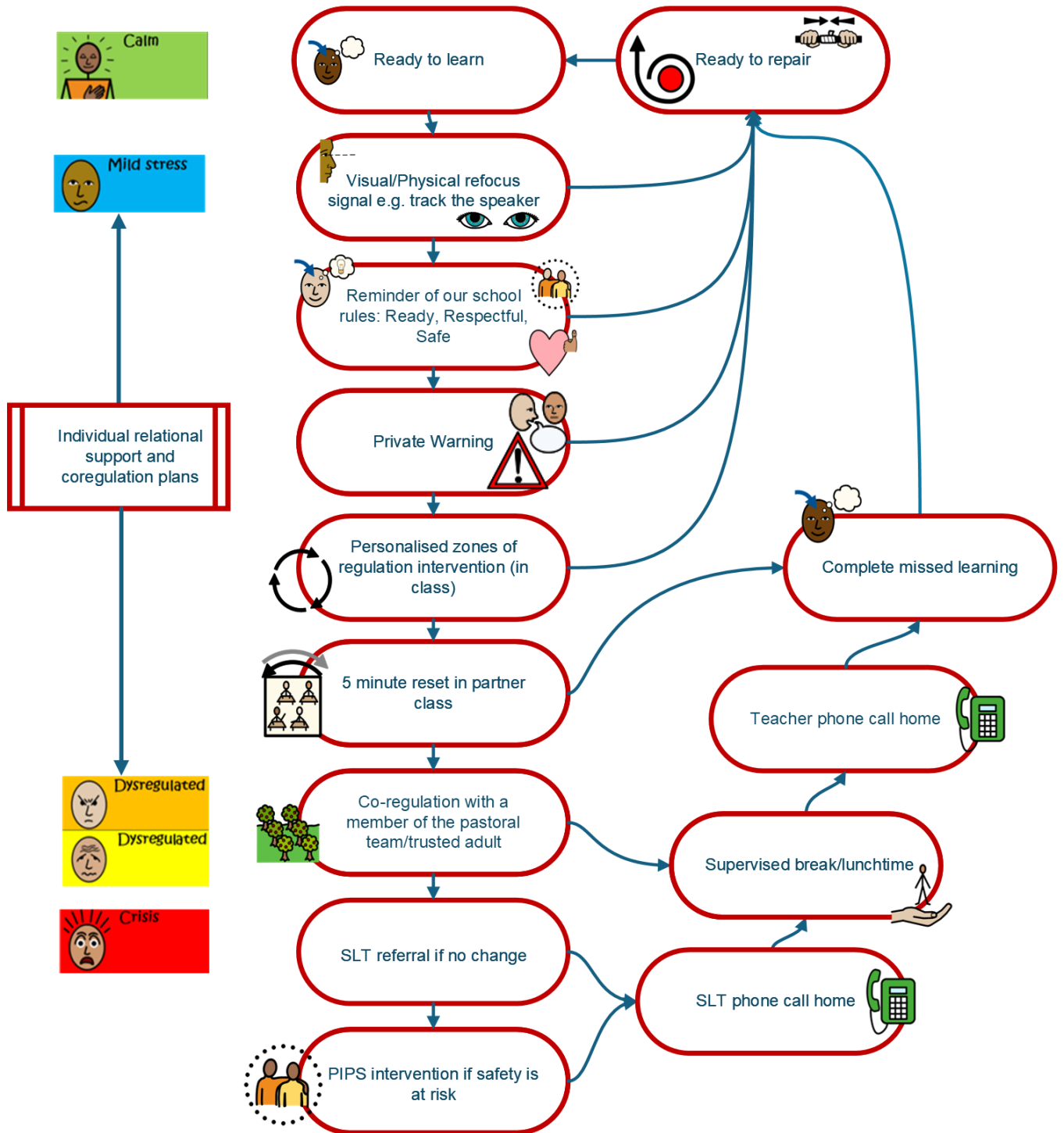
State of Regulation	Potential displayed behaviour	Agreed response for Regulation
 <b>Calm</b> Safe / Socially Engaged		
 <b>Mild stress</b> Alert / Aroused / Agitated		
 <b>Dysregulated</b>		
 <b>Dysregulated</b> Mobilised/ Immobilised		
 <b>Crisis</b> Unsafe		

# Behaviour Flow Diagram



## We are ready to:

- Learn
- Show Respect
- Be Safe





### Our Code of Conduct

☀️ Uniquely Different ☀️ United Together ☀️ Universally Prepared ☀️

*Living Life in all its fullness*

At South Molton United C of E Primary School, pupils are expected to:

**Be ready to learn:** Show engagement with school and learning. Have 100% attendance and make the most of learning opportunities every day.

**Demonstrate respect:** Show respect for others, our resources, our space and ourselves using kind actions and words. Look smart and wear the correct uniform.

**Remain safe:** Make choices that keep us and those around us safe.



We ask parents and carers to support us by working in partnership to:

**Model positive behaviour:** Be kind and respectful to all members of our school community, including each other, children and staff.

**Communicate constructively:** Raise concerns calmly and through appropriate channels. Leave a message with the office for a phone call back or speak to your child's teacher at the end of the day.

**Celebrate success:** Support your child's learning and school activities. Celebrate them when they've done well!

**Keep schools safe:** Refrain from aggressive, threatening, discriminatory or inappropriate behaviour. Our school site is a warm, welcoming place and only safe adults can be on the school site.



*These expectations for all remain outside of the school day and whilst online.*

## Restrictive interventions, including use of reasonable force

### 1. When restrictive interventions may be used

Restrictive interventions, including reasonable force, may only be used in the limited circumstances set out in statutory guidance. Force may only be used to:

- prevent or stop a pupil causing injury to themselves or others
- prevent or stop a pupil committing a criminal offence
- prevent or stop serious damage to property
- prevent serious disorder among pupils

Restrictive interventions must never be used as punishment and must always be:

- necessary
- proportionate
- the least restrictive option available
- used for the shortest possible time
- undertaken with regard to the pupil's dignity and welfare

Staff must always use prevention and de-escalation before any restrictive intervention.

Prohibited practices:

- Staff must never use restraint techniques that:
- restrict breathing or circulation,
- apply pressure to the neck, nose, mouth, chest or abdomen,
- intentionally hold pupils prone or supine, or
- carry a known risk of positional asphyxia.

### 2. Seclusion

Seclusion is defined as supervised confinement and isolation of a pupil in a room they are prevented from leaving. It may only be used as a non-disciplinary, last-resort safety measure when a pupil is highly dysregulated and presents an immediate and significant risk of harm.

Requirements:

- The space must be safe, non-threatening and supervised continuously.
- The pupil must be allowed to leave as soon as risk reduces.
- Every use of seclusion is a significant incident and must be recorded and reported to parents on the same day, in line with statutory regulations.
- Where foreseeable, seclusion must be planned within an Individual Risk Assessment or Relational Support Plan.

### 3. Searching, screening and confiscation

Headteachers and authorised staff may use reasonable force only where legally permitted when searching for prohibited items. All searching must align with DfE guidance on searching and confiscation and follow safeguarding and dignity principles. Prohibited items must be stored securely and disposed of lawfully.

### 4. SEND, vulnerability and safeguarding considerations

Before any restrictive intervention, staff must take into account:

- the pupil's SEND profile, communication needs and sensory sensitivities
- trauma history and attachment needs
- medical needs
- Equality Act 2010 duties and reasonable adjustments
- whether the intervention could escalate distress or trauma

At South Molton United C of E Primary School we use Relational Support and Coregulation Plans where it is reasonably foreseeable this situation may arise. These are co-produced with parents, and with the pupil where appropriate, in line with the SEND Code of Practice and the 2026 guidance expectation for partnership working.

#### 5. Individual Risk Assessments

An Individual Risk Assessment is required whenever the use of restrictive interventions is reasonably foreseeable or once a situation has arisen in which it has been used.

Risk assessments must include:

- triggers and known risk situations
- prevention and de-escalation strategies
- reasonable adjustments
- clear criteria for when/how staff may use physical intervention,

At South Molton United C of E Primary School, some of these elements are incorporated into each pupil's Relational Support Plan.

#### 6. Recording and reporting requirements

From 1 April 2026, schools have a statutory duty to record and report all significant incidents involving force or seclusion. This includes non-force restrictive interventions.

Records must include:

- names and roles of those involved,
- the pupil's SEND status,
- date, time, location and duration,
- triggers and events leading up to the incident,
- all de-escalation strategies attempted,
- type and degree of force used,
- any injuries or adverse effects,
- details of medical assessment where given,
- post-incident support and repair/restoration provided.

Parents must be informed as soon as practicable and ideally the same day, unless doing so would likely result in serious harm.

The school's designated safeguarding lead (DSL) must review all incidents for safeguarding implications.

#### 7. Post-incident support

Following any restrictive intervention:

- pupils and staff must receive medical assessment where appropriate
- a restorative conversation must take place as soon as the pupil is regulated
- the Relational Support Plan or Risk Assessment must be updated

- staff involved must receive support and debrief
- leaders must review whether adjustments or additional provision are needed

## 8. Staff training

Restrictive interventions should only be used by staff trained in:

- lawful, safe and proportionate use of reasonable force
- prevention and de-escalation approaches
- trauma-informed and SEND-informed practice
- dynamic risk assessment
- Training must be refreshed regularly, and leaders must ensure practice remains aligned with the 2026 guidance.

## 9. Governance and monitoring

Trustees and Local Governing Bodies must:

- review restrictive intervention and seclusion data regularly,
- monitor proportionality, equality implications and patterns over time,
- ensure policies, staff training and risk assessments remain compliant with national expectations,
- ensure data informs strategic behaviour and SEND improvement planning.

## Reporting the use of restrictive intervention/seclusion: Parent record form



### Reporting the use of restrictive intervention/seclusion

Record of use of restrictive intervention/seclusion at South Molton United C of E Primary School						
Child's name						
SEND Status		Medical Needs				
Details of any other relevant needs of the child						
Physical Restraint used?	Yes	No	Seclusion used?	Yes	No	
Approximate total duration in time						
Names of staff members directly involved						
Date		Time		Location		
Details of incident						
Brief account of why the intervention was assessed as necessary in that instance						
Details of any physical injuries sustained, if applicable (to child or staff)						
Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts						
Reflective review (this may be completed at a debrief and therefore may not be shared with parents/carers)						
Any behavioural triggers or warning signs of an impending incident						
Whether any agreed behaviour support plans were followed (details of these)						
What de-escalation strategies were used and how effective they were						
What might be done differently in the future						
Name of staff who is going to action the changes/create and then share Relational Support Plan or Individual Risk Assessment						
Outcome following debrief with the child						
Name of person contacting parents/carers by phone (same day)						
<b>This report is to be shared with parents/carers via email (same day)</b>						
<b>Parent signature:</b>						