

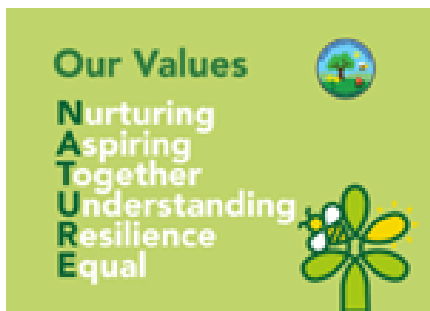


Harbour

Schools Partnership

A guiding light for education

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).

Table of Contents

History of most recent policy changes.....	2
Other related Policies and Guidance.....	2
1.0 Aims	4
2. Statutory Framework and THSP Ethos	4
3. Roles and Responsibilities	4
4. Behaviour Expectations (Behaviour Curriculum)	5
5. Rewards and Recognition	5
6. Responding to Misbehaviour	5
7. Restorative Practice.....	6
8. Bullying	6
9. SEND and Behaviour	7
10. Reasonable Force and Confiscation	7
11. Monitoring and Review	7

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 Community Primary School we...



Our visions and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our children as confident, happy citizens.

Our aim is to create an environment where children feel valued and in which everyone feels happy, safe and secure, ready to embrace the joy and challenge of learning. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

An effective whole school policy requires:

- Consistency - everybody to follow it
- Supportive structures for staff and children
- Good classroom management and practice
- Positive relationships
- Encouragement and success

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 Community 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.
- Acknowledge that mistakes happen but relationships can be repaired and restored.

Developing Relational Practice

We use the relational model when working with children and dealing with different behaviours which links in throughout this policy. All adults within school are responsible for developing positive relationships with children in school. Staff need to consider how they communicate with children, including their facial expressions, body language and the way they speak to children. Through developing these positive relationships, there is a mutual relationship built on respect.

Relational practice emphasises the need for schools to place a greater importance on inclusion and belonging through promoting positive relationships and behaviour, effective teaching and preventative responses. These approaches are based around the principle that all behaviour is a form of communication.

There are three main components to the relational model: Developing Relationships; Responding and Calming, and Repairing and Restoring, as well as guidance on working on relationships in the classroom and through a graduated response. The approaches should be used universally as good quality first teaching and in a planned and timely fashion to target early intervention for children and young people who may be at risk of exclusion.

The focus is on creating a positive whole school ethos and policy that promotes positive relationships and behaviour and reduces the need to consider exclusion.

We have adopted the following behaviour approach at SMCPS in line with the relational approach:

Kind

Remaining calm in all situations to maintain relationships with children by being nurturing, patient and kind.

Consistent

All staff will be consistent with children in all situations and understand that this is vital for children.

High Expectations

We view dealing with behaviour as a collective responsibility for all staff and it is vital that each staff member upholds the values of our school through applying the behaviour policy in full.

Appendix 1 - Relational approach- sentence stems

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 Community 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.

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same
- To treat others with respect
- To show polite manners to others at all times
- To listen and follow the instructions of school staff
- To take care of property, nature and the environment in and out of school
- To cooperate with other children and adults
- Follow the school's expectations for different areas around the school
- To exemplify the required behaviour when representing the school off-site

Staff Responsibilities are:

- To model the school values at all times
- To show polite manners to others at all times
- To add any concerns to CPOMs and link appropriate members of staff
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To be aware of their individual and special needs
- To raise and address concerns quickly and appropriately
- To self-regulate and be aware that the situation may require someone else to defuse and problem solve

Parent Responsibilities are:

- Parents agree to support the ethos and values when enrolling their child at the school
- Parents are expected to adhere to the Behaviour and Anti-Bullying Policy and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher and then to a Senior Leader if necessary

- To be aware of and support the school rules and expectations, including uniform and home learning
- To make children aware of appropriate behaviour in all situations, including the start and end of the school day
- To encourage independence, self-regulation and self-discipline
- To show an interest in all that their child does in school
- To attend 'meet the teacher' and 'parent evenings' on a regular basis.
- To foster good relationships with the school
 - To show polite manners to others at all times including online
- To raise and address any concerns quickly and appropriately in a reasonable manner whilst understanding that the school uses a 'balance of probability' when dealing with issues

It is the responsibility of all teachers to ensure that parents are regularly communicated with regarding behaviour. Parents evening and reports will be used to give a general overview of behaviour.

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 Community Primary School we...

- We expect all children, staff, parents and the community to be *Ready, Respectful, Safe* at all times
- We reinforce expectations daily and explicitly through classroom routines, assemblies, and restorative conversations.



Movement

It is the responsibility of all staff to ensure that movement around the school is calm, orderly and respectful. Teachers should ensure that large movements before breaks, lunches, assemblies etc are purposefully planned with a few moments of 'down' time and, if necessary, clear reminders about movement. Teachers should, where possible, avoid mass movement, for instances such as collecting bags at the end of the day. Staff must insist on quiet, orderly lines before allowing classes to enter the classroom or corridors. Avoid 'rushing' children due to poor time management. Movement along the corridors should be on the left.

Staff need to ensure that children are lining up at the end of break and lunch time quietly by arriving promptly outside classrooms. If children are noisy, adults need to raise their hand, and once they have children's attention, they can use '3,2,1' to stop any further talking.

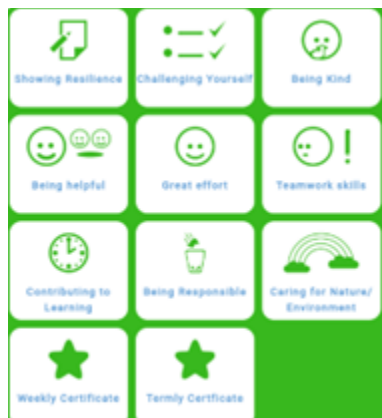
5. Rewards and Recognition

In Harbour schools:

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

At South Molton Community Primary School we...

As a school we implement the online behaviour system, *Trackit Lights*, which uses a traffic light system to track, monitor and recognise different behaviours. This is an overtly positive behaviour management system and we aim to record approximately 90% positive behaviours by awarding Green Points (3-7 per session). Staff have received training to ensure that the system is implemented consistently across the school with regular whole-staff monitoring of behaviour points and trends across the school. Teachers will use Trackit Lights during parent meetings when discussing behaviour. Children are shown these behaviours regularly in class and aware of where they fit into each category.



Green:

These are awarded when children show positive behaviours against the different categories. These green behaviours are aligned against our school values. These points are recorded against each child, and they start to earn from '0' each school day. Children who reach milestones will receive awards as per the table below.

Celebrating achievements

Weekly certificates-

Each class awards 3 certificates each week to be awarded in our celebration assembly on a Friday morning. The three certificates are 'Writer of the Week', 'Mathematician of the Week' and 'Star of the Week'. Children are also awarded 5 Green points on our *Trackit Lights* system for this award.

Termly certificates-

Each term in celebration assembly we recognise children who have shown particular excellence in the following areas:

Art Awards - Rec/KS1 & KS2

Sports Awards - Rec/KS1 & KS2

Outdoor Learning Award - Whole School

Sustainability & Nature Award - Whole School

Headteacher Award - Whole School

Track it Lights Behaviour certificates:

Children earn certificates once they earn the following green points:

Bronze- 50

Silver-100

Gold-150

Platinum- 200

Diamond- 250

Children who reach the gold certificates will be invited with their parents to an end of year celebration of their achievements with the headteacher.

Children who reach the platinum certificate will also receive a token for their achievement in our end of year assembly.

6. Responding to Misbehaviour

In Harbour schools:

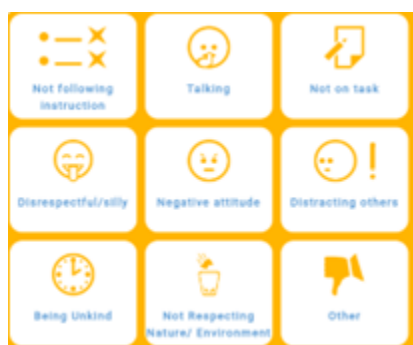
- Misbehaviour is challenged consistently, fairly, and proportionately.
- All schools set out a clear sanctions ladder.
- Exclusions follow Trust and DfE guidance.

At South Molton Community Primary School we...



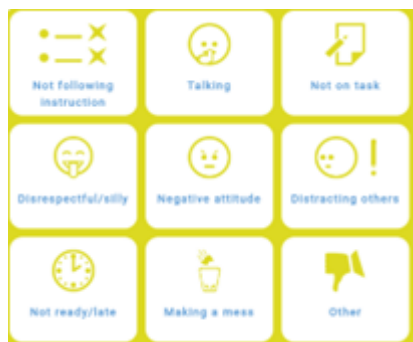
After clear verbal warnings staff will then use Track it lights for repeated behaviours. This will allow this to be recorded and then escalated to the next colour if this continues behaviour continues.

Track it Lights sanctions:



Orange:

Oranges are given **following a verbal warning**. These are also inline with our school values and address negative behaviour choices.



Yellow:

Yellows are given **following a verbal and orange warning**. These are inline with our school values and address negative behaviour choices.

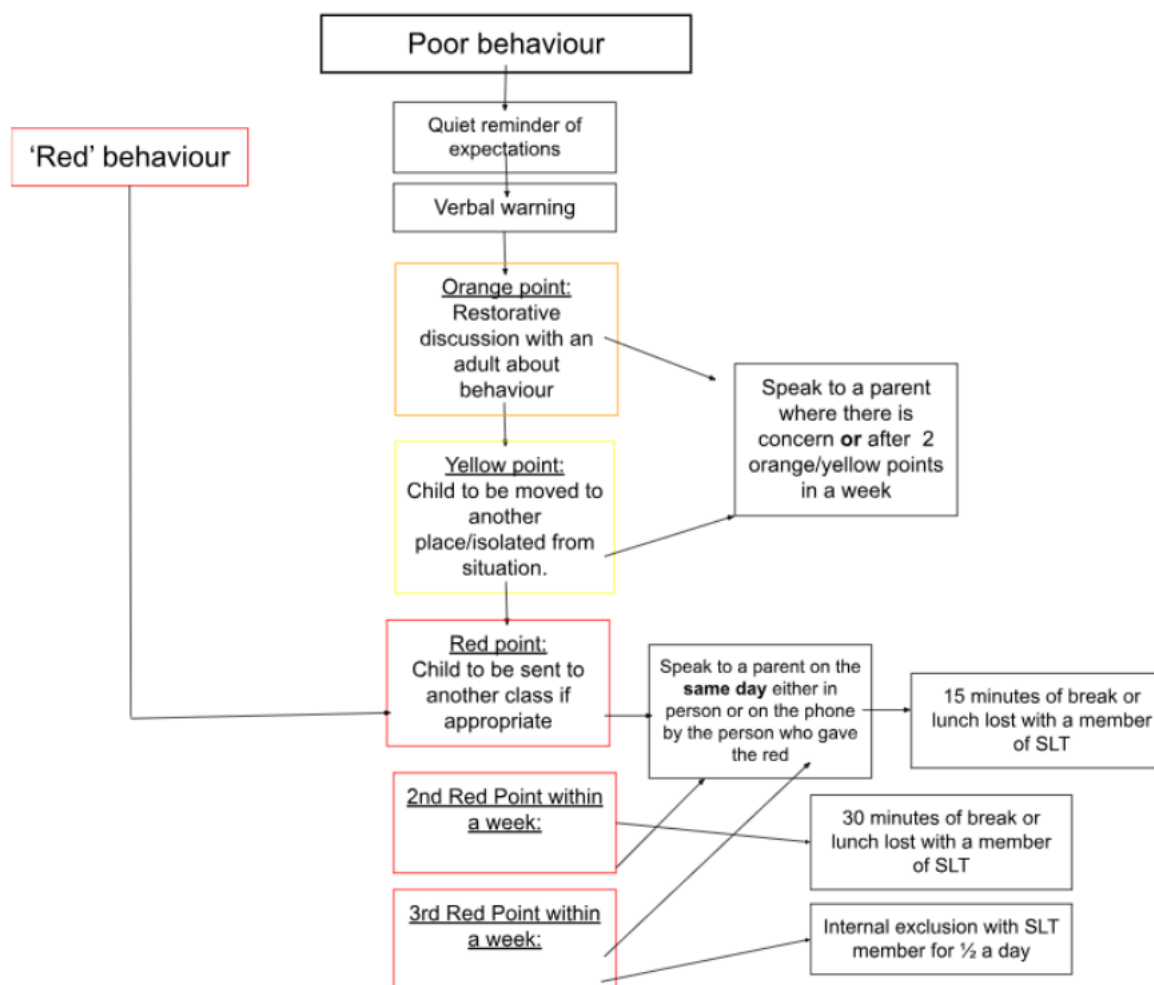


Red:

*Reds are given for the following negative behaviours. If a child is given a red point, they will need to have a restorative conversation with the adult who gave the red at break or lunch time. If the behaviour was a **serious, negative** incident (e.g seriously hurting another child/adult, seriously defacing school property), then the child will spend **15 minutes** at either break or lunchtime with a senior member of staff on duty and a parent must be informed by the person who gave the red. If a child receives **two** red points within the space of a week, they will then need to spend **30 minutes with an SLT member on duty**. If a child proceeds to be given a **third** red point within a week, they will be internally excluded and work outside of their classroom for ½ a day (including break/lunch) followed by a meeting with parents and the headteacher in school. Serious red incidents need to be recorded on CPOMs. If the red occurs during a lesson, staff can send the child to another classroom/space if appropriate. Reflection should include a restorative discussion that discusses ways to move forward in a positive way. (See appendix)*

Procedure

Staff should follow the behaviour flowchart (see below) and use the relational approach (5.1) consistently when dealing with challenging behaviour. Through having a consistent approach across the school, children will be aware of boundaries, expectations and routines. Staff can use this flowchart and make decisions/judgements as they should see fit. This includes further decisions on pupil participation in extracurricular activities and privileges within the school community.



Lunchtime procedures

Children in the lunch hall need to follow the school values, and be respectful. Staff on duty need to deal with incidents and issues appropriately through reminding children of expectations, exercising reflection time outside of the hall and if needed, SLT to intervene. Such instances could include high noise levels and inappropriate behaviour to other children/adults.

Adults on duty in the hall need to use the musical instrument provided to gain attention followed by the school procedure of counting down: 3,2,1.

Whilst on the playground, staff on duty need to be aware and remind children of expectations and following rules for different areas of the school. If negative behaviour occurs, following a verbal reminder, staff need to ensure the child in question stands by them for 5 minutes or until they are ready to continue their chosen activity.

For *serious* incidents, adults need to report to the SBM/office via radio if negative behaviour persists. Lunchtime staff should report such incidents to class teachers at the end of lunch.

Serious sanctions

The school follows LA guidelines in regards to internal and external exclusions. Children would be internally excluded if they show repeated or extreme 'red' behaviours. Internal exclusion means that a child would stay in school, but be out of class working with the Headteacher, member of SLT or staff member. External exclusion would be the result of serious behaviours including repeated verbal attacks on staff/children or physical abuse caused to staff or children leaving injury.

Any child who consistently fails to comply with the school's values and expected conduct will forfeit the right to an extra-curricular activities or after school clubs. This will be communicated to parents in a formal letter and will be reviewed on a termly basis.

As a school we do not tolerate any hate speech or discriminatory language. This would be dealt with by SLT and communicated with parents. Persistent behaviour such as this would result in potential internal and external exclusions.

7. Restorative Practice

In Harbour schools:

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

At South Molton Community Primary School we...

Restorative Conversations

Resolving conflict: everyday restorative interactions to create a shared understanding

When there is a minor conflict or disagreement, there is the opportunity to use a restorative conversation. This helps to develop a caring and restorative ethos and supports adults to help children resolve worries and disagreements when they arise, and not let them build into bigger conflicts.

Adults will need to ensure that they approach the restorative conversation with the following in mind:

- Show that every child has the right to be listened to and heard
- Be curious and know there is no one 'truth' about a situation
- Acknowledge and accept feelings (attune, validate), act with care and compassion
- Be reflective on what they are hearing
- Have the intention of listening and talking in a way that builds, maintains or repairs relationships and supports the participants to find a mutually acceptable outcome or a way to manage the situation the way it is

Restorative Conversation Framework questions

What happened?

What were you thinking?

How were you feeling?

Who else has been effected by this?

What do you need ... and

What needs to happen now so that harm can be repaired / a solution can be found?

Red Points or Restoring after Serious Behaviour

When children receive a red or have been involved in serious behaviour then they will spend 15 minutes at lunchtime for some reflection time with a member of SLT. They will go through the restorative conversation and decided any actions that might be needed to repair/ restore.

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 Community Primary School 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.

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

Our definition of bullying: 'Bullying is intentional, persistent, or unprovoked acts of unkind, intimidating or threatening behaviour (physical or verbal) towards an individual or group of children'.

Bullying is one or more of the actions above that happens over a period of time to the same person or group. As a school we need to spend time explaining to parents and children what bullying is, as many use the term 'bullying' inappropriately.

Please see separate Anti-bullying policy for further information.

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 Community Primary School we...

- Create Relational Support Plans where necessary.
- Involve the SENDCo and external agencies (e.g. Educational Psychologist, Inclusion Leader).

Through discussions with the SENCo and SLT, adaptations to the behaviour system can be put in place to ensure children respond positively to routines and expectations. Personal plans (IEPs, relational support plans etc.) will be used by all staff working alongside the children and systems such as *Trackit Lights* will be adapted where necessary.

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 Community 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.

We follow the *Passive Intervention and Prevention Strategies* (PIPs) approach when positively handling children. We pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. This means that we expect staff to conduct a risk assessment and choose the safest alternative.

Whenever physical intervention is used the incident must be recorded on CPOMS. All staff involved in an incident should contribute to the record which should be completed within 24 hours. Parents/carers must also be notified by SLT. Only staff with PIPs training should be involved in such handling.

When should positive handling be implemented?

-To prevent a pupil causing, or being at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects

-To prevent a pupil committing a criminal offence

-To prevent a pupil committing deliberate serious damage or vandalism

-To prevent a pupil from attacking a member of staff or another pupil

11. Monitoring and Review

In Harbour schools:

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

At South Molton Community Primary School we...

- Behaviour & SEN are standing item on SLT weekly agenda
- Regularly review behaviour systems and improve where necessary
- SLT monitor CPOMS data weekly and share termly reports with governors.
- SLT feedback weekly data to staff at meetings
- We use patterns of behaviour to plan interventions and review relational support plans.

Appendix 1

Relational approach- sentence stems

-Relational approaches are defined as approaches that emphasise connection, belonging and the effective conflict resolution skills.

-A relational approach assumes that behaviour is a means of communication, and behaviour that challenges can be a sign of unmet needs.

-Behaviour should be met with curiosity rather than judgement, and children should be supported to build self-regulation skills.

Please see below for sentence starters to support talking to children in a relational way:

Empathetic phrases:

- "I can see this situation is very hard..."
- "That sounds as though you were very worried..."
- "When that happens, I wonder if it is very frightening for you..."

Phrases to build a relationship:

- "When I was in the supermarket yesterday I saw... and it reminded me of you..."
- "I remember you saying that your favourite... is..."
- "Wow, I can see that you..." (notice any changes/positive things about them)

During a dysregulation:

- "I would feel too...if..."
- "I can see that you are feeling... that's hard..."
- "You are safe here. I'm with you. It is okay to feel angry."

Maintaining boundaries:

- "I can see you are feeling angry right now. This is really hard for you. And I can't let you throw that chair/hurt me/them/yourself... you can... instead"

Avoid:

- "If you don't....you won't be able to.../if you carry on... you will be missing your break time".
- Dismiss their emotions "you're fine, you've had a lovely morning, there's nothing to be upset about" etc.