



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).

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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 Fremington Primary School we...

- Have high expectations for all children and staff.
- Are committed to providing a safe, calm place for children to learn.
- Build a strong sense of community where everyone is respected, feels safe, and is understood as an individual.
- Communicate positively and celebrate successes together.

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 Fremington Primary School we...

- Root our approach in relational practice, drawing on Devon's Guidance for Developing Relational Practice & Policy and the EEF Improving Behaviour in Schools report.
- Acknowledge that mistakes happen but relationships can be repaired and restored.
- Invest in training staff so that they understand that behaviour is very often a form of communication.

We explicitly teach learning behaviours and follow an emotional literacy curriculum each Autumn term – thus equipping children and adults with the tools they need to flourish in the modern world. We believe that quality-first teaching, with well-planned lessons, engaging content and accessible, yet challenging outcomes for all, is critical for establishing positive learning behaviours.

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 Fremington 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.

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 Fremington Primary School we...

- Use the simple rules *Ready, Respectful, Safe*.
- Reinforce expectations daily and explicitly through classroom routines, assemblies, and restorative conversations.
- Use simple learning phrases consistently across the school such as, '3...Eyes on me! 2...Hands free! 1...Ready!)

Any behaviour contrary to the rules listed above is defined by our school as unacceptable behaviour and will result in the application of sanctions as defined below.

5. Rewards and Recognition

In Harbour schools:

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

At Fremington Primary School...

- We seek to praise effort and recognise when children are working hard to develop their learning behaviours. Teachers nominate children who are demonstrating good learning behaviours (Communication, Perseverance, Team Work and Curiosity) and certificates are awarded in a weekly assembly. In addition to this, in-the-moment acknowledgements will include stickers, Dojo points and proud postcards home.

On some occasions, pupils with SEN may need an individual reward system to encourage certain behaviours as part of an individual learning plan.

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 Fremington School we...

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

7. Restorative Practice

In Harbour schools:

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

At Fremington Primary School we...

- Recognise that all adults employed in the school have a part to play in supporting behaviour.
- Use scripted interventions to de-escalate and guide choices.
- Always hold restorative conversations once the child is regulated, supporting them to understand impact and repair relationships.

8. Bullying

In Harbour schools:

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

At Fremington 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.

9. SEND and Behaviour

In Harbour schools:

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

At Fremington Primary School we...

- Have fortnightly high-needs meetings involving senior leaders and the pastoral team and discuss any recent and ongoing issues.
- If needed, have a Team Around the Child meeting involving all classroom staff and other key players.
- Create relational support plans where necessary.
- Involve the SENDCo and external agencies (e.g. Educational Psychologist, Inclusion Leader) if 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 Fremington Primary School we...

As a school, we acknowledge that at times we may need to de-escalate a situation where conflict resolution and de-escalation techniques have failed. As such staff may need to use restrictive physical intervention - Passive Intervention and Prevention (PIPS) - to appropriately manage a situation; this will only be used as a last resort.

For example, with a child that is demonstrating dangerous levels of self-control; a high degree of personal stress; exhibiting challenging harmful behaviour that could put themselves and others in harm's way. Staff recognise that they can only use PIPS if they have completed an accredited PIPS training course.

Physical intervention can take many forms:

- physically interposing between pupils or blocking a pupil's path
- touching, holding, pushing, pulling or leading a pupil by the arm – in line with 'PIPs' training
- shepherding a pupil away by placing a hand in the centre of the back
- in extreme circumstances using more restrictive holds – as per 'PIPs' training (Identified in the child's behaviour care plan) Any PIPS will be recorded using CPOMs and parents/carers will be informed. A debrief will also take place to ensure all parties involved are protected using a restorative approach

At Fremington Primary School, we ask that children do not bring mobile phones to school. If they do, children are expected to hand their phones into the office. Phones will be confiscated if children do not follow this expectation and parents will be asked to collect the phone from the office.

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 Fremington Primary School we...

- Meet weekly as an SLT and fortnightly for more focused work as a high needs group.
- CPOMS is analysed to look for trends and these are reported to governors.
- We use patterns of behaviour to plan interventions and review relational support plans.