



Behaviour Policy

29.9.25

Our vision is for our children to be happy and responsible young people who achieve their best

Why do we need a school behaviour policy?

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Through having a clear school behaviour policy, we can ensure that pupils in our care have the following rights:

- To learn without disruption (so we all need to be ready)
- To feel comfortable while at school (so we all need to be respectful)
- To not be hurt while at school (so we all need to be safe)

This policy aims to:

- create an environment which encourages and reinforces good behaviour
- promote self-esteem, self-discipline and positive relationships
- support children to recognise, name and manage their emotions
- have consistency of response to both positive and negative behaviour
- ensure the school's expectations and strategies are widely known and understood
- involve both home and school in the implementation of this policy

School code of conduct

At this school we will:

- care for each other, respecting the feelings, bodies and property of others
- tell the truth
- be responsible for all our actions
- always try our best in everything we do [Remember: Good, better, best]
- tidy up after ourselves and be responsible for our own property as well as the materials and equipment we use in class
- make sure that the school is a happy place

How do we encourage good behaviour?

- Good Better Best points (GBBs)
- Bronze, silver, gold and platinum badges (for earning 50, 100, 150 and 200 GBBs respectively)
- Sharing good work with a member of SLT
- Class reward time
- Praise certificates
- Notes and phone calls home

In addition to the explicit support for behaviour outlined above, the universal provision in place as part of our graduated response to SEN supports all children to feel safe and settled in school, and to understand our rules, routines and expectations.

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How do we support children who need help managing their feelings and behaviour?

- Restorative meetings
- Counselling
- Social skills groups
- Attachment-based mentoring
- Relational plans
- Behaviour care plans
- Additional TA support
- Support for unstructured times
- Home/school communication systems (for example, success books)
- Solihull Parenting courses
- Family support from our Pastoral Manager
- Involvement of outside agencies (for example, the Social, Emotional and Mental Health Team, the Family Intervention Team, or Educational Psychology)

What is the role of all adults in the school?

'What you pay attention to is what you get more of'

As a staff team we are collectively responsible for the behaviour and welfare of all the children in the school.

All adults in school are asked to be mindful of behaviour. Adults will ensure that they model appropriate behaviour and that they recognise and praise all good behaviour you see being displayed by children. Additionally, staff are asked to respond to misbehaviour, following the guidelines set out in this policy, whenever and wherever it is seen. We recognise that all behaviour is communication and that we need to respond to the needs that a child's challenging behaviour might be communicating.

In addition, all staff will work together to support identified children with managing their behaviour according to an agreed plan.

How do we manage challenging behaviour?

We aim for all of our children to follow the school behaviour policy. However, some children need us to make reasonable adjustments to allow them to manage their feelings and behaviour. See Appendix 3 for further details.

The system we use to help all children stay safe and settled is outlined in Appendix 1.

How do we decide if fixed term/ permanent exclusion is appropriate?

A decision to exclude a pupil, on a fixed term or permanently, will only be taken:

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- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Decisions to exclude will be made by the head teacher only.

All decisions regarding exclusions will be made with reference to the Exclusion from maintained schools, academies and pupil referral units in England document [Sept 17].

What do we do on the rare occasions where a child's behaviour puts themselves or others at serious risk of harm?

1. Follow the procedures set out in the individual child's behaviour care plan, if there is one in place.

Or, if not:

1. Remove other children from the area
2. Send a reliable child or another adult to the nearest available adult. One adult will stay with the main group of children, and another adult will stay within a safe distance of the child until they start to calm. A member of SLT will be called to support where needed.
3. A behaviour care plan will always be drawn up following any incident of this nature.

What about the use of reasonable force?

We follow the DfE guidance on the use of reasonable force. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

When should reasonable force be used?

The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances. Reasonable force may be used:

- to prevent pupils from hurting themselves
- to prevent pupils from hurting others
- to prevent pupils from damaging property

Reasonable force will only be used as a last resort.

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When will parents be informed?

The member of staff who intervened will complete an Incident Record, and log the incident on CPOMS. The AHT/DHT and Head teacher will be notified and will ensure that parents are informed as soon as possible (this will be according to the guidance set out in the child's behaviour care plan, if one is in place).

Physical containment of a child is used as a last measure if it is felt that the safety of the child, other children or adults is at significant risk. The level of risk is to be assessed on a child-to-child basis and the approach may differ depending on the child. The proposed use of physical containment should be written into the child's Behaviour Care Plan.

In each case the Behaviour Care Plan will outline:

1. When physical containment is to be applied
2. Who is responsible for carrying out the physical containment
3. How the physical containment will be carried out
4. The key phrases to be used with the child when carrying out physical containment
5. What will happen immediately after physical containment has been applied
6. How soon parents are informed that physical containment has been carried out

In addition, the SENCo/ HT/ DHT or AHT and class teacher will carry out a risk assessment that considers the child's potential physical reaction to being physically contained by an adult, where necessary.

What do I do if I am worried about a safeguarding issue?

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

How do we respond to poor behaviour outside the school premises?

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Bad behaviour and or bullying which occurs off the school premises and is witnessed by a member of staff or reported to the school may if applicable be dealt with in the same way as if it had occurred in school. The behaviour of a pupil outside school can be considered grounds for an exclusion.

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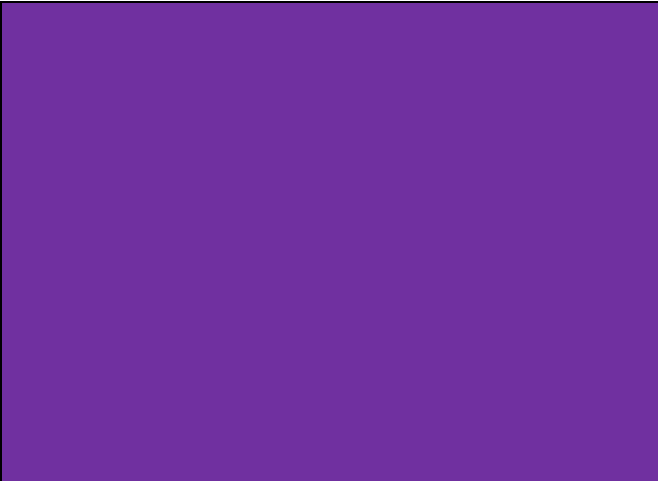
Appendix 1: School behaviour consequences for Key Stages 1 and 2

| Level | Behaviour Type |
|--|--|
| <p>Notice Notice off-task behaviour and reflect on what need this might be communicating. Address this with the child, aiming to meet their need. For example, “Child X, I’ve noticed that you’ve been sharpening your pencil for ages. I wonder if you’re not sure what to do. Let’s look at this together.” Or ‘Child X, I think you’re finding it hard to concentrate. Come and sit close to me.’ Reinforce desired behaviour with targeted positive feedback either to the individual child or other children in the class.</p> | <ul style="list-style-type: none"> ● Low level disruption ● Off-task behaviour |
| <p>Reminder A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible.</p> <p>Repeat reminders if necessary. Take the initiative to keep things at this stage. You may choose to move the pupil within the classroom so that they are away from distractions and/or closer to an adult.</p> | <ul style="list-style-type: none"> ● Disruption in lessons ● Not following instructions from an adult ● Answering back ● Isolated acts of mild aggression e.g. pushing, shoving poking |
| <p>Reflection time in class Use the 30 second intervention script (see below) followed by 3 minutes of reflection to help them to consider their behaviour. You should speak privately to the child referring to the script and make the child clear about the next stage being a move to another classroom</p> <ul style="list-style-type: none"> • The child is asked to speak to the teacher away from others • Boundaries are reset • The child is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. • The child is given a final opportunity to re-engage with the learning/follow instructions | |
| <p>Reflection time in partner class 5 minutes in partner class: quiet time.</p> | |

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| | |
|---|---|
| <p>Child to return to class. Teacher to privately welcome the child back and give a reminder of what needs to happen next.</p> <p>Any missed work to be completed in class during the first part of lunchtime.</p> | |
| <p>AMBER: repeated disruptive behaviour If the support above is not successful and the child does not make a successful return to class, child to be sent to a member of SLT, either immediately if required or at lunchtime. SLT can also be called by radio if needed. Missed work to be sent home. Parent to be informed by class teacher. SLT to use question prompts from Appendix 2 below to explore what happened and what needs to happen next.</p> | <ul style="list-style-type: none"> ● Repeated disruptive behaviour |
| <p>AMBER: more serious incidents Child to be sent to a member of SLT, either immediately or at lunchtime. SLT can also be called by radio if needed. Parent to be informed by class teacher. SLT to use question prompts from Appendix 2 below to explore what happened and what needs to happen next. SLT member and child to agree appropriate restorative consequence - this may involve a restorative meeting with the individual(s) who has/have been hurt if appropriate. If behaviour occurs at lunchtime, MTA to radio for SLT.</p> | <ul style="list-style-type: none"> ● Deliberately hurting another pupil more aggressively ● Vandalism ● Hurtful insulting language/name calling ● Swearing ● Threatening behaviour ● Stealing/intent to steal ● Deliberate destruction of others' work |
| <p>RED Child sent to DHT/HT. Time spent with SLT member after school. Use the question prompts from Appendix 2 below. Behaviour Support Meeting with parents to be held immediately after.</p> | <ul style="list-style-type: none"> ● Discriminatory abuse ● Deliberately hurting another pupil to the point where there is bruising/broken skin/bleeding etc ● Swearing at staff ● Or 3 incidents of Amber behaviour in a term |
| <p>PURPLE Exclusion/Seclusion (internal exclusion) Straight to HT or DHT in his absence.</p> | <ul style="list-style-type: none"> ● Violence towards staff ● Serious threats towards staff ● Serious violence towards a pupil(s) |

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- 
- Dangerous classroom or school disruption
 - Total refusal to do anything the adults in school have asked of him/her
 - Vandalism of school building/property
 - Repeated incidents of RED behaviour
 - Or any other behaviour deemed a serious misbehaviour by the Senior Leadership Team.

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Appendix 2: Strategies for managing challenging behaviours

30 second script

This is a short focussed script that can be used to guide intervention conversations with pupils who are displaying challenging behaviour. Limit your one-to-one interventions for poor behaviour in class to 30 secs each time. The longer each negotiation around behaviour takes for the few, the less time you can give to the many. Reminding pupils of their good behaviour in the middle of dealing with their poor behaviour takes practice. Everyone sees that poor behaviour will not be rewarded, that interventions are quick, efficient and predictable, the classroom becomes a safer and less volatile place to learn and teach.

Suggested script: -

1. I noticed that you are (e.g. repeatedly talking and turning around)
2. This causes a problem because... (Refer to ready, respectful and safe)
3. Because of this you need to... (e.g. move to another place within the classroom, come back at lunchtime, etc)
4. Do you remember when you.... Or I can remember when you.... (joined in really well during the lesson/produced that great piece of written work and I sent home a positive note/gave you a star?)
5. That is what I want to see today...let's get on with it

Avoid chasing secondary behaviours

Try to see secondary behaviours for what they really are – diversions to a different argument.

Ten ways to manage secondary behaviours include: -

1. Don't bite back with your words
2. Refuse to chase secondary behaviours or engage in a power play (see below)
3. Use choice if you can but not if it inflames the situation
4. Resist the urge to bring up past misdemeanours: 'This isn't the first time I have spoken to you about not following instructions'
5. Don't follow pupils when they walk away, unless you have safeguarding concerns
6. Remember that as the adult, you need to focus on the outcome, not the argument.
7. Ask questions and try not to make accusations
8. Focus on what is happening next. You can uncover what has just happened later.
9. Whenever possible move the pupil to a safe place out of public view and the pressure of the audience
10. Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.

Rerouting power plays

Managing pupils who try and lead you into a power play can be counter intuitive and your choice of language is, again critical. Here are some suggestions to reroute a power play: -

1. I understand... (that you are angry/upset)
2. I need you to... (come with me so that we can resolve this properly)
3. Maybe you are right... (maybe I need to speak to other pupils as well)
4. Be that as it may... (I still need you to join in with the group)
5. I've often thought the same... (but we need to focus on ...)
6. I hear you ... (it's not easy but I know that you can do this)

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Restorative questions (to support discussions when things have gone wrong - usually this will be following amber, red or purple incidents)

A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it all. During a restorative conversation 5 questions is enough. Some children may benefit from using drawings/comic strips to explore these questions.

1. What happened?
2. What were you thinking at the time?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to feel better?
7. What needs to happen to put things right?

Restorative conversations can be challenging for children with language difficulties. These children may benefit from visual supports to scaffold discussions (for example, talking mats, comic strips, and flow charts).

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Appendix 3: Behaviour and SEND

Where a behaviour plan is put in place, or when a child has exhibited any Red behaviour, the class teacher, Head Teacher, SENCO and parents will discuss whether a child's name should be placed on our SEND register in the category of social, emotional and mental health difficulties. When making this decision we will take account of the guidance set out in Devon's model SEND policy for school, which states that the following may be evident:

- *Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies*
- *Emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class or group, despite having an individualised behaviour support programme*

However, due regard will be paid to Code of Practice, which states:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health difficulties'

And:

Professionals should be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to a child having SEN but it can have an impact on well-being and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child has SEN

As a school, we recognise the link between language and behaviour. Over 80% of children and young people with social, emotional and mental health (SEMH) needs have significant unidentified speech, language and communication needs (SLCN)

Where there are concerns about a child's behaviour, language difficulties should be assumed until they have been ruled out. A range of assessment tools can be

drawn on, depending on the child's age and needs, including:

- Language Link
- Speech Link
- Bus Story Test
- Test of Abstract Language Comprehension
- Universally Speaking Checklist
- Communication Trust's Progression Tool (for Early Years)
- Devon's Graduated Response for SEMH/SLCN

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Appendix 4

FIXED TERM EXCLUSION RETURN TO SCHOOL RECORD

Name of pupil:

Date:

Attendees at the meeting:

Actions taken by parent/carer to support the school during the exclusion period:

Pupil's comments:

Planned support for the pupil:

Next steps:

Agreed by:

Pupil:

HPS senior leadership representative:

Parent/carer

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Appendix 5: Statement of Behaviour Principles

This statement has been approved by the Governing Body on 29.9.25, following consultation with the Head Teacher, parents, staff and children. It is reviewed annually. Practical applications of these principles are the responsibility of the Head Teacher and are described in our Behaviour Policy.

The principles that underlie our approach to behaviour at Honiton Primary School are as follows:

- All children have the right to feel safe, comfortable, and to learn without disruption. As a school, we have a responsibility to provide a calm and well-ordered environment in which our children can thrive.
- All members of our school community have a right to live free from any form of discrimination. The school will fulfil its duties under the Equality Act 2010 (see our Equality Act response for details).
- Every child is a unique and valuable individual, capable of growth and change. We believe that all of our children have the capacity to develop into effective and responsible citizens.
- Parents/carers are a child's first and most important teachers. We need to work in close partnership with parents when supporting a child's behaviour.
- All behaviour, both positive and negative, is a form of communication. Challenging behaviour can indicate unmet need and/or that a child needs support to develop more appropriate ways of communicating.
- Self-regulation is the key to positive behaviour: children cannot regulate their behaviour until they can understand and manage their feelings.
- Behaviour should be considered developmentally. Our responses to behaviour should take account of a child's developmental stage, rather than his/her chronological age.
- Children learn about themselves and about how to behave through relationships with adults who are calm, caring and consistent. Children cannot show empathy if they haven't experienced it. All adults in school should model the behaviour they want to see.
- Consistency is crucial: clear rules and firm boundaries, consistently enforced, provide containment that helps children feel safe.
- Rewards and sanctions promote a positive climate and help to reinforce the rules that are in place.
- Discipline is about teaching. We need to explicitly teach the behaviours we want to see from children at a whole-class, group and individual level as needed.
- Children need to be taught to take responsibility for their actions. Restorative conversations help children to recognise the impact of their behaviour on others, and determine how any harm can be repaired.
- Exclusions are a last resort. The conditions under which exclusions may be used are set out in our Behaviour Policy.
- We pay due attention at all times to our moral and statutory responsibility to safeguard and promote the welfare of our pupils and recognise that challenging behaviour can indicate that a child is suffering, or is likely to suffer, significant harm. Our Safeguarding Policy sets out how such concerns are managed in school.

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- Where children display persistent challenging behaviour, we also consider whether SEN Support is required (see Appendix 3 of our Behaviour Policy). SEN support will follow a graduated approach and will include multi-agency involvement if needed.
- We follow Department for Education guidance regarding the use of reasonable force. Details are set out in our Behaviour Policy.
- The Head Teacher has the power to investigate and deal with incidents that take place outside of the school grounds. Details are set out in our Behaviour Policy.