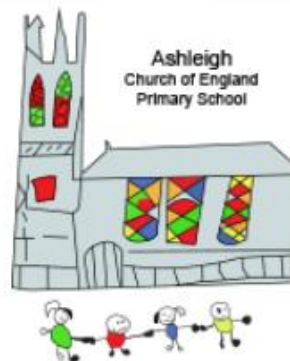




Behaviour Policy

Ashleigh C of E Primary School



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	6
7. Restorative Practice.....	7
8. Bullying	7
9. SEND and Behaviour.....	7
10. Reasonable Force and Confiscation	8
11. Monitoring and Review	8

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 Ashleigh C of E Primary School we...

- Value *respect, compassion, hope aspiration, forgiveness and service with children learning to love; loving to learn – life in all its fullness*.
- Our vision and accompanying values form the foundations from which all children and adults, irrespective of their faith or background, can be successful and thrive. This vision was developed with our community, including parents, staff and the children.

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 Ashleigh 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.
- Acknowledge that mistakes happen but relationships can be repaired and restored.
- Use the Zones of Regulation as a shared language to help children recognise, understand and communicate their emotions as part of our relational approach to behaviour.
- Staff use the Zones framework to co-regulate with pupils, guiding them towards appropriate strategies that support emotional regulation, positive behaviour, and readiness for learning.

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 Ashleigh 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.
- Ensure that all members of our school community uphold our values of respect, compassion, hope, aspiration, forgiveness, and service, enabling children to *learn to love; love to learn – life in all its fullness* through positive relationships and shared responsibility.

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 Ashleigh C of E Primary School we expect pupils to...

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times • Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Staff will...

- Reinforce expectations daily and explicitly through classroom routines, collective worship and restorative conversations.

5. Rewards and Recognition

In Harbour schools:

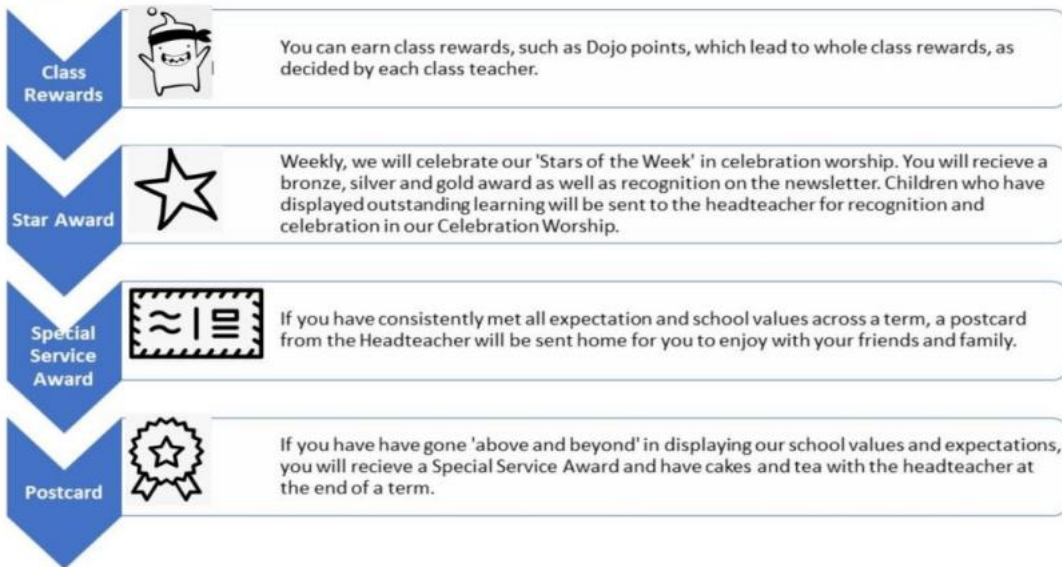
- Positive behaviour is recognised through praise, responsibilities, communication with parents, and celebrations.

At Ashleigh C of E Primary School we...

- Use our 'Yes Please' Flow Chart:



Our Expectations: 'Yes Please' Behaviour Flow Chart



6. Responding to Misbehaviour

In Harbour schools:

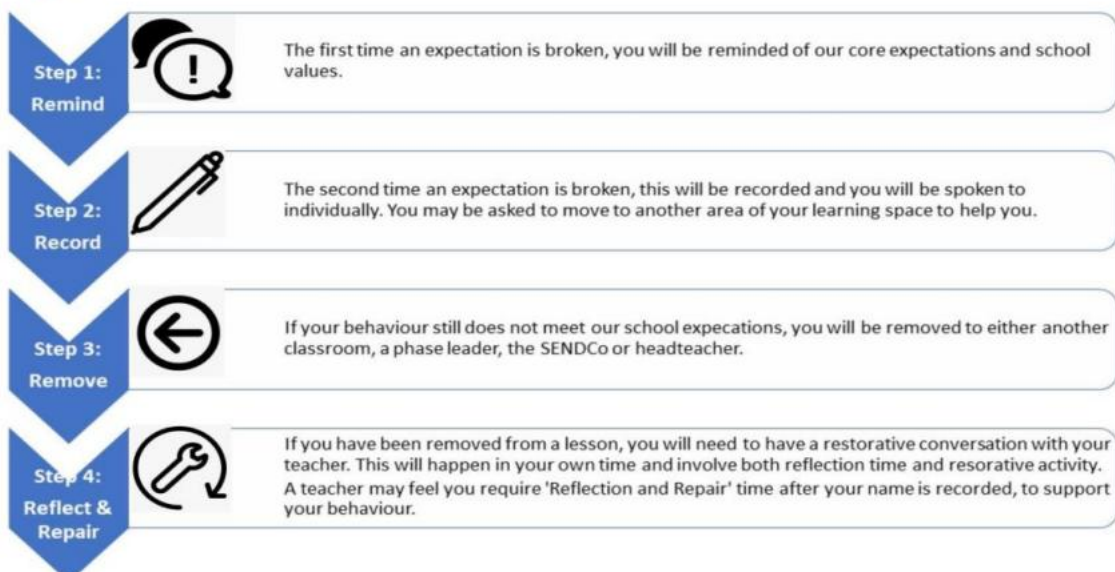
- Misbehaviour is challenged consistently, fairly, and proportionately.
- All schools set out a clear sanctions ladder.
- Exclusions follow Trust and DfE guidance.

At Ashleigh C of E Primary School we...

- Use our 'No Thank You' Flow Chart



Our Expectations: 'No Thank You' Behaviour Flow Chart



- 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 Ashleigh C of E Primary School we...

- 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 Ashleigh C of E Primary School we...

- Prevent bullying through values teaching, assemblies, and curriculum work.
- Promote a whole-school culture where kindness, respect and inclusion are expected, taught and celebrated, helping prevent bullying behaviours from developing.
- 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.
- Provide interventions for pupils affected by bullying - this may include emotion coaching, Zones of Regulation support, social skills development or counselling.
- Work with perpetrators using restorative conversations and behaviour support plans.
- Work proactively with outside agencies when necessary to provide additional support or guidance.

9. SEND and Behaviour

In Harbour schools:

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

At Ashleigh C of E Primary School we...

- Create Relational Support Plans where necessary.
- Involve the SENDCo and external agencies (e.g. Educational Psychologist, Inclusion Leader).
- Provide nurture-based support, including nurture groups or key adult check-ins, to build emotional security and readiness for learning.
- Offer regulation opportunities such as sensory breaks, movement breaks, calm spaces, and access to sensory tools to help pupils manage their emotions.
- Use visual and structured supports (visual timetables, first–then boards, task breakdowns, reduced sensory load, flexible seating) to remove barriers to behaviour success.
- Develop personalised behaviour or SEND support plans, including tailored rewards, predictable adult responses, and restorative conversations.
- Work collaboratively with parents and external agencies, ensuring consistent approaches and appropriate specialist guidance for pupils with identified needs.

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 Ashleigh 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.
- Schools will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the [DfE's latest guidance](#) on searching, screening and confiscation

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 Ashleigh C of E Primary School we...

- We use patterns of behaviour to plan interventions and review relational support plans.
- Senior Leadership Team (SLT) review behaviour data on CPOMS regularly, analysing patterns, triggers, locations and pupil groups to identify where support or intervention is needed.
- Class teachers and support staff receive timely feedback, enabling them to adjust strategies, review support plans, and maintain consistent practice across the school.
- Behaviour trends are reported to governors termly, ensuring strategic oversight, accountability and a clear understanding of impact over time.
- Actions are implemented swiftly, such as introducing targeted interventions, revising provision, or offering staff training where data indicates a need.
- The system is continually refined, with leaders evaluating what is working, monitoring outcomes, and updating policies or practices to keep the approach responsive and effective.

