



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.....	6
10. Reasonable Force and Confiscation	6
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 Bolham Primary School we...

- Value readiness, respectfulness, safety, honesty and kindness.
- Build a strong sense of community where everyone is respected, feels safe, and is understood as an individual.
- Communicate positively and celebrate successes together, in line with our school vision of 'Together we aspire, together we achieve'.

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 Bolham 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.

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 Bolham 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 their future, 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 Bolham Primary School we...

- Reinforce expectations daily and explicitly through classroom routines, assemblies, and restorative conversations.
- Teach children how to keep themselves safe through assemblies and PSHE lessons. 1 Decision is our platform for teaching PSHE across all classes.
- Ensure our staff demonstrate that they have high expectations of pupil's behaviour.

5. Rewards and Recognition

In Harbour schools:

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

At Bolham Primary School we...

- Use verbal praise, certificates, personal / whole class rewards, house points and Headteachers Awards. Certificates and house points are celebrated weekly in a special whole school assembly on a Friday.

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 Bolham Primary School we...

- Use a stepwise approach:
 - Reminder of the school rules / values
 - Private warning (*"Think carefully about your next step"*).
 - Scripted intervention (*"I've noticed you are... That breaks our rule about..."*).
 - Support from Headteacher if needed.
 - Restorative conversation as necessary.
- For repeated/serious incidents, additional strategies include: time with a trusted adult, supervised break/lunchtime or relational support plans. Our staff use the resources and language from Emotional Logic in both whole class and 1:1 situations as necessary.

7. Restorative Practice

In Harbour schools:

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

At Bolham Primary School we...

- Aim to de-escalate and guide choices through supportive conversations.
- 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 Bolham 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; Headteacher monitors 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 Bolham Primary School we...

- Create Relational Support Plans where necessary which outline reasonable adjustments and provision for individual pupils.
- Involve the SENDCo and external agencies (e.g. Educational Psychologist, Inclusion Leader).

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 Bolham Primary School we...

- May need to use physical intervention on rare occasions and if used, these are 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.

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 Governing Body, with Trust oversight.

At Bolham Primary School we...

- Ensure that CPOMS is monitored weekly by the Headteacher and share termly reports with governors.
- We use patterns of behaviour to plan interventions and review relational support plans as appropriate.