



Harbour

Schools Partnership

A guiding light for education

Wilcombe Primary School

Behaviour Policy



Date Adopted by Trustees: December 2025

Reviewed by LGB on: March 2026

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
2	January 26	All	Wilcombe specific detail added.	Upon reviewing the Trust policy, school specific detail was required.
3	September 26	5	Amended Rewards section	Change in The Wilcombe Way affecting the rewards given to praise and reinforce positive behaviour.

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 Wilcombe Primary School we:

- Value every child as an individual and believe that strong relationships are at the heart of positive behaviour.
- Create a calm, safe and inclusive environment where everyone feels welcome, supported and able to flourish.
- Promote Learning for Life by encouraging ambition, generosity and respect for diversity.
- Are proud to know our children well and work in partnership with families to support both wellbeing and achievement.
- Use relational practice to support children to reflect, repair and reset when things go wrong.

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 Wilcombe Primary School we:

- Root our approach in relational, trauma-informed and attachment-aware practice, drawing on Devon's Guidance for Developing Relational Practice and Policy and the EEF Improving Behaviour in Schools report.
- Use The Wilcombe Way – Reflect, Repair, Reset as our shared framework for responding to behaviour.
- Prioritise regulation and understanding before consequence, recognising that behaviour is communication.
- Believe mistakes are part of learning and that relationships can always be repaired and strengthened.

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 Wilcombe Primary School we:

- Expect staff to model kindness, consistency and professionalism, building positive relationships, supporting each other, and using relational approaches confidently and fairly.
- Expect parents and carers to work in partnership with the school, communicate openly, support our values, model our school rules, and share information that may affect their child's wellbeing or behaviour.

- Expect pupils to be proud to be part of Wilcombe, to show ambition in their learning, to treat others with respect, and to take responsibility for their choices. Pupils will be ready for the next-stage of their learning journey and prepared for the 21st Century.

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 Wilcombe Primary School we:

- Use three simple, shared rules: Ready, Respectful, Safe.
- Teach and reinforce expectations explicitly through daily routines, assemblies, PSHE and ongoing restorative conversations.
- Link behaviour expectations to our Learning Powers (Resilience, Resourcefulness, Reflectiveness, Reciprocity).
- Use consistent language and modelling across the school so children understand what positive behaviour looks like in classrooms, around school and online.
- Promote and teach explicitly British Values, School Values and Protected Characteristics through PSHE, assemblies and Outdoor Education. Stories and real life news are used to support this.

5. Rewards and Recognition

In Harbour schools:

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

At Wilcombe Primary School we:

- Use three simple, shared rules: Ready, Respectful, Safe.
- Teach and reinforce expectations explicitly through daily routines, assemblies, PSHE and ongoing restorative conversations.
- Link rewards and recognition to our school rules and values, through the use of Wilcombe Points and Absolutely Brilliant Stickers.
- Use consistent language and modelling across the school so children understand what positive behaviour looks like in classrooms, around school and online (The Wilcombe Way).

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 Wilcombe Primary School we:

Use a clear, relational, stepwise approach:

- Reminder of rules (Ready, Respectful, Safe)
- Private warning and reflection
- Relational approach to support the child to reset (See appendix 1– The 5 Stages to Reset)

- Calming/reset time in class or another space (Restore)
- Restorative conversation once regulated (Reflect)
- Communicate regularly with children (Well-being Cards/Pupil Voice prompts)

Provide additional support which may include:

- Time with a trusted adult
- Lunchtime or pastoral support
- Working in another class or space
- Targeted interventions (e.g. Place2Be, Zones of Regulation)
- Support from SENDCo or Senior Leader if behaviour continues

For repeated/serious incidents, additional strategies include:

- Relational support plans
- PIPS intervention if safety is at risk
- Adhere to Trust and DfE guidance eg. Exclusion Policy

7. Restorative Practice

In Harbour schools:

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

At Wilcombe Primary School we:

- Expect all staff to use restorative and scripted interventions as part of everyday practice.
- Follow the Wilcombe Way – Regulate, Reflect, Repair, Restore, Ready – to support children to understand impact, repair harm and rebuild relationships.
- Share restorative processes with parents where appropriate and use them consistently across the school.

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 Wilcombe Primary School we:

- Prevent bullying through curriculum teaching, assemblies, relational practice and the promotion of inclusion and respect.
- Ensure pupils know they can speak to any adult and that parents can contact the school office or class teacher with concerns.
- Record all incidents on CPOMS, investigate promptly and monitor patterns of behaviour.
- Communicate clearly with families of all children involved.
- Support victims through trusted adults, pastoral support, safe spaces and follow-up check-ins.
- Work with those displaying bullying behaviour through restorative approaches, targeted support and relational plans, where appropriate.
- Report and review bullying and prejudice-related incidents with senior leaders and governors.

9. SEND and Behaviour

In Harbour schools:

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

At Wilcombe Primary School we:

- Make reasonable adjustments so all children can access behaviour expectations successfully.
- Use Relational Support Plans where needed.
- Work closely with the SENDCo, Harbour Support Services and external professionals.
- Provide sensory support, emotional regulation strategies, lunchtime support, pastoral intervention and targeted provision where appropriate.

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 Wilcombe Primary School we:

- Record all physical interventions on CPOMS and ensure same-day contact with parents.
- Ban mobile phones during the school day; where phones are needed for travel, they must be handed into the school office on arrival.
- Confiscate prohibited or unsafe items in line with national and Trust guidance.

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 Wilcombe Primary School we:

- Review behaviour logs regularly and discuss patterns and concerns in weekly staff meetings.
- Monitor CPOMS data through the senior leadership team to inform support, intervention and planning.
- Share behaviour information and analysis with governors.
- Use behaviour data to review relational support plans and evaluate the effectiveness of our approaches.



Welcome to Wilcombe



Learning for Life

Our Vision

At Wilcombe, Learning for Life means:

1 Everyone is Different

Each of us has unique talents and ways of learning - and that's something to be proud of.

2 Everyone is Welcome

Whoever you are, you belong here. Our strength comes from the different experiences and ideas we share.

3 Everyone Achieves

Achievement means aiming high in learning - reading, writing maths, every subject - and also growing in confidence, kindness, and creativity. Every child can make real progress and reach ambitious goals.

Our Values



Diversity

We celebrate difference.



Generosity

We give our best to help others.



Ambition

We set our sights high and go after our dreams.

Together, we create a school where:



Every child
can
flourish!



Every family
feels
welcome!



Every staff member
knows their work
makes a difference!

Appendix 1

Whenever a behaviour incident occurs, staff support children through the The 5 Stages of Reset. This is a restorative approach. An overview of the stages and supporting documents can be found below.

Wilcombe Way - The 5 Stages of Reset



1. Regulate



2. Reflect



3. Repair



4. Restore



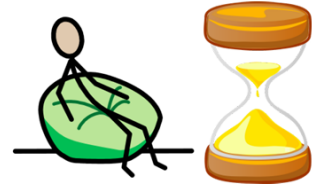
5. Ready



1. Regulate



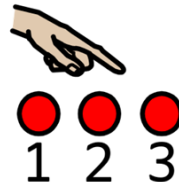
drink



sit



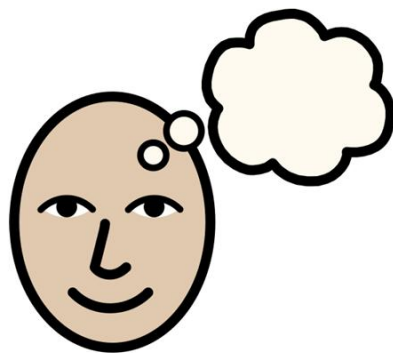
calm task



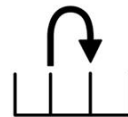
count



paper



2. Reflect



What will I do next time?



How can I fix it?



What happened?



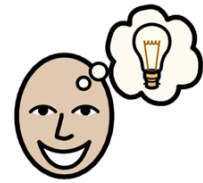
What did I do?



My feelings/Others Feelings.



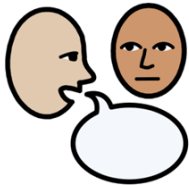
3. Repair



other idea



tidy up



say sorry



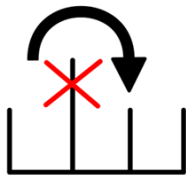
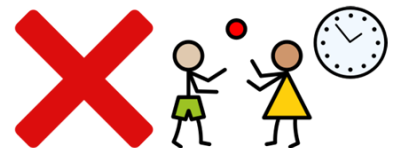
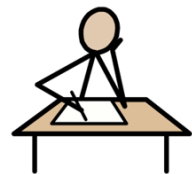
write sorry

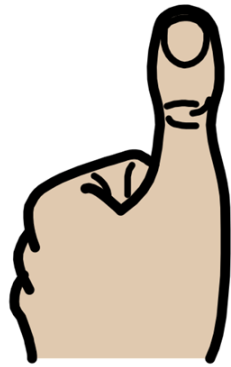


sign sorry

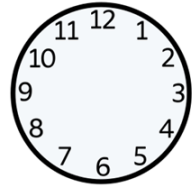


4. Restore





5. Ready



normal time



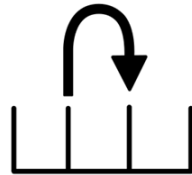
listen to adults



green zone



back to class



now and next