
RELATIONAL BEHAVIOUR POLICY

Including Exclusions

APPROVED – FEBRUARY 2026

HAYTOR VIEW COMMUNITY PRIMARY SCHOOL AND NURSERY
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The Haytor View Approach to Behaviour: The Haytor View Way

At Haytor View Community Primary and Nursery School, our ethos is grounded in a relational approach to behaviour, with a focus on empathy, connection, and understanding. We recognise that behaviour is a form of communication, often reflecting an emotional need—whether conscious or unconscious.

As a school community, we believe that behaviour should be responded to with care, not through punishment or control. Relationships and creating a sense of belonging are at the heart of our approach. We prioritise strong, positive relationships with our children and their families. Every action and decision we make aims to preserve and strengthen these relationships, ensuring that no choice undermines our vision of **'Belong, Learn, Thrive'** alongside our core 'PONIES' values of **perseverance, optimism, noticing, independence, excellence, sociability.**

Our guiding mantras for all staff and adults within our school community reflect our commitment to building meaningful relationships as the foundation of our approach and are:

'Engage, don't Enrage'

'Connection before Correction'

'Regulate to Educate'

'The 3 R's: Regulate, Relate, Reason'

'Rupture and Repair'

'Every interaction is an intervention'

Our guiding principles for children aim to be memorable, easy to understand and readily applicable within all areas of school life.

This is based on the work of Paul Dix (2017) being ready, respectful and safe, interpreted and agreed for our context at Haytor View as being **'Careful, Kind and Ready'**

Child-Centred Learning

At Haytor View, we start with the child. Our belief is that learning should adapt to fit the needs of each child, rather than expecting the child to conform to a rigid model. We maintain high expectations for every child, providing high-quality, individualised learning experiences based on a deep understanding of their needs. Children who display 'behavioural difficulties' are viewed as vulnerable, and it is our duty to explore these vulnerabilities and offer appropriate support. Staff adopt a non-judgemental, curious, and empathetic attitude towards behaviour, focusing on understanding the feelings and emotions driving it rather than the behaviour itself. This is based on Dan Hughe's 'PACE' approach: Playfulness, Accepting, Curiosity, Empathy.

Clear Boundaries with Care

To create a safe and nurturing environment, we maintain clear boundaries and consistent expectations around behaviour, both inside and outside the classroom. Children need predictable routines, guidelines, and consistent responses from all staff to feel secure. However, we believe that

self-regulation, not punishment, is the key to fostering pro-social behaviour. Natural rewards and consequences, made explicit in a caring manner, help children learn without shaming or ostracising them from their community.

We understand that not all behaviours are within a child's control, and therefore, the language of 'choice' is not always helpful. Instead, behaviour is viewed within the context of relationships, not as an internal problem.

Family Engagement

We believe in working closely with parents and carers when addressing a child's needs. Parental engagement is critical in providing effective support and fostering a shared understanding of how best to help each child.

Equity Over Equality

At Haytor View, we believe that being 'fair' means providing each and every child with what they need, not treating everyone the same. We know that consistency does not mean "one size fits all," but rather a consistent focus on meeting individual needs. Our commitment to nurturing self-esteem, emotional literacy, and self-regulation empowers children positively, both in their learning and in their relationships.

We hold every child with unconditional positive regard and have courage in our belief that all children can succeed, no matter the challenges they face.

At Haytor View, we are optimistic about the potential of every individual and accept no limits on what they can achieve.

Roles and Responsibilities

Our Local Governing Body (LGB) and Connect Academy Trust are responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

The **Headteacher** is responsible for reviewing this policy with the LGB responsible for approving this policy. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour that challenges and will monitor how staff implement this policy.

In addition to this, they are responsible for:

- Putting in place consequences for bullying and oppressive incidents.
- Meeting with children, staff and parents regarding serious behaviour incidents.
- Suspensions and exclusions.
- Addressing day to day incidents of behaviour as members of the Leadership Team.

The **Senior Leadership Team (SLT)** are responsible for:

- Establishing positive behaviour and culture for each key stage in line with the policy.
- Analysing CPOMS for trends in each key stage and ensuring all are actioned and closed weekly.
- Leading/facilitating TAC meetings for children with individual plans.

The **SENDCo** with the family support advisor are responsible for:

- Behaviour of children with SEND.
- Observing and/or discussing more concerning continued behaviour following Phase Leader intervention.
- Involvement in TAC meetings – both internal and external.
- Putting in place support for children with additional needs in class or/and the playground at challenging points in the day
- Being proactive in promoting regulation as day-to-day flexible support.
- Being the emotionally available adult for specific children at key points in the day.
- Maintaining staff awareness of the impact of trauma on behaviour.
- Support and preventative measures for negative behaviour through targeted intervention.
- Developing risk assessments or co-regulation plans for children needing extra support with their key adults.

All **teachers** are responsible for:

- **Establishing Classroom Expectations:** Setting clear, fair, and consistent behaviour from the start of the school year, ensuring children understand the boundaries and the reasons behind them. This will include everyone being Careful, Kind and Ready, and therefore enable all children to learn successfully, every day.
- **Building Positive Relationships:** Developing strong, respectful relationships with children that foster trust, respect, and a sense of belonging. This involves showing care and empathy, which is especially important in trauma-informed and relational approaches.
- **Promoting Inclusivity:** Creating an inclusive classroom where every child feels valued and respected, regardless of their background, behaviour, or learning needs.
- **Consistent Application:** Ensuring the behaviour policy is applied consistently, so that children understand the consequences of their actions and feel that they have been treated fairly.
- **Following Agreed Procedures:** Adhering to the school's procedures for behaviour management, including consequences, rewards, and restorative practices, and ensuring that interventions are appropriate to the situation.
- **Dealing with Behavioural Issues:** Addressing inappropriate behaviour calmly and professionally, using emotion coaching, de-escalation techniques and restorative approaches to resolve conflicts and rebuild relationships.
- **Restorative Practices:** Engaging in restorative conversations with children after behavioural incidents, encouraging reflection, responsibility and repair of relationships rather than focusing solely on punitive measures.

- **Promoting Self-Regulation:** Helping children develop self-regulation skills by teaching them how to manage their emotions, behaviour and reactions, particularly through modelling calm responses and offering guidance.
- **Emotional Literacy:** Supporting students in developing emotional literacy by helping them identify and express their emotions appropriately. This can involve structured emotional development activities or informal discussions.
- **Nurturing Child Well-being:** Keeping a close eye on the emotional well-being of, particularly those who may be experiencing trauma or have social, emotional, and mental health (SEMH) difficulties, and ensuring they receive appropriate pastoral support.
- **Tailoring Approaches to Individual Needs:** Recognising that not all students respond to behaviour management strategies in the same way and adapting approaches accordingly. This is especially important for students with additional needs, such as those with SEMH difficulties or trauma backgrounds.
- **Understanding Behaviour as Communication:** Viewing behaviour as a form of communication and responding with empathy and curiosity to understand the underlying emotional or situational causes of the behaviour.

All **school staff** are responsible for:

- Implementing the policy consistently.
- Delivering the behaviour curriculum so that all children know, understand and follow the rules of 'Careful, Kind and Ready'.
- Modelling positive behaviour and being good role models.
- Providing a personalised approach to the specific behavioural needs of particular children.
- Recording behaviour incidents on CPOMs.
- The SLT will support staff in managing and responding to behaviour incidents.

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Ensure their child/ren arrive on time ready for school, enabling a positive, inclusive and settled start to learning, every day.
- Support their child in following the school rules of 'Careful, Kind and Ready'
- Make the school aware of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues

Children will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences if they do not meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Children will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for children who are mid-phase arrivals.
- All children will be expected to know, understand and follow the rules of 'Careful, Kind and Ready'.

Strategies for Promoting Positive Behaviour

Positive Relationships

Relationships at Haytor View are given central importance: positive relationships are established, maintained and restored where needed, using evidence-based strategies (Education Endowment Fund, 2019).

Behaviour is understood to be communication and adults reflect on what a child is communicating with their behaviour if this is unclear.

Adults consistently remain calm when responding to children's behaviour.

Classroom Management Strategies

At Haytor View, we focus on and praise positive behaviour. We have whole school classroom routines and high expectations for behaviour of all children.

We have reward systems in place and focus our emphasis on praising effort and demonstration of the school values, as well as academic achievement from the child's starting point.

Children understand adult expectations of them and are clear on what is expected. Clarity and consistency are understood by all staff to be crucial to positive behaviour management. Teachers are supported by phase leaders and deputy head, as well as the headteacher to ensure that classroom behaviour management is consistent and positive.

Rewards and Positive Praise

Our aim is to develop children's intrinsic motivation and growth mindset, the belief that our success can be developed over time as we grow, make mistakes and learn. We acknowledge that extrinsic motivators help children establish positive behaviours, and develop intrinsic motivation and we use these, alongside specific praise.

At Haytor View, we focus on proactive, supportive methods, helping children develop self-regulation skills, empathy, and responsibility within a safe, non-punitive environment.

Expected Behaviours and Key Themes of the Behaviour Curriculum:

Respect and Kindness: Children are taught and expected to show respect for themselves, others, including peers, staff, and school property and to demonstrate kindness in their interactions.

Self-Regulation and Calmness: We teach children to recognise and manage their emotions effectively, practicing calmness and patience, especially in challenging situations.

Active Listening and Engagement: Children are guided to listen attentively, follow instructions and participate actively in their learning.

Responsibility and Accountability: Children are expected to take ownership of their actions, learn from mistakes and make efforts to improve.

Perseverance and Growth Mindset: We promote resilience, encouraging children to persevere through difficulties for learning.

Children are taught that these behaviours are expected in face-to-face and online interactions.

Habits and Routines:

1. **Daily Check-Ins:** Regular emotional check-ins to help children start their day feeling heard and understood.
2. **Clear Communication and Reflection:** Encouraging open dialogue, giving children time to reflect on their behaviour and reinforcing positive choices.
3. **Calm and Orderly Transitions:** Practicing smooth, quiet transitions between activities and spaces to maintain focus and respect for learning time.
4. **Positive Reinforcement:** Regular praise and recognition for positive behaviour, reinforcing a supportive atmosphere where children feel valued.

Through these behaviours, habits, and routines, Haytor View aims to create a positive, inclusive environment that enables each child to feel secure, connected, and motivated to succeed. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

At Haytor View, children are given specific praise for both their effort and achievements from their starting points. In addition to this verbal praise, children across the school have strategies such as marbles in a jar for class points to mark individual achievement.

Below are some examples of when these would be awarded:

- Effort and participation in lessons
- Showing the school values, e.g., showing compassion to a peer
- Being a role model to others
- Taking responsibility of their own learning e.g., resources ready and homework completed
- Undertaking responsibilities in the wider school and community
- Showing a growth mindset and trying hard in their learning.
- Every classroom has a recognition board. Recognition boards are targeted at one 'Behaviour Principle' each time. These boards recognise learners who are demonstrating the desired behaviour attitude. Names are never removed from the board. The aim is to get everyone's name on the board before teachers reset it (take all the names off and start again). Teachers reset the board based on the needs of their class. It might be every lesson; it might be each session or each day. Children work together to get everyone's names on the board.
- There may be a reward given for everyone getting their names on the board. For example, a marble in a jar or a simple cheer.

Limit setting, consequences and sanctions

At Haytor View, our approach to responding to behaviour is grounded in trauma-informed and relational principles. We view behaviour as a form of communication, which means we strive to understand the underlying needs, feelings, or challenges that may be driving a child's actions. Rather than focusing on punitive measures, we emphasise building trusting relationships and providing individualised support. Our methods are supportive and non-punitive, which allows us to address issues with empathy and understanding, aiming to make children feel safe and respected.

At Haytor View, teaching and support staff are responsible for upholding the behaviour culture and for the implementation of the approach set out in this policy on a day-to-day basis. To support with this, there are five main mantras that guide responses to behaviour:

1. **First Attention for Best Behaviour:** Prioritising positive reinforcement for desirable actions, encouraging children to follow positive examples and fostering a supportive classroom environment.
2. **Connection Before Correction:** Prioritising building relationships and understanding the root causes of behaviour before applying corrective measures, particularly for children with emotional or behavioural difficulties.
3. **Engage, Don't Enrage:** Responding to challenging behaviour by connecting with empathy and understanding rather than reacting with frustration or anger, fostering a supportive and constructive interaction.

4. **Regulate to Educate:** Helping children to calm down (Regulate), building a connection with them (Relate), and then engaging in problem-solving or teaching (Reason) once they feel safe and understood.
5. **Repair, Restore, Reconnect:** Focusing on healing relationships, fostering understanding, and rebuilding trust through supportive and inclusive actions.

Our responses are underpinned by the principles of emotion coaching which is a supportive approach that helps children understand and manage their emotions by teaching them to identify, label, and process their feelings in a healthy way. Through empathetic listening and validation, adults guide children to recognise and express emotions constructively, helping them develop emotional regulation skills. This approach not only strengthens relationships but also promotes resilience, self-awareness, and positive coping strategies. At Haytor View, we recognise the powerful role that adults play in shaping a child's emotional and behavioural development.

At Haytor View, we believe in public praise and treating all children with dignity and respect. Our expectation is that all children follow the guiding principles of 'Careful, Kind and Ready'. These are explicitly taught through whole school assemblies and in class, including learning delivered through our values and PSHE. They are referred to throughout the year to re-establish expectations. In line with our whole school approach to behaviour and our inclusive ethos, we understand that some children require more support to meet this expectation.

Staff use a variety of behaviour management tools to support children in making the right choices or de-escalate a situation.

Some examples of these are:

- Verbal advice and support
- Choices/consequences
- Natural consequence e.g. if there is damage to school property the child will be supported to work with an adult to fix/tidy
- Using diversion & diffusion e.g., engaging the child in a discussion about a favoured topic
- Using negotiation
- Proximity praise
- Praise for doing the right thing previously
- Following set school scripts based on 'Careful, Kind and Ready'
- Non-verbal cues such as looks and appropriate touch
- Time in and movement breaks offered
- Re-assurance
- Planned 'ignoring' (with subtle oversight/monitoring of the child whilst providing positive attention elsewhere, this could also be used as 'take up time' to allow processing and space for the child to change approach)

- Redirection to another activity
- Humour (but never sarcasm)

If these strategies do not work, adults will use the warning system by going through the 6 steps (See Appendix 3)

Blue Cards

Send the blue card to the office to request assistance when a child has not responded to reminders / warnings, is being persistently disruptive or has engaged in the serious misbehaviour outlined above.

A member of SLT will attend to support the member of staff. Some behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given.

These behaviours may include:

- Bullying/racism/homophobic language
- Swearing or obscene language
- Fighting or intention to harm
- Vandalism (school property or that of other children)
- Theft of property
- Throwing objects that endangers others
- Serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff

These behaviours are considered serious because they can impact the well-being and safety of pupils and staff, disrupt learning, and often require immediate attention to prevent further incidents. It is important to note that each case is responded to on an individual basis considering the needs of the children involved, the intent of the actions and the harm caused.

See 'Appendix 3 – 6 Steps to dealing with behaviour that challenges that challenge' for further guidance. If a child is repetitively struggling with their behaviour, and this is impacting on their or others learning or safety, this will be recorded on CPOMS so that the senior leadership team can look for patterns, share this information with parents and other staff and co-create a personalised behaviour plan through a 'Team around the Child' meeting.

Safety is always the school's prime consideration; neither children nor staff must be placed in situations that expose them to an unacceptable level of risk. Through constant monitoring and assessment of children's behaviour and the school's responses to them, appropriate levels of supervision can be ensured. Haytor View is always striving to find the most effective ways to reduce and manage potential risk.

Suspensions and Exclusions

The headteacher has the right to suspend (internal, external, fixed term or permanently exclude) a child. This will always be proportionate, only in extreme circumstances and in line with statutory guidance and Tier 3 behaviour outlined in Appendix 6 - 'Behaviour and Sanction Tiers'

A suspension from the school community is used as a last resort and for the shortest time possible. It is not a punitive measure, but a planned intervention initiated by the Headteacher when it is felt that it is unsafe for a child to be in school, and when other strategies have failed.

It is done in the interests of a child's own health and safety and the health and safety of others because the school feels that, at that time, the school is not an appropriate environment for the child.

An internal exclusion may be given, if it felt that it is in the best interest of the child.

Suspension is normally kept to a maximum of 2-3 days (suspensions are most frequently set at 1 day) as we feel that 1-3 days represents enough time for a child to reflect on their behaviour and for the staff to reflect on and adapt practice. The length of the suspension will relate to the age, specific needs of the child and will take into consideration previous behaviour. The school will work with parents / carers and the child to prevent suspension and will only suspend under severe or extreme circumstances. Wherever possible, suspensions are not used as an instant reaction for a serious incident.

The headteacher may suspend a child for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

During a suspension of 5 or fewer days, work will be set by the class teacher for the child to complete at home. This work should be returned completed at the end of the suspension for marking. During the first five days of any suspension, the parents/carers of a suspended child must ensure that their child is not present in a public place during normal school hours without reasonable justification, whether with or without a parent/carer.

Suspensions which result in the student being suspended for more than 5 school days, must be reported to the local authority. The school must arrange full-time educational provision from the sixth day of suspension. (This should be provided by the local authority in cases of permanent exclusion.) Any suspension which may result in a student missing a public examination must be reported to the Governors and to local authority.

Procedure

- A senior member of staff will phone home to inform the parent or guardian of the decision to suspend and arrangements to follow.
- Worksheets will be sent home for the child to complete and then return.
- A suspension letter will be emailed to the parents from the headteacher via the school office. The letter will include the following: length of the suspension, reason for it, date for return, support moving forward and invitation to a reintegration meeting.
- The suspension will be logged on the school's MIS system Arbor and details of the incident will be recorded on CPOMS.

Reintegration Meetings

Upon return there must be a reintegration meeting to ensure the child has a successful reintegration back to school. The meeting will help the child understand the impact of their behaviour, resets

expectations of the school behaviour, renews sense of belonging and gives the child a fresh start. Visual supports will be offered to enable children to reflect and communicate. Behaviour targets will be set to be reviewed after the first day, 5 days and 15 days after the initial suspension.

Permanent exclusion

The decision to permanently exclude a child is a very serious one and is for the headteacher to take, with the approval of the Trust CEO. The decision to permanently exclude should only be taken:

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

Permanent exclusion is usually a last resort and other options to avoid permanent exclusion will often be considered such as alternate provision or a managed move in line with Trust policy.

The Use of Reasonable Force

What is 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 children.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit

When can reasonable force be used?

- The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff then talks to the child who is angry to calm them. Staff are asked to use every means possible to de-escalate a situation before having to resort to restraint. However, the safety of the child, other children and adults are the number one priority.
- Key members of staff have restraint training (PIPs) and they should be called upon in the event of a child needing to be restrained. However, this may not be feasible in all situations.

In the unlikely event of a serious breach of behaviour, the school can use reasonable force:

- When behaviour disrupts the learning of others, and the child has refused to leave the classroom.
- To prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.
- When a child is at risk of harming themselves through physical outbursts.
- The school will record all attempts to restrain a child on CPOMS . If the school has restrained a child, then the parent will be informed.

The school cannot use force as a punishment – it is always unlawful to use force as a punishment.

Child Support

At Haytor View, we understand our duty, both moral and legal, to prevent pupils with a protected characteristic from being at a disadvantage. The approach in this policy has been created to support all pupils, especially those with SEND. This policy has been carefully designed to ensure the inclusivity of pupils with SEND, and the approaches used are proven to ensure an equitable offer of support. It considers each child's unique challenges and needs and considers their stage of development. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child. The school's SENDCo will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying emotional needs that are not currently being met.

Our response to pupils with SEND is summarised below:

1. Understanding SEND-Specific Needs

- We recognise that behaviour can be a form of communication, especially for children who may struggle with verbal expression.
- We ensure that staff are trained in understanding how specific disabilities (such as autism, ADHD, or emotional and behavioural difficulties) may impact behaviour and learning.
- We apply trauma-informed approaches, as children with SEND are more likely to have experienced trauma, which can affect their behaviour.

2. Individualised Support Plans

- We develop support plans tailored to the needs of each pupil with SEND, detailing specific strategies, sensory needs, triggers, and coping mechanisms.
- We ensure the plans involve input from parents, carers, SEND coordinators, and any external professionals working with the pupil.

3. Flexible and Reasonable Adjustments

- We implement reasonable adjustments to support pupils with SEND in understanding and following the behaviour expectations. This may include visual aids, simplified instructions, and structured routines.
- We allow additional time or alternative responses when managing incidents involving children with SEND, as they may need extra support to process emotions or changes in routine.

4. Positive Behaviour Reinforcement

- We reinforce positive behaviours through consistent praise, rewards, and recognition of effort, rather than solely focusing on compliance with rules.

- We provide opportunities for children to succeed in areas where they feel confident, building their self-esteem and resilience.
- 5. De-escalation and Sensory Breaks**
- We train staff in de-escalation techniques that can prevent behaviour incidents from escalating, particularly for children who may experience sensory breaks or safe spaces where pupils with SEND can go to self-regulate and calm down if they become overstimulated or distressed.
- 6. Collaboration with SEND and Pastoral Staff**
- We ensure close collaboration between the SEND team, pastoral staff, and the wider teaching staff. Regular meetings allow for updates on pupil progress, adjustments in strategies, and shared insights on effective support methods.
 - We keep open lines of communication with parents, carers, and any external professionals to ensure that the school's approach is consistent with any other support the child receives.
- 7. Reviewing and Adapting the Policy**
- We continuously review the behaviour policy in light of new insights and evolving needs of the pupils with SEND, making adjustments as needed to ensure that it remains effective and inclusive.

This approach supports both the emotional and behavioural development of pupils with SEND, aligning with a relational, trauma-informed approach to create a safe, understanding, and supportive environment for all children

Safeguarding

Haytor View recognises that changes in behaviour may be an indicator or a child's way of communicating that they need help or protection. We will consider whether a child's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Behaviour beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful. Teachers may discipline misbehaviour in accordance with this policy when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school or wearing school uniform
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Searching and confiscation

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- 2) Power to search without consent for "prohibited items". School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Prohibited items include, but are not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a member of staff suspects that a child is in possession of a prohibited object, the child may be searched. This search of a child should be conducted by the Headteacher, or a member of staff authorised by the Headteacher, and the following steps should be followed:

- The search should be conducted by the same gender as the child, and with another adult (where possible of the same gender).
- Before any search is undertaken consent will be sought from children. If consent is refused, the child will be asked to say why he/she has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a consequence.
- Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the child may be searched without their consent. Advice should be sought from the Headteacher if this is the case.
- Searching the child's possessions includes searching a child's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police. ·
- It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual pupil's

parents/carers or guardians will be contacted. We will always aim to inform parents/carers if we must search their child.

Record keeping and data analysis

Haytor View uses CPOMS to record safeguarding concerns and behaviour incidents. This allows timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the senior leadership team.

Induction and Training

To ensure that all staff can consistently respond to children in line with these expectations outlined in this policy, Haytor View and Connect Academy Trust provide opportunities for effective staff training in behaviour management to equip them with the skills and strategies needed to support positive behaviour, understand underlying causes, and respond in a trauma-informed, relational manner that promotes a safe and inclusive learning environment for all children.

As a school, we provide the following training to staff:

- Induction on school values, ethos, and behaviour policy implementation
- Emotion Coaching
- Restorative Practices
- Attachment and Trauma
- Adverse Childhood Experiences (ACEs)
- Safeguarding and Child Protection Awareness
- Sexual Harassment and Violence Awareness
- Domestic Abuse Awareness
- Learning Mentor
- Emotional Literacy and Support Assistant (ELSA)
- Nurture Principles
- Continuous Learning and Adaptation

Monitoring and Application

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Headteacher. At every review, the policy will be approved by the full governing board.

This draft policy was shared in January 2026, approved in February 2026 and will be reviewed in October 2026.

Appendix 1 –Written Statement of Behaviour Principles

At Haytor View Community Primary School and Nursery, our behaviour principles are rooted in the belief that all children deserve to feel safe, valued, and supported. We recognise that behaviour is a form of communication and that understanding the underlying causes of behaviour—particularly trauma—enables us to respond in a way that promotes healing, growth, and positive relationships.

1.Relationships First We believe that strong, trusting relationships between staff, pupils, and families are at the heart of positive behaviour. We prioritise connection, empathy, and understanding as the foundation for all interactions. By fostering secure and respectful relationships, we help children feel safe and supported, which leads to improved behaviour and emotional well-being.

2.Trauma-Informed Approach We understand that some pupils may have experienced trauma or adverse childhood experiences that impact their behaviour and ability to regulate emotions. Our staff are trained to be trauma-informed, which means responding with sensitivity and awareness, providing consistent routines, and creating environments that reduce anxiety and promote safety.

3.Behaviour as Communication We approach behaviour as a form of communication, understanding that challenging behaviour often reflects unmet needs, emotional distress, or difficulties in self-regulation. Rather than focusing on punishment, we strive to identify the root causes of behaviour and work collaboratively with pupils to develop skills for managing emotions and resolving conflicts.

4.Consistency with Compassion We believe in maintaining high expectations for behaviour while also offering compassion and flexibility in our responses. We provide clear, consistent boundaries and expectations, and we model respectful, positive behaviours. At the same time, we recognise that pupils may need individualised support, time, and guidance to meet these expectations.

5.Restorative Practices When conflicts or behaviour issues arise, we use restorative practices to repair relationships and rebuild trust. This approach encourages accountability and reflection, helping pupils understand the impact of their actions on others providing opportunities for meaningful resolution and personal growth.

6.Inclusion and Equity Our behaviour principles are inclusive and equitable, ensuring that every child is treated with dignity and respect, regardless of their background, needs, or challenges. We are committed to reducing exclusionary practices and making sure that all pupils are given the support they need to succeed, both academically and socially.

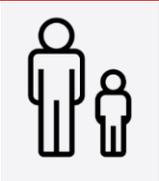
7.Emotional Regulation and Well-Being We prioritise teaching emotional regulation skills and creating a school culture that promotes mental health and well. Through social-emotional learning and targeted interventions, we empower pupils to understand and manage their emotions, make positive choices, and build resilience.

By embedding trauma-informed and relational approaches into our behaviour policy, we aim to create a nurturing, inclusive environment where every child can thrive, feel valued, and develop the skills they need to succeed in school and beyond. This statement serves as the foundation for our behaviour policy and guides the way we respond to, support, and nurture our pupils.

Appendix 2 – Haytor View Behaviour Blueprint

Our Haytor View Way		Above and beyond recognition	
<input checked="" type="checkbox"/> Careful <input checked="" type="checkbox"/> Kind <input checked="" type="checkbox"/> Ready		<input checked="" type="checkbox"/> Putting others first <input checked="" type="checkbox"/> Rising to a challenge <input checked="" type="checkbox"/> Sticking at something	
Adult Behaviour	Remember...	Relentless Routines	
<input checked="" type="checkbox"/> Calm <input checked="" type="checkbox"/> Consistent <input checked="" type="checkbox"/> Positive <input checked="" type="checkbox"/> Empathetic <input checked="" type="checkbox"/> Curious <input checked="" type="checkbox"/> Reflective	<input checked="" type="checkbox"/> 'Engage, don't enrage' <input checked="" type="checkbox"/> 'Connection before correction' <input checked="" type="checkbox"/> 'Regulate to Educate' <input checked="" type="checkbox"/> 'Rupture and repair'	<input checked="" type="checkbox"/> Wonderful walking <input checked="" type="checkbox"/> Lovely lining up <input checked="" type="checkbox"/> Turn to your partner <input checked="" type="checkbox"/> Silent stop cue (hand, count down from 5)	
Positive Reinforcement			
<i>Remember... first attention for best behaviour!</i>			
Scripted Response		Response to Outstanding Behaviour	
Make sure you say the child's name to gain their attention before using any of the following dialogue: <input checked="" type="checkbox"/> 'Well done, you were being careful because...' <input checked="" type="checkbox"/> 'I'm pleased that you were being ready for learning by...' <input checked="" type="checkbox"/> 'You showed kindness by...' <input checked="" type="checkbox"/> 'I'm proud of you for not giving up even though it was hard.' <input checked="" type="checkbox"/> 'I'm so pleased you stuck at it. Now you can...'.		<ol style="list-style-type: none"> 1. Verbal praise – public and private 2. Use of body language – a smile, nod, thumbs up etc 3. Name on the recognition board 4. Sticker (paired with the above) 5. Discussion/phone call home to parents/carers 6. Postcard home 7. Headteacher award 8. Celebration assembly nomination 	
Responding to Behaviours that Challenge			
Scripted Interventions		30sec Intervention	
<ol style="list-style-type: none"> 1. I understand... (that you are angry/cross/upset/frustrated/disappointed) 2. I need you to... (come with me so we can sort this out properly) 3. Maybe you are right... (maybe I need to speak with them too) 4. That may be so yet... (I need you to...) 5. I've often thought the same... (yet we need to focus on...) 6. I hear what you are saying... (it's not easy but I know you can do it brilliantly) 		<ol style="list-style-type: none"> 1. Whisper reminder of previous positive behaviour 2. Walk away (take up time) 3. Quiet chat later to restore (hold the child in mind e.g. I thought of you at the weekend when...) 	
Stepped Sanctions		Emotion Coaching	
<ol style="list-style-type: none"> 1. Intervention 2. Chance 3. Choice 4. Consequence – missed play 5. Consequence – learning in other class 6. Consequence - SLT 		<ol style="list-style-type: none"> 1. Recognise, empathise and soothe to calm ('I understand how you feel, you are not alone...') 2. Validate the feelings and name them ('This is what is happening, this what you are feeling') 3. Set limits on the behaviour if needed ('I understand but we can't always do that') 4. Problem-solve with the child ('We can sort this out together') 	
Restorative Follow Up			
<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time... and now? 3. How did this make people feel, including you? 4. Who has been affected and how? 5. What can we do now to put things right... and in the future? 			

Appendix 3 - 6 Steps to dealing with behaviours that challenge

Stage	Suggested Script	Reporting
1. Connection before Correction 	<ol style="list-style-type: none"> 1. I understand... (that you are angry/cross/upset/frustrated/disappointed) 2. I need you to... (come with me so we can sort this out properly) 3. Maybe you are right... (maybe I need to speak with them too) 4. That may be so yet... (I need you to...) 5. I've often thought the same... (yet we need to focus on...) 6. I hear what you are saying... (it's not easy but I know you can do it brilliantly) 	
2. Chance 	<p>"At Haytor View we are 'Careful, Kind and Ready... This is your chance to show me your best."</p>	
3. Choice 	<p>"You have had a chance. All adults expect every child to show the Haytor View Way of being are 'Careful, Kind and Ready'. Think carefully, I know you can do it"</p>	
4. Consequence  <i>Loss of age-appropriate time in. Incomplete work sent home after this.</i>	<p>"I can't let you do that. You have had a chance and you have been asked to make a change so that you are being are 'Careful, Kind and Ready' and showing the Haytor View Way. There is now going to be a consequence. You will miss (x) minutes at breaktime/lunchtime today/tomorrow. Your learning will need to be finished as well."</p>	<p>Log on CPOMS. May be reported to Parents/Carers if forming a regular pattern. Restorative conversation cards.</p>
5. Consequence  <i>Pupil is provided with learning and works in another class.</i>	<p>"I can't let you do that. You have had a chance and you have been asked to make a change so that you are being are 'Careful, Kind and Ready' and showing the Haytor View Way. Your behaviour choices are affecting the learning of others. There is now going to be a consequence. You need to complete your work in...."</p>	<p>Log on CPOMS. Reported to Parents/Carers Restorative conversation cards. Bespoke restorative and/or pastoral support may be required.</p>
6. Go to Senior Leader  <i>Pupil provided with learning, goes to HT. Incomplete work sent home.</i>	<p>"You are a good person, who knows the Haytor View Way of 'Careful, Kind and Ready'. I am wondering what has happened today and I am here to help. Part of that includes letting you know that is it unacceptable in our school to ***** (describe the behaviour that is challenging). This is affecting the learning of others and are unsafe/dangerous/harmful. There is now going to be a consequence. You need to go to **** (SLT) to complete your learning...."</p>	<p>Log on CPOMS Reported to Parents/Carers Restorative conversation cards. Bespoke restorative and/or pastoral support may be required.</p>

Appendix 4 - Receiving a child into class and back into class

Step 5 –

- This is time to de-escalate, no blame or judgement is needed, this is a process. It allows the child to move on and return after no more than 15 minutes.
- The children sit at a desk and continue their learning.
- Receive them quietly and calmly and as privately as possible

Step 6 – sent to SLT

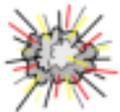
- Re-set high expectations
- Consequence (this may be a verbal reprimand, loss of privileges, school-based community service such as tidying a space, collecting rubbish, cleaning desks (opportunity for repair, choosing to do something positive)
- Reflection activity (proforma)
- Repair
- Restorative conversations- this may also include an apology. This leads to a 'clean slate' SLT will then rehearse a script with the children and then walk them calmly back to class. SLT will tell the teacher the steps that have been taken whilst the child was out of class and that the child is ready to return. Child will apologise, 'I am sorry for XXX please can I return to the classroom and my learning?'
- The role of the teacher is to accept the child positively back into the classroom with no further chastising which would undo the work done by SLT.
- A restorative conversation at the next appropriate time such as play time between the teacher and child when appropriate.
- If the teacher is in mid-teaching flow, SLT will wait outside the classroom with the child whilst the teacher tasks class with an appropriate activity so they can receive the child back positively.
- Dependent on the child, SLT may request pastoral support to complete some of these stages.
- Call home to report behaviour by the class teacher or SLT depending on the incident (agree between members of staff and follow up). Teacher to report incident on CPOMS.

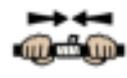
Receiving your child back from another class or Phase Lead class

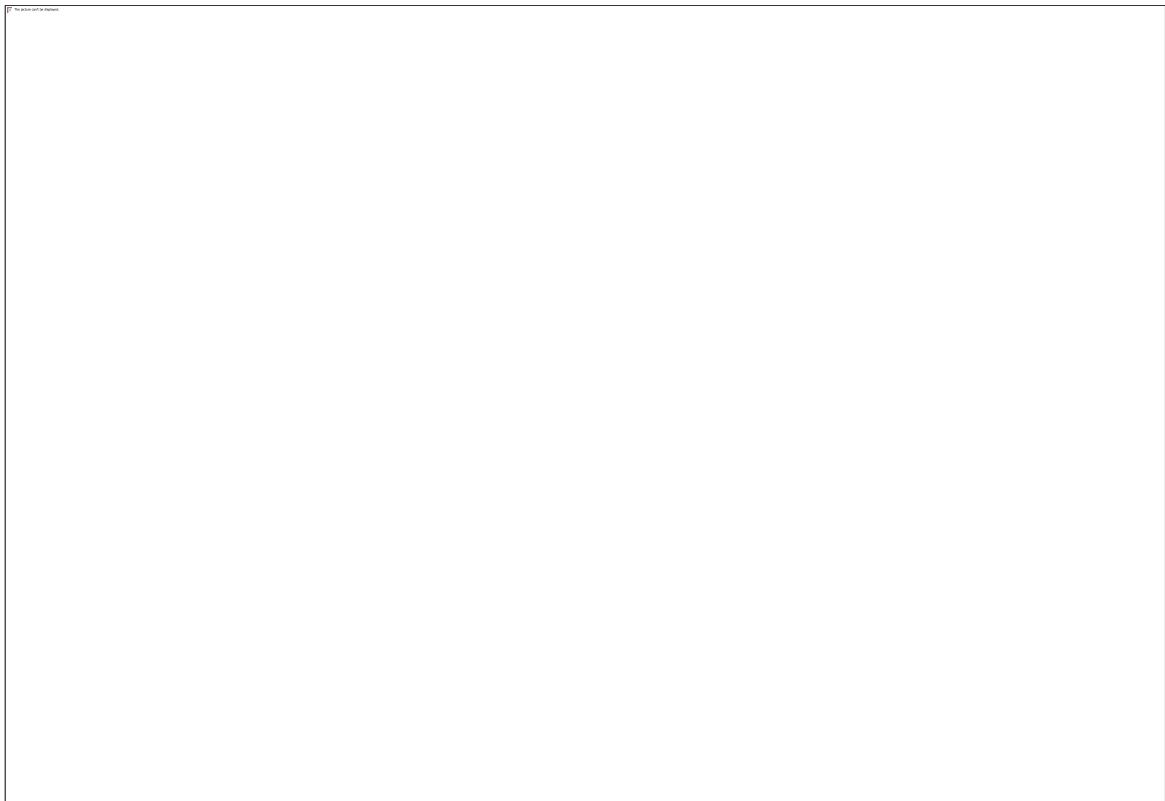
- The child will say, 'I am sorry for XXX. Please can I return to the classroom and my learning?'
- Teachers are to be positive and welcoming.
- Their role is to accept the child back in without further chastisement

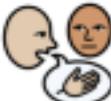
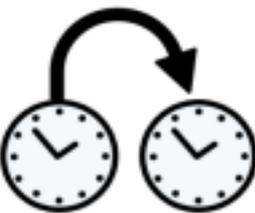
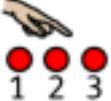
Appendix 5 - Reflection Sheets

 me	 a friend	 teacher	 TA	 parent
 some friends	 These people have been affected...			 brother or sister
 someone in my class				 my family
 a visitor to school	 someone at school	 my class	 a group	 someone else

 alone	 scared	 worried	 embarrassed	 confused
 fizzy	 I was feeling...			 not ok
 disappointed				 sad
 angry	 out of control	 frustrated	 fidgety	 excited

 write it down	 safe space	 talk with someone	 say sorry	 fix something
 draw a picture	 I can do this to put it right...			 make a card
 write a letter				 tidy up
 finish my work	 have help to say sorry	 sensory break	 time out	 something else



 <p>talk to a teacher</p>	 <p>ask for time out</p>	 <p>fiddle with something</p>	 <p>sit with someone else</p>	 <p>ask for help</p>
 <p>play with someone else</p>	 <p>Next time I could...</p>			 <p>count to 10</p>
 <p>walk away</p>				 <p>sensory break</p>
 <p>use words</p>	 <p>take deep breaths</p>	 <p>say I don't like it</p>	 <p>talk to a friend</p>	 <p>something else</p>

Appendix 6 - Behaviour and Sanctions Tiers

At Haytor View, our ultimate goal is positive behaviour established through consistency, clear systems, routines and high expectations. When serious misbehaviour and incidents arise, we recognise it needs to be responded to accordingly with a clear message that it is not acceptable or tolerated.

The context including the circumstances of the incident, the child's contextual factors, including age and stage, and any special educational needs or disabilities are always considered alongside any decision making using this framework.

	Behaviour	Adult	Actions and Sanctions	Reporting
L o w L e v e l	Low level disruptions e.g. <ul style="list-style-type: none"> • Out of seat • Calling out • Using equipment inappropriately • Not following instructions 	Class Teacher	Follow the 6 Step Plan	Complete by class teacher at Stage 4
T i e r 1	Challenging behaviour e.g. <ul style="list-style-type: none"> • Pushing in line • Low level name calling • Play fighting • Ignoring instructions • Breaking property deliberately • Inappropriate language including swearing • Spitting 	Class Teacher/Support Staff	Appropriate and proportionate sanction: <ul style="list-style-type: none"> • Step 4 – miss part of play • Step 4 – reflection sheet and restorative conversation • Step 4 – discrete discussion with parent/phone call home • Step 5 – time in other class • Right the wrong e.g. apology letter 	Complete by class teacher

T i e r 2	<p>Serious and deliberate e.g.</p> <ul style="list-style-type: none"> • Persistent challenging behaviour • Persistent or serious rudeness/name calling • Swearing at someone • Stealing • Vandalism • Intentionally hurting someone • Verbal or physical threat • Spitting at someone • Inappropriate online behaviour 	SLT	<p>An appropriate action and/or sanction from the list below that is appropriate and proportionate to the behaviour.</p> <p>Musts:</p> <ul style="list-style-type: none"> • Step 6: Sent to SLT or SLT classroom • Discrete discussion with parent/ phone call home from teacher • Reflection sheet and restorative conversation (suggestion first 10 minutes of lunch) • It is the teacher's responsibility to 'investigate' the behaviour through questioning those involved. Only when it is determined to be serious and deliberate should SLT be involved. <p>Consequence Toolkit:</p> <ul style="list-style-type: none"> • Miss whole of breaktime • Right the wrong e.g. clean up graffiti • HTV repair (community service) e.g. picking up rubbish, supporting PE • SLT meeting with parent • Removal of a privilege (This cannot affect their access to a full curriculum.) Examples include, music clubs, attendance at year group events and whole school events <p>Support Toolkit:</p> <ul style="list-style-type: none"> • TAC (Team Around the Child) • Cause for Concern • SEMH intervention programme • Individual behaviour plan 	<p>Complete by class teacher and action follow up by SLT where appropriate</p>
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T i e r 3	<p>Extremely Serious e.g.</p> <ul style="list-style-type: none"> • Bullying including online • Discrimination (including all protected characteristics) and oppressive behaviour • Sexual harassment and sexual violence • Very serious challenge to an adult • Intentionally seriously hurting someone • Serious inappropriate online behaviour • Possession of any prohibited items • Fighting • Any activity that makes other children feel unsafe 	SLT	<p>An appropriate action and/or sanction from the list below that is appropriate and proportionate to the behaviour.</p> <p>Musts:</p> <ul style="list-style-type: none"> • Blue Card to SLT for serious behaviour disrupting the lesson OR a safety situation • Escalation to SLT at most appropriate time (out of lesson time if possible) • Meeting with parent Consequence toolkit: • Removal of a privilege (This cannot affect their access to a full curriculum.) • HTV Repair (community service • Fixed term internal suspension (work to be planned by class teacher) • Fixed term external suspension (work to be planned by class teacher) • Permanent exclusion (work to be planned by the class teacher) Support toolkit: • TAC • Cause for Concern • SEMH intervention programme • Reintegration support and meeting (if suspended) 	Completed by SLT
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Appendix 7: Early Years Foundation Stage (EYFS)

Key Values

At Haytor View, we believe our children are unique individuals. They have the right to a safe, challenging learning environment that inspires curiosity and is tailored to their interests. We aim to nurture self-belief, provide an individualised curriculum and have high expectations for all learners. By working together, we will develop strong foundations for future learning. We follow the whole school principals and teach the children that we are 'Careful, Kind and Ready'. Throughout the principals we are also encouraging the children to do the following:

1. We use kind words- we tell the truth and say nice things to each other.
2. We are helpful and kind- we tidy up and take turns.
3. We listen to each other and work together to solve problems
4. We look after our toys, the books and the environment.
5. We try new things.

How we encourage positive behaviour:

- Clear Routines – visual timetables are displayed in every classroom; children are familiar with the routines and made aware of any changes.
- Support at Tidy Up time – reminders, music is played inside, bell indicates tidy up time outside, children are encouraged to help, children are praised.
- Carpet Times- resources are prepared, visual aids encourage good listening, good looking and good thinking.
- Lining Up- children are met at the door by an adult to be brought inside. Children walk in when in a line.
- Practitioners use positive, specific praise e.g., “Thank you for giving the toy to your friend, you have been kind”.
- There are enough resources, equipment and materials.
- Stories are read that highlight caring, consequences and feelings.
- Practitioners know the needs of the children; differentiate, use of interests, behaviour is discussed at EYFS planning meetings.
- Children with behavioural needs have individualised strategies; social stories, learning mentoring, plans.
- Reception Classes have a tick chart- children are rewarded with a tick for positive contributions to their class.
- Adults in the EYFS recognise that they are role models for good behaviour.

- Positive relationships are built between parents/carers, the child and key person – entry profiles, parent’s meetings, soft starts.
- Limit Setting- we have age-appropriate limitations and expectations for the child’s development.

Strategies Approaches for negative behaviour:

- Use a calm, firm, controlled voice.
- Use Makaton and visual cards.
- Get down to eye level and insist on eye contact if appropriate.
- Deal with behaviour immediately; don’t prolong or give unnecessary attention.
- Label the behaviour rather than the child e.g., “that was unkind” rather than “you are unkind”.
- Praise positive behaviour.
- Offer a choice.
- Redirect children to a more appropriate activity.
- Children are encouraged to express their feelings and are praised for doing so.
- Rules are explained to children.
- Teach children to negotiate; instead say “no”, say “stop I don’t like it” or seek an adult if they need help.

Approaches when child is breaking the rules or putting themselves at risk:

1. Intervene in a calm manner.
2. Tell them to ‘Stop’ or ‘No’ – use Makaton or a visual card if needed.
3. Bend, kneel or sit down so you are at their eye level

Appendix 8 One Page Summary

Summary of Haytor View Behaviour Policy

Haytor View Community Primary and Nursery School's behaviour policy is based on a **relational, trauma-informed approach** that places empathy, connection and understanding at its core. Behaviour is viewed as a **form of communication**, often linked to emotional needs, and is responded to with care rather than punishment. The school's ethos centres on helping children **belong, learn and thrive**, underpinned by the values of **Careful, Kind and Ready**.

Strong relationships are prioritised across the school community, with the belief that positive behaviour grows from a sense of safety, belonging and trust. Staff follow guiding principles such as "*connection before correction*" and "*regulate to educate*", ensuring children are supported to manage emotions before addressing behaviour. Clear boundaries and consistent routines are maintained, but responses focus on **self-regulation, restoration and learning**, rather than control or shame.

The policy emphasises **equity over equality**, recognising that children need different levels of support to succeed. Pupils with SEND or additional needs receive individualised strategies, reasonable adjustments and targeted interventions. Family engagement is central, with parents and carers working in partnership with the school to support children's behaviour and wellbeing.

Positive behaviour is promoted through praise, rewards and recognition of effort, values and growth mindset. Restorative practices are used to repair relationships following incidents. Sanctions are applied proportionately, with suspensions or exclusions used only as a **last resort** when safety is at risk and all other strategies have failed.

Clear roles and responsibilities are outlined for governors, leaders, teachers, support staff, parents and pupils, ensuring consistency across the school. Behaviour incidents are recorded and monitored to identify patterns and provide early support. Safeguarding is integral, with behaviour changes recognised as potential indicators of harm.

Overall, the policy aims to create a **safe, inclusive and nurturing environment** where all children are supported to develop emotional literacy, self-regulation and positive relationships, enabling them to succeed both academically and socially