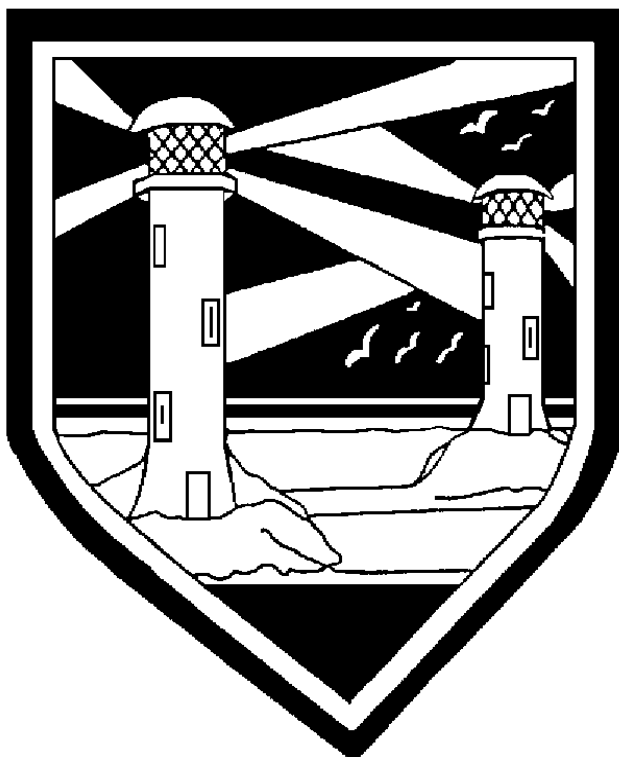


Harwich Community Primary School and Nursery



Behaviour Policy

Behaviour Responsibility: Mrs R Anderson

Behaviour Governor: Mr A Mann

Document approved by staff:	April 2026
Document approved by governors:	May 2026
This Document is due for review:	May 2027

Behaviour Policy

HEP Statement of Behaviour Principles

1. We acknowledge that our Behaviour Policy and approach will work for the vast majority of children, but some will need an **adjusted approach** to meet their specific social, emotional, learning and / or mental health needs.
2. We understand the importance of acknowledging and recognising **Pro Social** behaviour and of helping children to understand the **value** of these behaviours and the **impact** on those around them.
3. Our staff will endeavor to understand the **underlying causes** of behaviour, rather than reacting to it. We understand that some children are **unable** to moderate or self-regulate their behaviour (unconscious behaviour), whilst others are **unwilling** to moderate or self-regulate (conscious behaviour).
4. We will respond to behaviour through a consequences approach. We will use **protective consequences** in order to manage harm, and **educational consequences** to ensure that the children understand and learn what they need to learn in order to thrive.

Ask 'What does the child need to learn and how are we going to teach them?'

Purpose

At Harwich Community Primary School, we believe that good behaviour is central to a good education and we aim to develop in each child a sense of self-worth, together with an awareness of and respect for others; encouraging tolerance, sympathy and understanding in an atmosphere of mutual caring. We start with the behaviour of adults. We shape it to reach a level of consistency that most will never have experienced. We create a platform for seismic change based around the one behaviour we can control absolutely.....our own.

Aims

At our school we believe in the importance of relationships, ensuring children feel valued safe and secure, providing a sense of connection with members of staff and belonging to the whole community.

Our policy and practice are shaped around the 95% of learners who arrive every day keen to learn and eager to please. The silent majority. We don't believe the 5% of the most troubled learners are 'behaviour problems'; they need a different approach. One that is not based on a set of increasingly large sanctions. We adopt and use the relational behaviour model which is the approach from Trauma Perceptive Practice. (Appendix A explains how it is applied).

In this policy we set out to:

- Promote good behaviour, self-discipline and respect;
- Create an environment where behaviour is good and pupils can learn and feel safe;
- Create a culture where pupils and staff flourish in safety and dignity;
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated;
- Ensure that all pupils access opportunities for learning;
- Encourage the good conduct of all staff and pupils by promoting and prioritising relationships amongst staff and children.

At Harwich Community Primary School and Nursery, we know the importance of having only 3 school rules. We are confident that all children and adults in the school are able to articulate these school rules. It is important that all interactions with children / behaviour should be driven by these rules. This is done by ensuring we all consistently thread our 3 school rules in to all that we do:

- **Be kind**
- **Be safe and,**
- **Be responsible**

We believe that the most effective way of achieving our aims, is to encourage, praise, **model** and reward positive behaviour. The following are the underlying principles we wish to nurture throughout our school as we embed a culture of **'Working together to achieve our best.'**

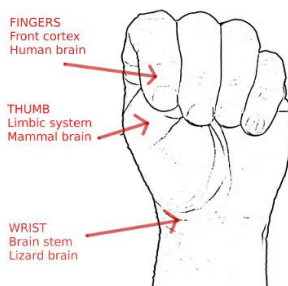
We are also proud to have children who are really good role models. These are in the shape of our Prefects, Head Boy and Head Girl, School Council team and our Peer Mentors.

Identifying & supporting vulnerable children

We work closely in school to identify particular groups, perhaps minority ethnic groups, traveller, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children in care, **young carers** and those with special needs who may find it more difficult to make or sustain friendship.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes, **lead members of staff for young carers** and help them to access clubs and out of school provision.

Behaviour



All behaviour (the way in which we act or conduct ourselves - especially towards others) can be categorised as consciously or sub-consciously driven. It is a form of communication. The work of Professor Dan Siegel represents the brain as a hand and illustrates how we learn to regulate our sub-conscious behaviour (limbic and brain stem) through our frontal cortex (human brain). At our school we use this understanding to interpret the

behaviours presented to us in an effort to develop more effective co-regulation. We will analyse behaviours and respond differently depending on whether they are consciously or sub-consciously driven.

Learners are respected, regardless of their behaviour. Adult behaviour will never be compromised by learner behaviour. Adults strip out all negative emotion/response when dealing with challenging behaviour.

Rewards

We operate a whole school behaviour plan, from Nursery through to Year 6. This is in the shape of DOJOs. All children have their own DOJO avatar and these are displayed daily in the classrooms on the IWB. This is a visual way for the children to self-review and keep a count on their collection of DOJOs.

At the beginning of the year each class decide on the success criteria for collecting DOJOs. Each week a theme for the DOJOs is set for the following week and certificates are rewarded to the children who have received the most dojos for this theme.

Celebration Assembly

Every Friday the whole school comes together to celebrate good work and good behaviour. Each week the school focuses in on a worker of the week and an overall star of the week from each class. Each class teacher thinks about a 'Star of the Week' to promote positive behaviour and good citizenship. Children are also awarded for good table manners at lunch time as well as a separate reward for a presentation star award too.

Hall of Fame

On occasions our Headteacher will spot some good work, behaviour for learning or good manners (something that will impress them). The chosen child will then get the opportunity to be published on the school's website (Mrs Anderson's Proud Moment) and a message sent home via text to the parents, letting them know the good news. We have also now established a Hot Chocolate Friday Club where children who are going over and beyond are recognised and share a hot chocolate treat with the Headteacher on a Friday afternoon.

(All members of the school community have the responsibility to foster and promote these values which include children, staff, parents and governors)

The School Behaviour Curriculum

Positive behaviour reflects the values of the school, shows a readiness to learn and respect for others. It can be more successful when the culture is where good conduct is more likely and poor conduct is less likely. This behaviour is taught to our pupils, so they understand what behaviour is expected and encouraged and what is prohibited. We concentrate and focus on the positive behaviour expectations rather than the prohibited behaviours. Our behaviour curriculum represents the key habits and routines required of our school.

Behaviour Expectations and pupils with SEND

We also recognise at Harwich Community Primary School that adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable. It is important to us at Harwich Community that our whole school approach meets the needs of all pupils and our calm and consistent approaches will benefit all pupils including those with SEND, enabling them to learn.

When some children with SEND have triggers for their 'misbehaviour' the following measures could be adopted in a situation.

- Sort planned breaks for a pupil whose SEND means that they find it difficult to sit still;
- Adjusting seating plans to allow a pupil with visual and hearing impairment to sit in the sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory needs
- Training for staff in understanding conditions such as autism.

The Role of Pupils

All pupils get the opportunity to learn in a calm, safe and supportive environment. All pupils are made aware of the school behaviour expectations, pastoral support available and our consequences processes. Pupils know that they have a duty to follow the school behaviour policy and uphold the school rules and contribute to the school culture too. We do this through sharing the expectations and reminding / revisiting this regularly, and we share this with new pupils on induction to our school along with their parents and carers.

The Role of Parents

This is crucial in our partnership and we encourage our parents to familiarise themselves with our behaviour policy and we always try and urge parents to reinforce the policy at home as appropriate. We pride ourselves on building up positive working relationships with our families. We do this by sharing good news of good behaviour and updating them timely when things have gone wrong.

The Role of Governors

The governing board is responsible for monitoring the behaviour and relationship policy's effectiveness and holding the headteacher to account with its implementation. They will also consider families' representations about suspensions and permanent exclusions and undertake their statutory role.

Behaviour- 'when it goes wrong'

From time to time a child may behave in a way that does not meet the school's expectations. It is important that children of all ages realise that there is a consequence to their actions but they are also encouraged to think about how they can change that behaviour. Learners are never able to 'power play' with adults. There is no 'them and us' culture. Universal micro scripts are used to intervene with poor behaviour.

We have innovative approaches to ensure teachers at the classroom level remain in charge of the incident. There are no detentions, segregation rooms, physical restraints or punitive punishments. Adults and learners have structured restorative conversations.

In order to deal with and manage the behaviour / incident effectively all adults will:-

- Be positive on approach
- Calm and consistent
- Tolerance
- Team spirit
- Deal with the human and not the behaviour
- Have positive regard
- Show kindness
- Listen

We will always start with looking at factors that may affect behaviour including: -

- Is there good classroom organisation and are there appropriate structures in place?
- Is there a quick response to acceptable behaviour?
- Are there clearly defined guidelines and boundaries?
- Are there high expectations?
- Ensure that bad behaviour is not arising from an inappropriate level of work?

We have made it really simple in terms of being consistent in our approach to managing behaviour effectively. All staff and governors have undergone training and they are updated regularly throughout the year upon reflection. All staff and Governors have been given a script to support each other with this consistent approach. See Appendix B for the script.

We also have a set of key questions for staff to use in a situation.

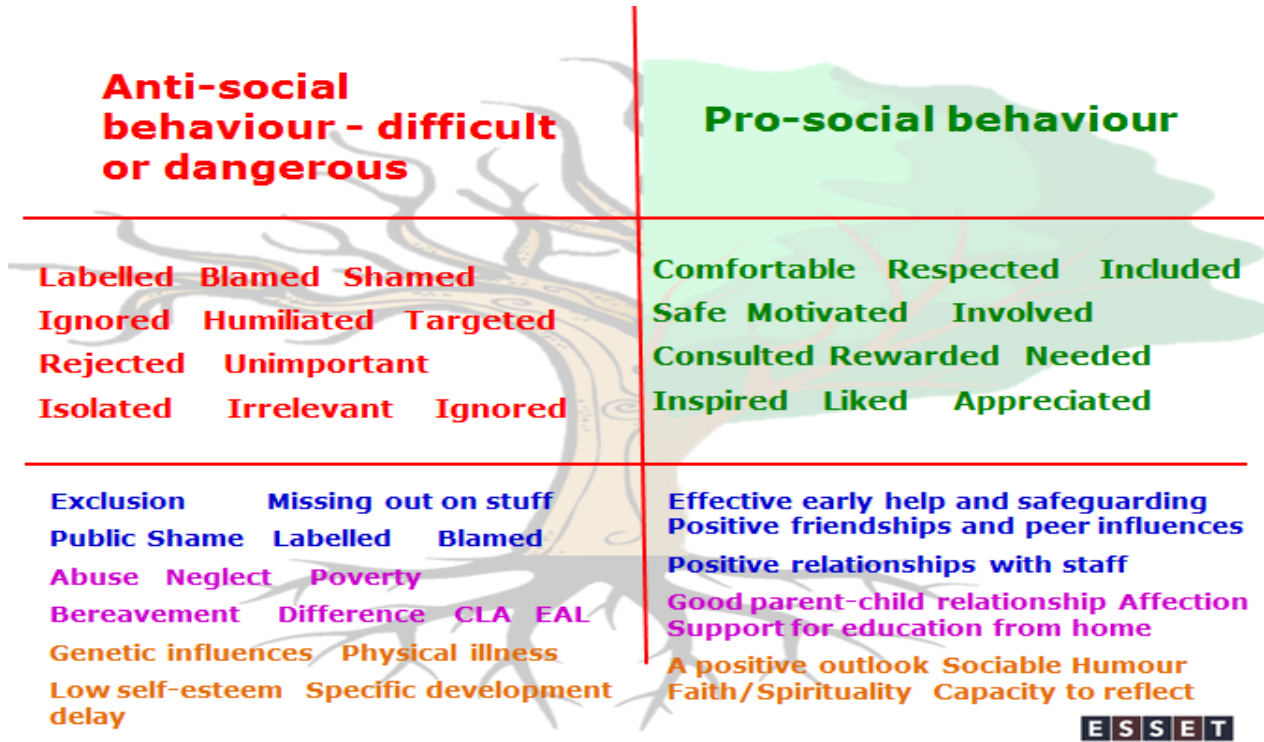
- What happened?
- Which rule has been broken do you think?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?
- Mr / Mrs is still upset by what happened yesterday. How shall we do this?
How could we make it better?

The school will also look at attitudes to school and learning from home as well as consider changes in home circumstances. It is important that parents inform the school of anything that might affect a child's behaviour.

Our next step would be to investigate the type of behaviour which is being displayed and identifying if this behaviour is conscious behaviour or subconscious behaviour using our checklist (Appendix 2 and 3).

Following on from this we would look at mapping the behaviours to see if there are any emerging patterns using an 'Anxiety Map' (Appendix 4) to plot the results to analyse. Once this is done over time the next stage would be to complete a 'Predict and Prevent' Action Plan (Appendix 5)

Different Kinds of Behaviours



Behaviour is defined as a way in which a person acts or conducts themselves, especially towards others. There are different kinds of behaviours which we may come across: -

- Prosocial behaviour which is behaviour which benefits others;
- Unsocial behaviour is behaviour where there is no effort to behave sociably and not doing as instructed;
- Anti-social behaviour which causes harm, injury and violence;

Prosocial behaviour is one we promote here at Harwich Community Primary School and recognised in a positive way. (DOJOS, stickers, thanks yous)

Unsocial behaviour is where we would acknowledge it by reminding them of our school rules and how to treat others with respect. This could also be modelled or demonstrated by other adults or children who are doing it right.

Anti-social behaviour is one which can cause harm, injury and violence. It can be divided in to two types: - Difficult and Dangerous.

It can be very helpful to consider behaviour as a form of communication. When examining and talking about anti-social behaviour, it is useful to separate it into two types: *difficult behaviour* and *dangerous behaviour*.

Difficult behaviour, in the school context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:

- interferes with the pupil's own and / or other pupils' learning;
- disrupts the day to day functioning of the school, making it a less safe and orderly environment;
- is less likely to be responsive to the usual range of interventions identified within the school behaviour policy;

It should be recognised that difficult behaviour may also include withdrawn behaviour, including refusal to respond or engage.

Dangerous behaviour in the school context encompasses behaviour that is generally:

- likely to result in imminent harm to others or self (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- verbally abusive (and may include racist/homophobic/sexist abuse);
- destructive, including significant destruction of property and the environment (to an extent that would be considered criminal if the person was of the age of criminal responsibility);
- self-harming, including head banging, scratching, hitting, kicking, biting and poking;
- striking another adult / pupil with an object (to an extent that would be considered criminal if the person was of the age of criminal responsibility).

Responding to difficult behaviour

Evidence suggests that pupils do better where they have strong relationships with staff. It is these staff who will be able to support them at the times of most difficulty. Therefore, developing good relationships with all pupils is a vital precursor to managing behaviour and supporting emotional wellbeing. Positive relationships are a protective factor in helping pupils become resilient.

It is important to remember that some behaviour, which may be deemed 'difficult', may be characteristic of a particular need and particularly prevalent in pupils with learning disabilities or neurodivergent needs. These could include rocking, repetitive vocalisations, ritualistic hand movements and self-stimulation (un-social behaviour). For these pupils, it will be necessary to adopt a proactive approach to

supporting them with these behaviours and to raise awareness of the behaviour with other staff and explain why it is happening. This should be done using the Risk Reduction Plan and accessing external support if appropriate.

The Behaviour Policy should be sufficient for the majority of pupils. There will, however, always be a minority of pupils in any school whose needs are such that they lead to difficult behaviour. Schools should seek to understand this behaviour and meet the needs of these pupils. All responses to difficult behaviour should be consistent, respectful, calm and logical.

Responding to dangerous behaviour

Most pupils do not display dangerous behaviour, however, when such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. Best practice expects that Risk Reduction Plans will be used to prevent dangerous behaviour; assess, plan, do and review. This will ensure that effective 'adult response plans' are in place for those children requiring them. The key to the success of any plan is that it is fully discussed, understood and implemented consistently by all staff, pupils and parents / carers.

When faced with potentially dangerous behaviour, we will attempt to de-escalate it. The use of a 'script' is advised. The pupil should be spoken to calmly, assertively and respectfully at all time. Simple de-escalation phrases are recommended: for example;

1. **Name** (*Use the pupil's name*)
2. **I can see there's something wrong** (*acknowledge their right to their feelings*)
3. **I'm here to help** (*tell them why you are here*)
4. **Talk and I'll listen** (*it may be possible for staff to find out how the situation has developed, or how it may be resolved*).
5. **Come with me and we can.....**(*give them an 'out' to withdraw from the situation*)



During this period, the pupil should be given physical space and time to recover and respond to requests. Where de-escalation has not been possible and difficult or dangerous behaviour continues, they should be guided / supported from the classroom to a



place of safety, with the assistance of another member of staff.

Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. Staff should always stay with the pupil, but at a safe distance (this is usually at least an extended arm's length away from them). At this point, it is important not to raise the stress of the pupil further.

Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.

As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice.

Use of physical contact

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:

- to comfort a pupil in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a pupil;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the pupil or others;
- to congratulate a pupil (hug)

The guidance produced by the Department for Education (April 2026) states that:

*"Schools **should not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm."*

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual needs and history;
- the location where the contact takes place (ideally it should not take place in private without others present).

When will we use physical contact?

Staff at Harwich Community Primary School may use touch with children in order to comfort, reward or guide. It should be acknowledged that some children will not want to be touched. This should be respected.

How will we use physical contact?

Hugging

A sideways on hug, with the adult putting their hands on the pupil's shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated. This discourages 'front on' cuddling and placing the adult's hands on the shoulders limits the ability of the pupil to turn themselves into them.

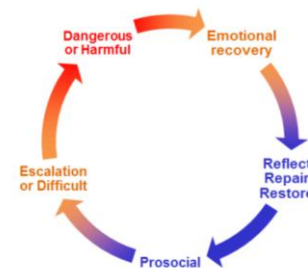
Hand-Holding

It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move pupils, this can become a restraint.

Therefore, the best practice is the use of the 'offering an arm'. This is done by the adult holding their arm out, and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupil's for a little extra security if it is required.

Consequences

'Consequences' can be a useful response to particular behaviours. Evidence suggests that punishments and sanctions alone have limited long-term effects, so it is important for the pupil to see a logical link between their behaviour and the response.



Consequences should have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational.

Protective consequences: required to protect the rights of others

- Increased staff ratio;
- Change of school day / timetable;
- Arrangements for access to outside space;
- Pupil escorted in social situations;
- Differentiated teaching space;
- Appropriate use of exclusion (using the time to reflect, amend plans and identify other appropriate interventions to support the pupil upon return).

Best practice suggests that all protective consequences should run alongside educational consequences, as there is the risk that long-term behavioural change will be limited without this.

Educational consequences: required to support through teaching, encourage and motivate the pupil to behave differently next time

- Ensure the pupil completes the task they have disrupted;

- Rehearse / model situations through intentional teaching of prosocial behavior;
- Ensure the pupil assists with repairs where they have caused damage (when possible and practical);
- Intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours;
- Provide the pupil with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (the Restorative Justice approach is one that could be used).

Reflect, repair and restore

There is strong evidence that restorative processes where reflections and learning take place are successful in supporting wellbeing and long-term behaviour change. During any incident the pupil's behaviour may be influenced by a strong feeling of anger, frustration, or disappointment. It must be remembered that the pupil will not be ready to engage in anything until they have calmed sufficiently. Equally, the impact of the incident on the staff and others involved should also be recognised.

Once it is considered the pupil is ready for the restorative process, this can take place and should involve all relevant persons (for example, key staff, parents, other pupils). The purpose of reflect, repair and restore is to re-visit the experience with the pupil when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, *once the situation has been sufficiently calmed* may be as follows:

1. Explore what happened (tell the story)
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how
4. Explore how relationships can be repaired
5. Summarise what has been learnt so there can be different responses next time

Some examples of restorative questions within this discussion may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you next time something happens?

To be effective, the reflect, repair and restore process should be adjusted according to the age, understanding and other needs of the pupil.

From time to time a child may behave in a way that does not meet the school's expectations. It is important that children of all ages realise that there is a consequence to their actions but they are also encouraged to think about how they can change that behaviour.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher (SMT ONLY), or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency

And

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as a pupil;

Or

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search;
- Assess whether not doing the search would put other pupils or staff at risk;
- Consider whether the search would pose a safeguarding risk to the pupil;
- Explain to the pupil why they are being searched;

- Explain to the pupil what a search entails - e.g. I will ask you to turn out your pockets and remove your scarf;
- Explain how and where the search will be carried out;
- Give the pupil the opportunity to ask questions;
- Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or desks.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desks

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (Safeguard Smoothwall App)

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Mobile Phone Use

At Harwich Community Primary School and Nursery, we are a mobile phone-free school. However, we understand that some children bring phones to school so they can stay safe while travelling to and from school and remain contactable by their families.

Therefore, we have decided to continue with the process that children may bring mobile phones to school, but they must hand them to a member of staff on arrival at

the school office. The phones will then be securely locked away until the end of the school day, when children can collect them before going home.

We have successfully implemented this system, with pupils handing their mobile phones to staff at the start of each school day. This approach allows pupils to feel safe on their journeys to and from school, while removing digital distraction throughout the school day.

Anti-Bullying

At Harwich Community Primary School and Nursery, we are committed to providing a safe, caring and inclusive environment where all children feel respected, valued and protected. Bullying of any kind is unacceptable and will not be tolerated.

We believe that every child has the right to learn and play in an environment free from fear, intimidation and harassment. We actively promote kindness, respect, empathy and positive relationships throughout our school community.

Bullying may include:

- Physical bullying - hitting, kicking, pushing or damaging belongings
- Verbal bullying - name-calling, teasing, insults or threats
- Social bullying - excluding others, spreading rumours or deliberately upsetting friendships
- Cyberbullying - using technology or social media to upset, intimidate or harm others
- Prejudice-based bullying - bullying related to race, religion, disability, gender, appearance or family background

All reports of bullying will be taken seriously and investigated promptly. Staff will listen carefully to all children involved and work with families where appropriate to resolve concerns and prevent further incidents. Support will be provided for both the child experiencing bullying and the child displaying bullying behaviour.

Children are encouraged to speak to a trusted adult if they are worried about themselves or someone else. We aim to create a culture where pupils feel confident to report concerns, knowing they will be listened to and supported.

Through our curriculum, assemblies, pastoral support and daily interactions, we teach children the importance of kindness, inclusion and responsible behaviour, helping them develop the skills needed to build positive and respectful relationships.

