Harbour Schools Partnership

A guiding light for education

Marwood Primary School

Behaviour Policy

Date Adopted by Trustees: December 2025

Reviewed by LGB on:

Author/owner: Board of Trustees

Anticipated Review: December 2026

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association.

Introduction

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
1	Dec 25		New policy based on Ventrus and Tarka previous policies	Upon merger and to meet latest legislation

Other related Policies and Guidance

Anti-Bullying Policy

Behaviour in Schools (DfE, 2024);

Equality Act 2010;

SEND Code of Practice;

Keeping Children Safe in Education (current version);

Searching, Screening & Confiscation (2022).

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1.0 Aims

The purpose of this policy is to:

- Create a positive culture that promotes excellent behaviour, ensuring pupils can learn in a calm, safe, supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the values of THSP.
- Outline expectations of behaviour and consequences of misbehaviour.
- Provide a consistent approach to behaviour management across all THSP schools, while allowing local flexibility.
- Define unacceptable behaviour, including bullying and discrimination.

At Marwood Primary School we…

- **Aim high and keep growing** – we embrace challenges, work hard, and strive for ambitious progress.
- **Show kindness and respect -** through our behaviour and actions we care for ourselves, others, and the world around us.
- **Learn for life** – we stay curious, resilient, and ready to make a positive difference.

2. Statutory Framework and THSP Ethos

This policy is based on legislation and guidance including: *Behaviour in Schools (DfE, 2024)*; *Equality Act 2010*; *SEND Code of Practice*; *Keeping Children Safe in Education (current version)*; *Searching, Screening & Confiscation (2022*).

- *Suspension and Permanent Exclusion Guidance*; *Use of Reasonable Force in Schools*.
- Each policy reflects the THSP mission: *Excellence through collaboration. Realising the right of every child to flourish.*

At Marwood Primary School we…

- Root our approach in relational practice, drawing on Devon's Guidance for Developing Relational Practice and Policy and the EEF Improving Behaviour in Schools report.
- Acknowledge that mistakes happen but relationships can be repaired and restored.
- Build a culture of belonging and trust, where positive relationships underpin learning and behaviour.

3. Roles and Responsibilities

In Harbour schools:

- The Trust/Board reviews principles, ensures compliance, and monitors policies.
- The Headteacher implements and monitors the policy; ensures induction, training, and consistency.
- Staff model expected behaviour, set clear routines, record incidents, and support restorative approaches.
- Parents/carers support the policy, reinforce expectations, and engage with school when concerns arise.
- Pupils follow rules, show respect, and accept consequences.

At Marwood School we expect everyone (pupils, staff, parents, governors) to…

- Champion personal growth and ambition – set high expectations, embrace challenges, and help every child achieve their personal best.
- Model respect and kindness – treat others with empathy, value every voice, and care for our school and community.
- Foster curiosity and resilience – encourage learning through real-world experiences, support wellbeing, and nurture lifelong learners.
- Work in partnership with us to nurture every child's growth – supporting ambition, respect, and wellbeing at home and in school.

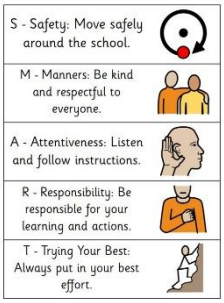
4. Behaviour Expectations (Behaviour Curriculum)

In Harbour schools:

- Pupils are expected to behave respectfully, be ready to learn, move safely, care for property, wear correct uniform, and represent the school positively both in and out of school (including online).
- Behaviour procedures and expectations will be adapted so that they are appropriate to the age and stage of pupils.

At Marwood Primary School we…

- Use SMART rules which stand for:
    - Safety
    - Manners
    - Attentiveness
    - Responsibility
    - Trying Your Best.



- SMART rules are explicitly introduced during the first week of the Autumn term and revisited at the start of each half term.
- Teachers model these behaviours in lessons and routines, and pupils practise them daily in contexts such as lining up, assemblies, and classroom transitions.
- Assemblies and PSHE lessons reinforce the meaning behind each rule, while staff consistently notice and celebrate pupils who demonstrate SMART behaviours (through our SMART Spotter Award).
- The approach is adapted for different ages and individual needs, ensuring every child understands and can apply the rules.

5. Rewards and Recognition

In Harbour schools:

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

At Marwood Primary School we…

- Use specific task-involving verbal praise, golden tickets, weekly certificates (Star of the Week, Perfect Presentation and SMART Spotters), and Headteacher stickers to recognise high quality work or excellent behaviour.



6. Responding to Misbehaviour

In Harbour schools:

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

At Marwood Primary School we use a stepwise approach which includes a:

- **Reminder** – A calm, gentle prompt to help the child reflect and make a better choice.
- **Warning** – A clear signal that behaviour must change, giving time to adjust.
- **Consequence** – Proportionate and respectful action if behaviour does not improve:
    - Move seat within the classroom
    - Work in a different classroom for a set period
    - Miss part or all of playtime/lunchtime
    - Phone call home to inform parents/carers
    - Headteacher involvement for persistent or serious behaviour
    - For high-intensity or ongoing issues: a co-regulation plan agreed with HT, SENDCO, family and external professionals (e.g. Educational Psychologist or Behaviour Support Team)
    - **Suspension** for serious breaches or if all steps have been exhausted

7. Restorative Practice

In Harbour schools:

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

At Marwood Primary School we promote:

- Repairing and restoring relationships.
- Scripted conversations where staff use structured restorative questions to help pupils reflect and take responsibility.
- All staff using restorative language for everyday incidents, not just serious issues.
- A focus on empathy and accountability where pupils understand the impact of their actions and agree steps to make things right.
- Family partnerships meaning that restorative conversations often involve parents to strengthen home-school relationships.
- Deeper interventions for headteacher and SENDCO who lead restorative meetings for repeated or high-level behaviour concerns (e.g. through a reintegration meeting with parent/carer and pupil).

8. Bullying

In Harbour schools:

- Bullying is defined as repetitive, intentional harm with an imbalance of power.
- All forms of bullying are addressed: emotional, physical, prejudice/discrimination, sexual harassment/violence, verbal, cyber (including AI-generated).
- Each school has an Anti-Bullying Policy.

At Marwood Primary School we…

- Prevent bullying through values-led teaching – assemblies, PSHE, visitors and visits. and curriculum work which all reinforce our core values of Ambitious Progress, Respectful Consideration, and Learning to Learn, alongside our SMART rules: Safety, Manners, Attentiveness, Responsibility, and Trying Your Best.
- Provide clear reporting routes – pupils can speak to any trusted adult; staff record incidents on CPOMS and through the BPRI form where appropriate showing action taken by school professionals; parents can contact the school office or class teacher.
- Investigate all reports promptly – SLT monitor patterns and ensure actions are taken fairly and consistently.
- Communicate with parents – both the victim's and perpetrator's families are informed and involved in next steps.
- Support victims – offer safe spaces, trusted adults, and follow-up check-ins to rebuild confidence and wellbeing.
- Work with perpetrators – use restorative conversations, education and behaviour support plans to repair relationships and reinforce positive choices.

9. SEND and Behaviour

In Harbour schools:

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

At Marwood Primary School we…

- Create Relational Support Plans where necessary.
- Involve the SENDCo and external agencies (e.g. Educational Psychologist, Inclusion Leader).
- Use sensory breaks for pupils who need these.
- Use zones of regulation to support pupils who might be struggling to regulate their emotions.
- Model self-regulation for pupils who need this.
- Encourage pupils to use 'calm corners' in classrooms if needed.

10. Reasonable Force and Confiscation

In Harbour schools:

- Staff may use reasonable force only where necessary to prevent harm, disorder, or damage.
- Prohibited items (knives, drugs, alcohol, fireworks, pornographic images, stolen items) must be confiscated.

At Marwood Primary School we…

- Use Passive Intervention and Prevention Strategies (PIPS) only with trained staff, recorded on CPOMS, with same-day parent contact.
- We follow The Braunton Learning Co-operative Trust's smartphone policy which states that from September 2025, all children - including those at Marwood Primary School – are prohibited from bringing smartphones or internet-enabled devices to school; only simple phones (without internet or camera) are permitted, kept powered off in bags all day to protect pupil wellbeing and prevent digital distractions.

11. Monitoring and Review

In Harbour schools:

- Significant incidents are logged using CPOMS (or Trust-agreed system).

- Policies are reviewed annually by the Headteacher and Local Board, with Trust oversight.

At Marwood Primary School…

- SLT monitor CPOMS data weekly and share termly reports with governors.
- We use patterns of behaviour to plan interventions and review relational support plans.
- We discuss behaviour as a team every day to identify concerns early, understand the reasons behind them, and implement timely interventions to support pupils effectively.