

Huntington Community Primary School

Respectful, Kind, Curious

Behaviour Policy

Grounded in trauma-informed practice

Adopted:
September 2026

Next Review:
Summer 2027

Our Vision for Behaviour

At Huntington Community Primary School, we believe that behaviour is communication. Every child, who walks through our doors, brings with them a life outside school - experiences, relationships, worries and joys that shape how they show up each day. Our role as a school community is not simply to manage behaviour, but to understand it, respond to it wisely, and help every child grow.

The quality of our relationships - consistent, warm, boundaried and predictable, is the most powerful behaviour management tool we possess. Rules and rewards matter far less than the adult who greets a child by name at the door each morning.

We are committed to trauma-informed practice. We know that some of our children carry adverse childhood experiences (ACEs) that profoundly affect the developing brain, making regulation, trust and learning harder. We do not see this as an excuse for harmful behaviour; we see it as essential context that shapes how we respond.

Our Core Principles

The following principles underpin every decision we make about behaviour at HCPS:

- **Relationships first.** Relentless work of knowing our children and being known by them.
- **Consistent, visible adults.** Children feel safe when adults behave predictably. We show up the same way - calm, fair, warm - regardless of how a child presents.
- **Behaviour is communication.** Before we respond to what a child does, we ask what they might be trying to tell us.
- **Unconditional positive regard.** We separate the child from the behaviour. We never shame, humiliate or reject. We believe every child is trying their best with the resources they currently have.
- **High expectations for all.** Compassion and high expectations are not opposites. We hold the line on our school values while remaining curious and kind.
- **Restorative, not punitive.** When things go wrong we ask: who has been harmed, what do they need, and how do we make it right? Not simply: what is the punishment?

Paul Dix: 'The only behaviour you can control in a classroom is your own.'

Our staff culture reflects this. We model the regulation, respect and resilience we want to see in our children.

Roles and Responsibilities

The Headteacher

The Headteacher is responsible for establishing and sustaining the conditions in which this policy can be embedded in daily practice, not merely displayed. This means modelling relational practice in every interaction, ensuring staff feel supported in holding boundaries, and maintaining an unrelenting focus on the dignity of every child. The Headteacher reports regularly to the governing body on the effectiveness of this policy and, where necessary, has the authority to issue fixed-term or permanent exclusions, always as a last resort and never without restorative intent.

All Teaching and Support Staff

Every member of staff -teacher, teaching assistant, midday supervisor and admin staff — is a key part of our behaviour culture. Consistency across all adults is non-negotiable. Our expectations of adults include:

- Greeting children by name each day, building micro-moments of connection
- Using calm, non-threatening body language and a measured tone, especially when a child is dysregulated
- Praising publicly and redirecting privately (Paul Dix's 'praise in public, correct in private')
- Noticing and narrating positive behaviour — 'catching children being good' — consistently and specifically
- Following the response pathway consistently, escalating only when necessary (see appendix 1)
- Completing any required behaviour records promptly and accurately

Parents and Carers

We see parents as partners in supporting children's behaviour and wellbeing. We will communicate proactively and share concerns early. We ask parents to reinforce our school values at home, to engage with us if they have concerns and to support the school's restorative approach when incidents occur. The home-school agreement sets out these shared expectations.

The Governing Body

The governing body sets and reviews this policy, monitors exclusion data and satisfies itself that the policy is applied fairly and consistently across all groups of pupils, including those with SEND and those eligible for Pupil Premium.

Trauma-Informed Practice at HCPS

Trauma-informed practice is not a programme - it is a lens, which benefits all. It asks us to consider a child's experiences and circumstances, rather than focusing solely on their presenting challenges.

Adverse childhood experiences (ACEs) — including abuse, neglect, domestic violence, parental mental illness or substance misuse - affect the developing brain in ways that are measurable and real. Children who have experienced trauma may:

- Struggle to regulate their emotions and impulses
- Be hyper vigilant to perceived threats, reading neutral adult expressions as hostile
- Find transitions, unexpected changes or raised voices overwhelming
- Display fight, flight or freeze responses that look like defiance, avoidance or shutdown

- Have an underdeveloped capacity to reflect on cause and effect - especially in the heat of the moment

Understanding this is not about lowering our expectations. It is about being smarter in how we help children meet them. Our trauma-informed commitments include:

- Maintaining predictable, safe and nurturing routines and environments
- Providing a key adult for any child who needs a reliable, trusted point of contact
- Offering regulated spaces (calming / sensory areas in classrooms) where children can self-regulate before conversation
- Never expecting a child to process consequences in the heat of dysregulation -we return to it when they are calm
- The use of Emotion Coaching (see appendix 3)
- Working closely with Natalie Kirkness (SENDCo) and external agencies where a child's needs require a more tailored approach

Zones of Regulation

All classes at HCPS teach and use the Zones of Regulation framework to build emotional literacy and self-regulation skills. Children learn to identify which zone they are in (Blue, Green, Yellow or Red), understand what that means for their learning and relationships and practise using their own regulation toolkit -a personalised set of strategies that help them move toward the Green Zone.

Each classroom has a calm area or sensory station with age-appropriate resources. Children may access them proactively, before behaviour escalates. Adults actively model zone awareness, naming their own emotional state and regulation strategies openly.

Blue Zone Sad, tired, bored, sick

Green Zone Happy, focused, calm, proud — ready to learn

Yellow Zone Worried, frustrated, excited, silly

Red Zone Angry, panicked, terrified, overjoyed/elated — needs regulation first

Recognising and Celebrating Positive Behaviour

At HCPS we believe the most powerful form of recognition is specific, sincere verbal praise delivered immediately and privately or publicly, as appropriate to the child. We are deliberate in noticing what is going right. Our approaches include:

- Genuine verbal praise that names the behaviour -'I noticed the way you waited for your friend to finish speaking -that was really respectful'
- Postcards and notes home celebrating a specific act of kindness, effort or courage
- Weekly celebration assembly recognising children who have lived our values
- Sharing positive moments with parents at the door, via telephone or written note
- Track It used to recognise positive contributions - house points awarded for specific behaviours, not used as a currency of control
- Headteacher commendations for exceptional effort or significant progress

We take care that our recognition system does not inadvertently shame children who find regulation harder. Every child can access success. Every day is a new start.

Our Response Pathway

Responses at HCPS exist to teach, not to punish. They are proportionate, restorative and delivered calmly. We follow Paul Dix's guidance that the manner in which a response is delivered matters as much as the response itself. Every response is followed by restoration -an opportunity to repair the relationship and move forward. The table below gives examples - full details within appendix 1.

Low-level concern	Teacher response	Regulated approach
Calling out / not listening	Calm proximity; positive re-direct; private quiet word wherever possible	Offer regulated space / sensory resource if dysregulated
Low-level disruption	Chosen language: 'I need you to...'	Zones check-in; sensory station if needed
Repeated low-level behaviour	Reflect together; brief break-time conversation	Reflect and Repair sheet co-completed with child
Persistent / escalating behaviour	Deputy / Head notified; SENDCo consulted; parent contact	Trauma-informed individual plan reviewed
Serious incident (physical / verbal)	Immediate senior involvement; Red Track it behaviour log; parent call	Restorative meeting; risk assessment if needed

Reflect and Repair sheet (appendix 2)

Where appropriate, a Reflect and Repair sheet is co-completed between the adult and child. It is written in the child's voice and asks: What happened? How did it affect others? What could I do differently? It is a restorative tool, not a punitive one. The focus is on understanding, not blame.

Praise in Public, Correct in Private

We do not challenge children publicly in ways that invite an audience or risk humiliation. Redirection is offered quietly, calmly and directly. Where a child needs to step away from the class, this is managed discreetly and with dignity.

Specific Language

We use specific language consistently: 'I need you to... You can... or you can...' This affirms the child's agency, reduces power struggles and maintains relational warmth. We thank children for compliance and move on - we do not labour the point.

Fresh Start

Every day - and if needed, every lesson - begins with a fresh start. No child carries yesterday's record into today's opportunities. We never remind a child publicly of past incidents. We do record and monitor patterns, but that information informs our support, not our attitude toward the child.

Serious and Persistent Behaviour

Where behaviour is serious or persistent, the Headteacher and Deputy Headteacher become directly involved. This does not bypass the relational approach - if anything, it deepens it. The senior

leader will seek to understand what is driving the behaviour, convene a meeting with parents and agree a structured support plan.

Bullying

HCPS does not tolerate bullying in any form, including physical, verbal, relational or online. Bullying is defined as behaviour that is repeated, intentional and involves a power imbalance. When bullying is identified we act immediately: the target is supported, the perpetrator is helped to understand the impact of their actions and a restorative process brings both parties to a point of resolution where safe and appropriate. The anti-bullying policy provides full detail.

Physical Intervention

All staff are aware of and comply with the DfE guidance on the use of reasonable force (2013). Physical intervention is only ever used to prevent injury to the child, to others, or to prevent serious damage to property. It is never used as a punishment. Any physical intervention is recorded, reported to the Headteacher and communicated to parents on the same day.

Behaviour and SEND

We recognise that behaviour is frequently linked to unmet need. Children with SEND - including those with autism, ADHD, attachment difficulties, anxiety or language and communication needs - may present with behaviours that are a direct expression of their condition rather than a choice.

Where behaviour consistently does not respond to quality-first teaching and the universal strategies in this policy, our SENDCo (Natalie Kirkness) will work with the class teacher to:

- Conduct a more detailed assessment of need and triggers
- One-page profiles created or updated and shared with staff
- Develop an Individual Behaviour Plan or incorporate behaviour targets into the child's EHCP or SEN Support Plan
- Engage external specialist support (e.g. EP, CAMHS, CWAC Behaviour Support)
- Ensure the Graduated Response - Assess, Plan, Do, Review - is rigorously applied

This policy is applied with full regard to the Equality Act 2010. We make reasonable adjustments to ensure children with SEND are not disadvantaged by a behaviour policy designed for the majority.

Internal and External Exclusion

Internal Exclusion

Where a child's behaviour has been serious enough to warrant removal from their class but does not meet the threshold for an external exclusion, the Headteacher may implement an internal exclusion. The child continues to receive their full curriculum, supervised by a senior leader and participates in a structured restorative programme during this time. Internal exclusion never exceeds one school day without parental consent. Parents are informed.

Fixed-Term Exclusion

The Headteacher (or deputy in their absence) has the authority to issue a fixed-term exclusion for serious acts of behaviour that endanger the safety of others or constitute a serious breach of this policy. The process follows statutory DfE guidance: parents are informed immediately in writing,

given the right of appeal, and informed of the governing body's role in this process. The Headteacher informs the Local Authority of any exclusion exceeding five days in a term, and of any permanent exclusion.

Permanent Exclusion

Permanent exclusion is an absolute last resort, used only where all other avenues have been exhausted and where the safety of the school community cannot otherwise be assured. Even in these circumstances, we will seek a restorative outcome wherever possible, and will work with the LA to secure an appropriate alternative placement as quickly as possible.

Monitoring, Review and Equality

Monitoring

The Headteacher monitors the operation of this policy on a regular basis. Behaviour data - including incident logs, Reflect and Repair sheets and exclusion records - is reviewed at least termly to identify patterns, disproportionalities across pupil groups and any staff development needs. This data is reported to the governing body.

Equality and Disproportionality

We actively monitor whether the responses within this policy are applied equitably across different groups - including boys and girls, pupils with SEND, pupils eligible for Pupil Premium and pupils from different ethnic backgrounds. Where disproportionality is identified we investigate and respond. We are committed to a system that is fair and just for every child.

Policy Review

This policy is reviewed annually by the Headteacher in consultation with staff and the governing body. It will also be reviewed following any significant incident, or where national statutory guidance changes.

Related Policies

- Anti-Bullying Policy
- SEND Policy and Information Report
- Safeguarding and Child Protection Policy
- Attendance Policy
- Exclusions Policy

Signed: David Erne, Headteacher

Date: September 2026