



Willingham Primary School and Honeypot Pre-School

Self-Regulation and Behaviour Management Policy

October 2025

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Section 1: Introduction

At Willingham Primary School and Honeypot Pre-school, we want every member of the school community to feel valued, respected and that each person is treated fairly and well. We aim to be a caring community, whose values are based on mutual trust and respect for all. The school expects every member of the school community to behave in a considerate way towards others and for all staff to consistently follow the approach to behaviour management as laid out in this policy. A summary of this policy will be given to supply staff and parent helpers to ensure consistency.

This policy was reviewed and re-developed with input from pupils, parents, staff and governors and on the basis of the findings from [Tom Bennett's Independent Review of Behaviour in Schools](#) and with the support of other schools that have well-renowned, strong behavioural cultures.

At Willingham Primary School our mission statement is:

To provide pupils with the knowledge, experiences and confidence they need to excel at secondary school and so that they can make the choices, now and in the future, to have a happy, fulfilling life.

Willingham School aims to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Throughout the school day, both within and outside lessons, Willingham School and Honeypot preschool aim to promote the values of:

- Hard Work
- Integrity
- Kindness

And looks for the following drivers:

- Active Participation – we all engage with the world around us and focus our attention on what matters.
- Equitable Success – we believe that through knowledge and opportunity, we can all become the best versions of ourselves.
- Improvement – we recognise that learning is a long process, but that we try to get better every day.

This policy supports the school in achieving its aims and builds on the following key features of Outstanding schools:

- committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'
- high levels of staff and parental commitment to the school vision and strategies
- high levels of support between leadership and staff, for example, staff training
- attention to detail and thoroughness in the execution of school policies and strategies
- high expectations of all students and staff, and a belief that all students matter equally

This policy reflects two sides to building the culture of outstanding behaviour –Self-Regulation and Behaviour Management, which are introduced to the children in the pre-school and build on throughout their primary school career.



Self-Regulation ensures that pupils from all backgrounds and with varying needs are supported in developing their self-esteem, self-belief and in managing their feelings and emotions (Executive Functions). Without support and restorative work, pupils will find it difficult to manage situations and change their behaviour with the goal of developing into happy and fulfilled individuals.

Behaviour Management ensures that behavioural expectations are clear, consistent and maintained and that pupils understand the consequences of their actions. It supports the academic progress and emotional wellbeing of all pupils in the school and ensures that no child is fearful of another and no class has their learning interrupted by disruption. It is essential that the victims in any behavioural incident that drops below our expectations, feel that something is being done and that they are being looked after. Through developing strong routines and reducing extrinsic cognitive load, pupils are able to excel in a calm and well-ordered environment and the school's behaviour curriculum works to ensure that this is supportive of all pupils.

Bullying

Bullying is anti-social behaviour that affects everyone; it is unacceptable and will not be tolerated at Willingham Primary School nor at Honeypot Pre-school. The school's Anti-Bullying policy will be followed when there is a concern that bullying is taking place.

We recognise that there are a variety of reasons why pupils are unkind to each other and that when this is persistent and targeted, that behaviour can significantly impact on the victim and may be a reflection of a deeper issue/need in the perpetrator. Equally, the school recognises that single incidents can have a significant impact on the victim and will deal with every incident proportionately.

Pupils can exhibit a continuum of undesirable behaviours and that sometimes, trying to label behaviours, can distract from the support that is needed for the victim and the consequences and support that are needed for the perpetrator(s). Rather than 'classifying' incidents as 'bullying' and risking the community and child being labelled as a 'bully', at Willingham Primary School we refer to and deal with the "bullying behaviours" themselves.

Equally, giving children the language and knowledge to talk about worries and problems is an essential part of their education and safeguarding. Through our PSHE curriculum and wider work, pupils will be helped to be able to make judgements as to the severity of behaviours, both that they exhibit, and that they encounter from others. They will be taught to identify where issues are targeted, purposeful and persistent (bullying behaviours) and where they are one-off, lower level or accidental.

Bullying behaviours are hurtful behaviours that are repeated over a period of time. The main types of bullying behaviours include:

- Physical
- Verbal
- Indirect (for e.g., spreading rumours, excluding someone from social groups)
- Cyber/Online
- Prejudiced-related incidents

As there is a spectrum of behaviour (including bullying behaviours), the school will utilise a spectrum of responses to deal with these. These will include support for the victim. Responses for the perpetrator will include both support with their self-regulation (see section 2) and clear consequences for their behaviour (see section 3).

As a result of the school's strong Behaviour Curriculum and monitoring/tracking systems, pupils who are beginning to exhibit repeated behaviours, whether targeted or not, are picked up and support is given to prevent them from doing further harm. Parents/carers are involved from the early stages and are seen as



key factors in modifying such behaviours. All bullying incidents will be investigated and recorded on Pupil Asset, even allegations. They will also be recorded to the Governing Body in the Headteacher Report.

In the pre-school, staff are vigilant and monitor any targeted behaviours and discuss those with parents/carers as appropriate to ensure that every child has a safe learning environment.

Section 2: Self-regulation

Our school aims to work to support pupils in becoming the best versions of themselves. The culture of the school, supporting the children's Personal, Social and Emotional development starting in HoneyPot as outlined in the EYFS Statutory Framework, PSHE scheme used in EPS and our Emotional Support Assistant therapeutic program, all help to support our pupils' emotional wellbeing and mental health.

As part of our self-regulation support, we will sometimes work in a 'restorative' fashion. Restorative approaches are *value-based* and *needs-led*, and will **always** be provided in addition to and not instead of Behaviour Management consequences and with the consent of the victim. They can be seen as part of a broader ethos that identifies strong, mutually respectful relationships and a cohesive community and are based upon:

- genuineness – honesty, openness, sincerity
- positive regard for all individuals – valuing the person for who they are and showing respect for others
- empathic understanding – being able to understand another's experience
- individual responsibility and shared accountability
- self-actualisation – the human capacity for positive growth
- optimistic perspectives on personal development – that people can learn and change for the better

Pastoral Support in Pre-School

There are a range of ways in which the pre-school provides additional support to a child in managing their behaviour. These could include:

- Additional 1:1 support through the key person
- Targeted support from the pre-school SENCO
- Social communication interventions
- Referral to wider family support
- Signposting to other services, such as the Children's centre

Pastoral Support in School

There are a range of ways in which the school can provide additional support to a child in managing their behaviour. These could include:

- Referral to the school's Emotional Support Assistant (ESA)
- Attendance at Lunchtime Clubs
- 1-1 time with a Teaching Assistant
- Social Skills Groups
- time to talk with a trusted member of staff.

It is important for all staff to build positive relationships with all children, so that children feel valued and able to talk to adults other than their teacher.

All members of staff are expected to model effective ways of building and maintaining emotionally healthy relationships and promote helpful, calm and empathic attitudes.



In order to build a culture of the highest behavioural standards, all members of staff are expected to:

- establish a respectful rapport with all people
- listen and respond calmly and empathically
- inspire confidence in children that they will be listened to.

Referral to External Agencies

After discussion with parents/carers, it may be agreed that further support is required in supporting a child's self-regulation, either within school, at home, or both. Behaviour may be a result of circumstances over which the child or family have no control and the school will seek to access support, or help the parent/carer(s) access support for themselves. This may require an Early Help Assessment (EHA) to be completed in order to access the Early Help Hub (EHH) and the Specialist Teaching Teams or a direct referral to Children's Services and other support agencies.

Section 3: Behaviour Management in Honeypot Pre-School

Managing pupil behaviour in the Pre-school is always done in collaboration with parents/carers. The best strategy to respond to inappropriate behaviour will be always put in place with the parents/carers.

Pupils in the pre-school are explicitly taught behaviour and that is continuously modelled in the setting. Unwanted behaviour is addressed immediately, and the correct behaviour is modelled. When unwanted behaviours persist, the key person would inform the parents/carers and agree on next steps.

The pre-school records serious behaviour incidents in their incident book following the conversation with parents/carers.

Section 4: Behaviour Management in WPS

Responses to Inappropriate, Unwanted and Unacceptable Behaviour

The school's approach to behaviour management is based on a warm, but strict ethos and is written to ensure that all management strategies are delivered with purpose rather than to impart power. Any member of staff who does not apply the policy within that remit, will be provided with further training and may face disciplinary procedures.

All communication with pupils in dealing with poor behaviour should be non-emotional and be intended to de-escalate situations. Staff will rarely need to raise their voices and may need to wait for a pupil to calm down before applying a sanction.

The victims of poor behaviour should always be reassured by adults in the school and given a choice to be involved in any potential restorative work. No child should be in fear of another individual in the school or be made to face someone who has harmed them, if they do not wish to do so; this includes apologies or 'making up' activities.

It is important, when responding to unwanted behaviour, to understand that there is always a reason for such behaviour. Time taken to listen to a child behaving in such a way will often reveal some of these reasons. It is also essential that unwanted and unacceptable behaviours are challenged in a consistent and open way, so that all pupils understand the expectations and see the consequences of their decisions.

All responses to inappropriate, unwanted or unacceptable behaviour will be applied, as appropriate, to children with Special Educational Needs, recognising that treating all children fairly does not necessarily mean responding to all children in the same way.



On the rare occasions that pupils display significant behavioural difficulties, despite the procedures and support laid out in this policy, the school will meet with parents, seek advice from professionals and produce individualised behaviour plans to support their success.

Consistent Application of Rules

The school's Framework of Expectations (FoE) and 'What To Do's' lay out the routines and expectations that are required in the classroom, on the playground and around the school (parents can be provided with a copy on request). There are a range of sanctions that may be applied as a result of unwanted behaviour and these are identified clearly for each expectation to ensure that consistent application is achieved. Through consistent application, all pupils and parents/carers will be clear of what is expected and what will happen as a result of poor behaviour; and a framework is provided for staff to support them in managing situations.

Every member of staff will be provided with a copy of this policy and will have relevant training. It is essential that every member of staff consistently applies this policy and ensures that low-level misbehaviour is not tolerated. By addressing every single detail, a culture of self-regulating behaviour from pupils will be established and sustained. There will be times when there is a need to be flexible, and treat each child as an individual, but when it comes to behaviour management, it is essential that pupils are clear that every member of staff is following the whole school routines and expectations.

Discipline in Schools – Teachers' Powers

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Pupils' Conduct outside the School Gates

The school may also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. Teachers may discipline pupils for misbehaviour when the pupil is

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

The school may also discipline pupils for misbehaviour at any time, whether or not the above conditions apply, that

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

In all cases of misbehaviour, the school can only discipline the pupil on school premises or elsewhere when the pupil is in the lawful control of the staff member.

Teachers will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this is the case, the member of staff should follow the school's safeguarding policy and notify the Designated Safeguarding Officers (usually the Headteacher and Deputy/Assistant Head) who will consider whether the continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multi-agency assessment or referral to Social Care is necessary.

Confiscation of Inappropriate Items

There are two sets of legal provisions that enable school staff to confiscate items from pupils.



- The general power to discipline

This 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 from damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006). Confiscated items may be returned to parents at the end of the day, or they may be disposed of.

- The power to search without consent

This enables a member of school staff to search a pupil's belongings for 'prohibited items'. This includes, but is not limited to, knives and weapons, alcohol, tobacco, 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 (such as mobile phones and other electrical items) which may be searched for.

Sanctions in response to unwanted/poor behaviour

Classroom counting is the teacher's 'bread and butter' for behaviour management in the classroom.

When children's behaviour does not meet our expectations, they should be counted.

Pupils are given a first verbal reminder, then a second, and if given a third they spend set time with teacher in classroom at play /lunch time, directly related to their age:

- EYFS and Y1/2 – 5minutes
- Year 3/4 – 8 minutes
- Year 5/6 – 10 minutes

Lost playtime could be for either repeatedly breaking one rule three times or could be for three different behaviours. The missed playtime after a three count or an instant three is a consequence with a classteacher in their classroom.

All reminders are 'reset' at the end of each learning session and should be framed positively, so that the pupils are given the reason for the expectation/rule that they are not adhering to.

The Framework of Expectation (FoE) lays our appropriate sanctions to be applied in response to poor behaviour and include the following:

- Verbal reminders
- Loss of playtimes and/or lunchtime playtime for a specified number of days
- Not being allowed to eat lunch in the dining hall
- Being given tasks to undertake instead of playtime or lunch play, such as helping in the dinner hall, tidying the library, picking up litter etc (School based community service)
- Being educated outside of the classroom for a specified number of sessions/days
- Being placed 'on report' to the member of the SMT
- Redoing work until it meets the required standard
- Completing unfinished work at break time, lunchtime or in a pupil's own time
- Loss of privileges (temporarily or permanently)

Most undesirable behaviours will be dealt with by teaching staff in the classrooms. However, there are certain behaviours that will be escalated to SMT. These are outlined in Appendix 1.

In response to serious or continued poor behaviour, further sanctions may be applied, as outlined below.

- Behaviour Support plan



For persistent and on-going unwanted behaviour, a behaviour support plan needs to be written for the child. This will be written with the classteacher and a Phase lead and/or Inclusion Lead and shared with parents. This could be for a number of reasons (e.g. where a child appears to be unsettled; where behaviour is causing concern, where incidents of the same, or different types are happening frequently).

Part of the plan might be that the child goes 'on report' to ensure that parents and school are kept fully informed of events on a daily basis. The report tracks and monitors behaviour across each day. The classteacher is responsible for tracking the behaviours and ensuring that SMT signs the report before it's shared with parents at the end of the week. Being 'on report' is a short-term measure, which will be reviewed with parents.

- Risk reduction plan
If pupil's behaviours persist and rise to the level of difficult and dangerous behaviours, a Risk Reduction Plan will be written for the pupil. This will be done by the SMT and shared with all staff, as the impact of the child's behaviour could impact anyone on the school site.
- Internal exclusion
A child may be given an internal exclusion, which means that the child will be educated in school, but not in the same space as his peers. The length of internal exclusion will be dependent on the incident.
- Lunchtime suspension
A child may be excluded for lunchtimes, and parent/s are required to take their child home for the duration of lunchtime. The child should leave the school premises at the beginning of the lunchtime session and return for the afternoon session. These are also counted as Fixed Term Exclusions.
- Fixed Term Suspension
Where a Fixed Term Suspension has been imposed, a pupil is not allowed to attend school for a fixed number of days. The maximum number of days a pupil may be suspended on a fixed term basis in one year is 45 days. After a child returns to school following a fixed-term suspension, a Pastoral Support Plan will be written by a member SMT. The child's Risk Reduction Plan will also be reviewed.
- Permanent Exclusion
Where a breach of the school's behaviour policy has been sufficiently serious and/or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school, the Headteacher may permanently exclude a pupil. When a decision has been made to exclude a pupil, the Headteacher will make every effort to contact the child's parent/s as soon as possible by telephone. The Headteacher will also write to the parent/s giving the reasons for the exclusion and further information.

Records of a Child's Behaviour

Incidents of unwanted behaviour are noted within lessons on a '1, 2, 3' logging sheet. All incidents of pupils reaching a 3-count or receiving a consequence for poor behaviour will be logged on Pupil Asset.

Pupil Asset records will include information about the type of behaviour exhibited; who the victims and perpetrators were; notes on what happened, including any investigations; and the consequences. These will be reviewed/monitored on a ½ termly basis to identify trends and patterns.

If it becomes apparent that a child is exhibiting frequent occurrences of unwanted behaviour, the child's parent/s will always be contacted by the class teacher to inform them. The purpose of this is to discuss the pattern of unwanted behaviour, discuss possible reasons for this, to ensure that the parent understands



the potential consequences as laid out by this policy and to agree ways in which school and home can work together to support the child in behaving in a more appropriate way. The self-regulation section of this policy sets out support that may be offered.

Section 5: Appropriate Use of Force and Physical Intervention and Other Physical Contact

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

There is occasionally a requirement for the use of restrictive physical intervention to prevent injury or harm to a child. This should be as a last resort where non-physical interventions and de-escalation strategies have failed or if the person is at significant risk of harming themselves or others. It is important for school staff to attempt to de-escalate situations in order to avoid the use of force. The decision to intervene using physical restraint should be a professional judgement taken calmly and in the full knowledge of the desired outcome.

Cambridgeshire County Council states that the term ‘restrictive physical intervention’ should be interpreted as describing direct safeguarding action. It is defined by the DfES/DoH (2002) as being ‘designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact’. There are four main principles underpinning any physical intervention:

- Restrictive physical interventions should, wherever possible, be avoided;
- There are occasions when the use of such interventions would be appropriate;
- Such interventions should always be reasonable and proportional to the circumstances
- Where restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

*The document **Use of Reasonable Force: Advice for head teachers, staff and governing bodies (2013)** provides further information and guidance on the use of force and this policy has been written with reference to this document.*

This document outlines that schools can use reasonable force to:

- Prevent a pupil at risk of harming themselves through physical outbursts;
- Remove a disruptive child from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in such a way that disrupts a school event or a school trip or visit;
- Prevent a pupil from leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. The decision on whether to physically intervene is down to the professional judgement of the member of staff concerned and this will depend on the particular circumstances. The use of force is reasonable if it is proportionate to the circumstances it is intended to prevent.

Any incident involving *restraint* of a child should be reported to parents and logged in the blue bound book in the Head teacher’s office.

The Headteacher or Deputy Headteacher will contact parents to speak to parents about serious incidents involving the use of physical intervention. In such discussions it would be helpful to cover information relating to the:

- pupil’s behaviour and level of risk presented at the time of the incident;
- level of intervention used;



- effect on the pupil or member of staff; and the child's age.



Appendix 1 – Behaviours to Fast Track to Senior Management used in WPS

Behaviours to Fast Track to Senior Management

All extreme behaviours should be considered as a potential safeguarding flag and should be discussed/considered with a DSL/DDSL.

If following the initial investigation of an incident by immediate staff, any of the following behaviours (or other *seriously poor behaviour*) appear likely, staff should inform the duty member of SMT by speaking to them directly and handing them a completed ‘Investigation Slip’:

Most of the SMT consequences must be served within the classroom with the classteacher.

<u>Behaviour</u>	<u>Consequences and actions</u>
Physically aggressive behaviour towards a pupil or staff member	Dependent on victim’s wishes: Letter of apology Conversation Removal from contact with other pupils for between part of 1 session and 1 week.
Significant physical violence against a child such as punching, kicking (not pushing, not shoving)	Dependent on victim’s wishes: Letter of apology Conversation Risk Reduction Plan to be written Missed play times Removal from contact with other pupils for at least 1 day.
Persistently leaving the class without permission more than once during a lesson	Behaviour Support Plan to be written Missed playtimes Completion of missed work in school or at home.
Absconding or hiding on the school site	Risk Reduction Plan to be written Missed playtimes
Repeatedly and deliberately disrupting learning in class	Behaviour Support Plan to be written Missed playtimes Removal from contact with other pupils for between 1 session – 1 day Completion of missed work in school or at home.
Persistent defiance	Behaviour Support Plan to be written Missed playtimes Completion of missed work in school or at home.
Swearing directed at someone	Miss 1 playtime. If child has sworn <i>at someone</i> , two missed plays. Could be up to 1 weeks’ worth of playtimes depending on previous behaviours and severity of incident.
Prejudice-related incident	Miss 1 lunchtime – 1 weeks’ worth of playtimes depending on pervious behaviours and severity of incident. Contact with parents Letter written to parents Recorded on data base Pastoral support from ESA
Bullying	In line with Anti-Bullying policy Missed playtimes Contact with parents On report Removal from contact with other children Pastoral support from ESA for victim and perpetrator



Any inappropriate sexualised behaviour (verbal or physical)	Safeguarding log made – referencing the LA Sexualised Behaviour Tool Missed playtimes Removal from contact with other pupils Contact with parents Closer supervision with Behaviour Support Plan/Risk Reduction plan Pastoral support from ESA for victim and perpetrator
Wilful damage to property/vandalism (either school owned or pupil owned)	Missed playtimes Community service activity

Consequences will be reduced or of lower severity if pupils are honest about their behaviour from the start and could be increased up to exclusion, depending on severity and persistence of behaviour.

If an SMT investigation of a potentially serious incident results in a consequence, on three occasions within a short period of time, a Behaviour Support Plan will be implemented and reviewed at set times.

All other behaviours to be dealt with by the class teacher, teaching assistant or midday supervisor.



Appendix 2 – Investigation Slip

Investigation Slip

Date & Time: _____ Child's class: _____

Name of potential perpetrator: _____

Name of potential victim: _____

What needs investigating?: _____

Did you see this happen? Yes/No _____ Name of adult: _____

Investigation Slip

Date & Time: _____ Child's class: _____

Name of potential perpetrator: _____

Name of potential victim: _____

What needs investigating?: _____

Did you see this happen? Yes/No _____ Name of adult: _____

