

A stylized lighthouse in dark blue with a yellow light beam emanating from the top, extending across the top of the page.

Harbour

Schools Partnership
A guiding light for education

Eden Park Behaviour Policy



Eden Park
ACADEMY

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
2	April 26		Changes linked to updates in Restrictive interventions, including use of reasonable force, in schools (DfE April 2026)	Change in legislation

Other related Policies and Guidance

Anti-Bullying Policy

Restrictive interventions, including use of reasonable force, in schools” (April 2026),

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 Eden Park we...

- Say 'Be Safe, Be Kind'
- Have high expectations for all children and staff. When we demonstrate our belief in our pupils, it supports them to succeed. We do this by committing to providing a calm and safe place for children to learn and model the routines in our own behaviour.
- Build a strong sense of community where everyone is respected, feels safe, and is understood as an individual.
- Communicate positively and celebrate successes together.

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 Eden Park our...

Relational Behaviour Support and Consequences are built around 3 clear stands:

- To develop relationships (safety, security and trust through a shared understanding of expectations)
- To respond and calm (to promote a supportive learning environment)
- To repair and restore (any harm done by damaging behaviour)

Our core belief is that quality first teaching, with well-planned lessons, engaging content and accessible, yet challenging outcomes for all, is critical to establishing positive learning behaviours, which in turn creates lessons 'worth behaving for'.

'The Business of the Day is Learning' is our mantra and minutes lost must be made up because 'learning is that important'. Learning new behaviours is a task, just like learning to read and write and children can learn to improve how they communicate their feelings and words.

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 Eden Park we...

- Expect staff to model kindness, consistency and relational practice, supporting one another.
- Expect parents to communicate respectfully, support the code of conduct and inform the school of changes that may affect behaviour.

- Expect pupils to be respectful, polite, aspirational, and prepared for their next stage of education.

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 Eden Park we...

- Value 'Being Safe and Being Kind'
- Use simple learning phrases such as 'eyes watching, ears listening, brains thinking', track the speaker, thinking time
- Reinforce expectations daily and explicitly through classroom routines, assemblies, and restorative conversations

5. Rewards and Recognition

In Harbour schools:

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

At Eden Park we

- Do not rely on constant rewards or stickers, recognising these can reduce intrinsic motivation, consistency and pupil ownership over time.
- Prioritise praise for **effort, perseverance and risk-taking** rather than outcomes or expected behaviour alone.
- Reinforce this approach through a **weekly Celebration Assembly**.
- Nominate pupils from each class who demonstrate positive learning behaviours.
- Encourage **peer nominations** linked to school values.
- Use assemblies, led by the Head of School, to develop understanding of how the brain learns and how pupils can regulate their responses, including recognising triggers linked to "*Our Hidden Chimp*."

* Some pupils with SEND may require an individualised reward system as part of a personalised learning or behaviour plan.

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 Eden Park we...

- Use calm, clear instructions and non-threatening non-verbal communication to de-escalate.
- Apply scripted interventions (e.g. "*I've noticed you are... That breaks our rule about... I wonder if....*").
- Support pupils to recognise dysregulation and use taught strategies to regain control.
- Consider developmental stage and additional needs when applying consequences.

Possible responses include: - Calming or reset time (up to 5 minutes in the reset room) - Restorative conversations
- Loss of playtime or contributing time back to the community - Referral to SLT - Contact with parents/carers

Repeated or serious incidents may lead to additional support such as trusted adult time, supervised breaks, relational support plans or PIPS intervention where safety is at risk.

7. Restorative Practice

In Harbour schools:

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

At Eden Park we...

- **Build strong relationships first** – ensuring pupils feel safe, known and valued so that restorative conversations are effective when challenges arise.
- **Teach emotional regulation** – explicitly modelling and practising strategies to help pupils recognise emotions, calm themselves and reflect before responding.
- **Use consistent restorative language** – staff use agreed scripts and prompts to support pupils in understanding the impact of their actions (e.g. *What happened? Who has been affected? How can we make it right?*).
- **Time conversations appropriately** – restorative conversations take place only once a pupil is calm and regulated.
- **Focus on impact and responsibility** – pupils are supported to understand the effect of their behaviour on others and take responsibility for repairing harm.
- **Support repair** – pupils are guided to make amends through apologies, acts of kindness, or positive contributions to the school community.
- **Involve trusted adults** – pupils may be supported by a key adult to facilitate reflection and resolution.
- **Ensure consistency** – all staff receive training and guidance so restorative approaches are applied fairly and consistently across the school.
- **Monitor and follow-up** – outcomes of restorative conversations are logged where appropriate and followed up to ensure relationships are repaired and behaviour improves.

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 Eden Park we...

- Refer to a clear Anti-Bullying Policy (available on website)
- Prevent bullying through values teaching, assemblies, and curriculum work.
- Provide clear reporting routes: pupils can talk to any adult; staff log incidents on CPOMS; parents can contact the school office or class teacher.
- Investigate all reports promptly; SLT monitor patterns and ensure actions are taken.
- Communicate with parents of both victim and perpetrator.
- Support victims with safe spaces, trusted adults, and follow-up check-ins.
- Work with perpetrators using restorative conversations and behaviour support plans.

9. SEND and Behaviour

In Harbour schools:

- Staff may use **reasonable force** only where necessary, proportionate and lawful to prevent injury, serious damage to property, criminal behaviour, or serious disorder.
 - Reasonable force is part of a wider framework of **restrictive interventions**, which are used only as a **last resort**.
 - Prohibited items (e.g. knives, drugs, alcohol, fireworks, pornographic images, stolen items) must be confiscated in line with statutory guidance.
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10. Restrictive Interventions, Reasonable Force and Confiscation

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At Eden Park...

We prioritise **prevention, early intervention and de-escalation**. Staff will always seek to understand the underlying causes of behaviour (including SEND, trauma, or communication needs) and use appropriate strategies to reduce the likelihood of escalation.

Restrictive interventions may be used **only when necessary to prevent harm** and when other strategies have been unsuccessful or are judged likely to fail. All interventions must be **reasonable, proportionate, time-limited, and in the best interests of the child**, with their safety and dignity preserved at all times.

Where required, staff may use **Restrictive Physical Intervention – Passive Intervention and Prevention (PIPS)** to manage a situation safely. This will only be used as a **last resort** and only by staff who have completed accredited PIPS training.

Examples of restrictive physical intervention include:

- physically interposing between pupils or blocking a pupil's path
- touching, holding, pushing, pulling or leading a pupil by the arm (in line with PIPS training)
- guiding or shepherding a pupil away using appropriate touch

- in extreme circumstances, more restrictive holds as outlined in PIPS training and identified within an individual **Behaviour Support Plan / Risk Assessment**

In line with 2026 guidance, the school also recognises that **restrictive interventions may include non-physical measures or, in exceptional circumstances, seclusion**. Seclusion will only ever be used to prevent immediate harm, will be continuously supervised, and will never be used as a punishment.

Recording, Reporting and Review

- All **significant incidents** involving restrictive interventions (including physical intervention or seclusion) will be **recorded promptly and accurately on CPOMS**.
- Records will include the reason for the intervention, actions taken, duration, and any outcomes or injuries.
- **Parents/carers will be informed** of any significant incident as soon as reasonably practicable.
- A **debrief and restorative conversation** will take place with those involved to support reflection, repair relationships, and reduce the likelihood of recurrence.
- Incidents will be reviewed by leaders to ensure practice remains **safe, proportionate, and in line with safeguarding duties**, and to identify patterns or training needs.

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 Eden Park we...

- Meet weekly as a pastoral team
- SLT monitor CPOMS data weekly CPOMS is analysed half termly for trends and termly reported to governors.
- We use patterns of behaviour to plan interventions and review relational support plans.