



Willingham Primary School and Honeyptot Pre-School

Self-Regulation and Behaviour Management Policy

September 2026

Policy Reviewed Date	
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Section 1: Introduction

At Willingham Primary School and Honey Pot Pre-school, we believe that every child has the right to learn in a safe, calm and purposeful environment where they feel valued, respected and able to succeed. Positive behaviour is fundamental to achieving this vision.

We are committed to creating a caring and inclusive community built on mutual trust, respect and high expectations. Our behaviour policy promotes consistency across the school so that pupils, staff, parents and carers share a common understanding of the standards we expect and the support we provide. Every member of staff has a responsibility to model and promote these expectations, ensuring that all children experience fairness, consistency and positive relationships throughout the school day.

This policy has been developed in consultation with pupils, parents, staff and governors. It reflects current national guidance, including the principles identified in Tom Bennett's [Independent Review of Behaviour in Schools](#), and builds on effective practice from schools with strong and successful behaviour cultures.

Our Vision and Values

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.

The school promotes 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 Primary School and Honey Pot Pre-school promote the values of:

- Hard Work
- Integrity
- Kindness

We also encourage the following drivers:

- Active Participation – we 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 and that we should try to get better every day.

Our Behaviour Culture

This policy supports the school in achieving its aims and builds a culture of outstanding behaviour through:

- committed, highly visible school leaders with ambitious goals, supported by a strong leadership team;
- clearly communicated, realistic and detailed expectations understood by all members of the school community;
- highly consistent working practices throughout the school;
- a shared understanding of the school culture: “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, including staff training;
- attention to detail and thoroughness in the implementation of school policies and strategies; and



- high expectations of all pupils and staff, with a belief that every pupil matters equally.

Our approach is built on two complementary strands:

Self-regulation – supporting pupils to develop self-esteem, self-belief and the ability to manage feelings and emotions.

Behaviour management – ensuring that behavioural expectations are clear, consistent and maintained, and that pupils understand the consequences of their actions.

Together, these approaches help to create a calm, orderly and supportive environment in which pupils can learn and thrive.

Bullying is anti-social behaviour that affects everyone. It is unacceptable and will not be tolerated at Willingham Primary School or Honeypot Pre-school. The school's Anti-Bullying Policy will be followed whenever there is a concern that bullying is taking place.

Section 2: Promoting and Celebrating Positive Behaviour

At Willingham Primary School and Honeypot Pre-school, positive behaviour is explicitly taught, consistently modelled and actively celebrated. We believe that recognising children for following school rules and demonstrating our values helps to build a culture in which all pupils feel motivated, valued and proud of their achievements.

Adults across the school community are expected to notice and reinforce positive behaviour through praise, encouragement and recognition. Celebration is used to promote the behaviours and attitudes we want to see every day, including hard work, integrity, kindness, active participation, equitable success and improvement.

Recognising Positive Behaviour

Children who follow the school rules, contribute positively to the school community and demonstrate the school values may be recognised through a range of strategies, such as:

- Praise and verbal recognition
- House points, ie merits
- Golden Awards
- Headteacher stickers
- Presentation award stickers
- WPS postcards
- Wow wall

Celebrating School Values

We want pupils to understand that positive behaviour is not simply about avoiding consequences; it is about making choices that contribute to a safe, respectful and successful school community. Children who consistently demonstrate our values of Hard Work, Integrity and Kindness should be celebrated and their achievements shared with families and the wider school community.

Section 3: Self-Regulation

At Willingham Primary School, we are committed to supporting every pupil to become the best version of themselves. We recognise that behaviour is a form of communication and that children need to develop the skills, understanding and confidence to regulate their emotions, manage relationships and make positive choices.



Our approach to self-regulation is embedded throughout the school and begins in HoneyPot through the Personal, Social and Emotional Development requirements of the Early Years Foundation Stage. This is further developed through our PSHE curriculum, wider pastoral provision and the work of our Emotional Support Assistants. Together, these provide pupils with opportunities to build emotional literacy, resilience, self-awareness and positive strategies for managing their feelings and behaviour.

We recognise that self-regulation is a skill that must be explicitly taught, modelled and practised. Through positive relationships, consistent routines and supportive adult guidance, we help pupils to understand their emotions, reflect on their actions and develop increasingly independent self-regulation skills. The school uses resources from Zones of Regulation and the Incredible Five-Point Scale (Appendix 2) to support teaching and modelling of self-regulation.

Restorative Approaches

As part of this approach, the school may use restorative practices to support pupils in understanding the impact of their behaviour and repairing relationships when difficulties occur. Restorative approaches are needs-led and relationship-focused. They are used alongside, and never instead of, appropriate behaviour management consequences. The wishes of any person harmed by another's actions will always be considered before restorative discussions take place.

Our restorative approach is underpinned by the following principles:

- Honesty and genuineness – encouraging openness, sincerity and truthful communication.
- Respect for all individuals – valuing every member of the school community and treating others with dignity.
- Empathy and understanding – supporting pupils to recognise and understand the feelings and experiences of others.
- Personal responsibility and accountability – helping children understand the consequences of their actions and make positive choices.
- Growth and development – recognising every individual's capacity to learn, develop and improve.
- Positive relationships and community – fostering a culture where everyone feels safe, valued and supported to succeed.

Pastoral Support in Pre-school

Support is graduated according to need and may include:

- additional 1:1 support through the key person;
- targeted support from the pre-school SENCO;
- social communication interventions;
- referral to wider family support; and
- signposting to other services, such as the Children's Centre.

Pastoral Support in School

Support is graduated according to need and may include:

- referral to the school's Emotional Support Assistant (ESA);
- attendance at lunchtime clubs;
- 1:1 time with a Teaching Assistant;
- social skills groups; and
- time to talk with a trusted member of staff.

It is important for all staff to build positive relationships with all children so that pupils feel valued and able to talk to adults other than their class teacher. All members of staff are expected to model effective ways of



building and maintaining emotionally healthy relationships and to promote calm, respectful 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; and
- 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 to help a child develop self-regulation skills, either within school, at home, or both. Behaviour may be a result of circumstances over which the child or family has limited control, and the school will seek to access support, or help parents/carers access support for themselves.

This may require an Early Help Assessment (EHA) in order to access the Early Help Hub (EHH), Specialist Teaching Teams, Children's Services or other appropriate support agencies.

Section 4: Behaviour Management in Honeypot Pre-School

Behaviour expectations in Honeypot Pre-school are taught consistently through positive relationships, routines and modelling. Staff work closely with parents/carers to ensure children receive consistent messages between home and pre-school.

Pupils in the pre-school are explicitly taught expected behaviours, and these are continuously modelled by staff. Behaviour that does not meet expectations is addressed immediately, and the correct behaviour is modelled. When behaviours persist, the key person will inform parents/carers and agree on next steps. Serious behaviour incidents are recorded in the pre-school incident book following discussion with parents/carers.

Section 5: Behaviour Management at Willingham Primary School

Behaviour Principles

The school's approach to behaviour management is based on a warm but strict ethos. All behaviour management strategies should be delivered with purpose and care, rather than as an exercise of 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 response to behaviour that does not meet expectations should be calm, non-emotional and 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 consequence.

Pupils affected by another child's behaviour should always be reassured by adults in the school and given a choice about whether 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.

Understanding Behaviour

When responding to behaviour that does not meet expectations, staff should seek to understand that there is often a reason for such behaviour. Time taken to listen to a child will often reveal some of these reasons. At the same time, it is essential that inappropriate or unacceptable behaviours are challenged in a



consistent and open way so that all pupils understand the expectations and the consequences of their decisions.

All responses to behaviour that does not meet expectations will be applied appropriately 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 the pupil's success.

Three-Tier Behaviour Support Framework

At Willingham Primary School, we use a graduated three-tier approach to behaviour support. This framework ensures that all pupils receive the right level of support at the right time, enabling us to promote positive behaviour, inclusion, self-regulation and engagement in learning.

The Senior Management Team (SMT) oversees the behaviour support by triaging any behaviour needs and then reviewing the support that is in place regularly.

Tier 1 – Universal Support

All pupils benefit from clear expectations, consistent routines, explicit teaching of behaviour and self-regulation skills, and positive relationships with adults. This universal approach aims to create a safe, predictable and supportive learning environment for every child.

Tier 2 – Targeted and Targeted Plus Support

Where a pupil requires additional support to meet behavioural expectations, targeted interventions may be introduced. These are tailored to the individual child's needs and may involve closer monitoring, additional adult support, collaboration with parents/carers, and strategies designed to improve engagement, emotional wellbeing and behaviour for learning.

Tier 3 – Intensive Support

For a small number of pupils with more complex or significant needs, an intensive level of support may be required. This may involve individualised planning, multi-agency involvement and individualised provision to help the pupil access learning successfully and safely within the school environment.

The purpose of this graduated approach is to provide early intervention, prevent difficulties from escalating and ensure that support is proportionate to need. The school is committed to inclusive practice and works closely with families and external professionals where appropriate to achieve the best outcomes for pupils.

Teaching Behaviour Expectations

The school's Framework of Expectations (FoE) and "What To Do's" set out the routines and expectations required in the classroom, on the playground and around the school. Parents/carers may be provided with a copy on request.

A range of consequences may be applied in response to behaviour that does not meet expectations, and these are identified clearly for each expectation to ensure consistent application. Through this consistency, pupils and parents/carers will understand what is expected and what may happen when expectations are not met. The framework also provides staff with clear guidance for managing situations effectively.

Every member of staff will be provided with a copy of this policy and relevant training. It is essential that all staff apply the policy consistently and do not tolerate low-level misbehaviour. By addressing small details consistently, the school seeks to establish and sustain a culture of self-regulating behaviour. There will be



times when flexibility is needed to treat each child as an individual, but pupils should be 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). This power also applies to all paid staff with responsibility for pupils, such as teaching assistants, unless the Headteacher states otherwise.

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 discipline pupils in certain circumstances when 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, if the behaviour:

- 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 a staff member.

Teachers will consider whether behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this is the case, staff should follow the school’s safeguarding policy and notify the Designated Safeguarding Officers, usually the Headteacher and Deputy/Assistant Head. The school will then consider whether the continuing disruptive behaviour might be the result of unmet educational or other needs and 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 consequence, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006). Confiscated items may be returned to parents/carers at the end of the day or disposed of appropriately.

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 school rules, such as mobile phones and other electrical items.

Section 6: Consequences for Behaviour that Does Not Meet Expectations

Consequences are intended to be educational rather than punitive. They help pupils reflect on their choices, repair relationships where appropriate, and make better decisions in the future.

Classroom Counting

Classroom counting is the teacher's main day-to-day strategy for behaviour management in the classroom. When a child's behaviour does not meet expectations, they should be counted. Pupils are given a first verbal reminder, then a second reminder, and if given a third reminder they spend a set amount of time with the teacher in the classroom at playtime or lunchtime, directly related to their age:

EYFS – 3 minutes

Years 1/2 – 5 minutes

Years 3/4 – 8 minutes

Years 5/6 – 10 minutes

Lost playtime may result from repeatedly breaking one rule three times, or from three different behaviours. The missed playtime after a three-count or an instant three is a consequence supervised by the class teacher in the classroom.

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

Possible Consequences

The Framework of Expectations (FoE) outlines appropriate consequences in response to behaviour that does not meet expectations and may include:

- verbal reminders;
- loss of playtime 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 lunchtime play, such as helping in the dining hall, tidying the library or picking up litter (school-based community service);
- being educated outside of the classroom for a specified number of sessions or days;
- being placed "on report" to a member of the Senior Management Team (SMT);
- redoing work until it meets the required standard;
- completing unfinished work at break time, lunchtime or in a pupil's own time; and
- loss of privileges, temporarily or permanently.

Most behaviour that does not meet expectations will be dealt with by teaching staff in the classroom. Certain behaviours will be escalated to the SMT, as outlined in Appendix 1.

Further Consequences and Support

In response to serious or continued behaviour that does not meet expectations, further consequences and support may be applied.

Behaviour Support Plan

For persistent and ongoing behaviour concerns, a Behaviour Support Plan will be written for the child. This will be developed by the class teacher and a Phase Lead and/or Inclusion Lead, and shared with



parents/carers. A plan may be required where a child appears unsettled, where behaviour is causing concern, or where incidents of the same or different types are happening frequently.

Part of the plan may include the child being placed “on report” to ensure that parents/carers and school are kept fully informed of events on a daily basis. The report tracks and monitors behaviour across each day. The class teacher is responsible for tracking behaviours and ensuring that the SMT signs the report before it is shared with parents/carers at the end of the week. Being “on report” is a short-term measure and will be reviewed with parents/carers.

Risk Reduction Plan

If a pupil’s behaviours persist and rise to the level of difficult or dangerous behaviours, a Risk Reduction Plan will be written for the pupil. This will be completed by the SMT and shared with all staff, as the impact of the child’s behaviour could affect anyone on the school site.

Internal Exclusion

A child may be given an internal exclusion, meaning that the child will be educated in school but not in the same space as their peers. The length of the internal exclusion will depend on the incident.

Lunchtime Suspension

A child may be excluded for lunchtimes, and parents/carers will be 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. Lunchtime suspensions are 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 of the SMT, and 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 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 parents/carers as soon as possible by telephone and will also write to parents/carers giving the reasons for the exclusion and further information.

Recording, Monitoring and Working with Families

Incidents of behaviour that does not meet expectations are noted within lessons on a “1, 2, 3” logging sheet. All incidents of pupils reaching a three-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 was involved, notes on what happened, including any investigations, and the consequences applied. These records will be reviewed and monitored on a half-termly basis to identify trends and patterns.

If it becomes apparent that a child is exhibiting frequent occurrences of behaviour that does not meet expectations, the child’s parents/carers will be contacted by the class teacher. The purpose of this contact is to discuss the pattern of behaviour, possible reasons for it, the potential consequences set out in this policy, and ways in which school and home can work together to support the child in behaving more appropriately. The self-regulation section of this policy sets out support that may be offered.

Section 7: Appropriate Use of Force and Physical Intervention

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 may occasionally be a requirement for restrictive physical intervention to prevent injury or harm to a child. This should be a last resort, used only where non-physical interventions and de-escalation strategies



have failed, or where a person is at significant risk of harming themselves or others. Staff should always 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 full knowledge of the desired outcome. Cambridgeshire County Council states that the term “restrictive physical intervention” should be interpreted as 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”.

The following principles underpin 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; and
- where restrictive physical interventions are necessary, they should maintain the dignity of all concerned and always be intended to preserve safety.

The document Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (2013) provides further guidance on the use of force, and this policy has been written with reference to that document.

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, 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 learning of others; and
- 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 will depend on the particular circumstances. The use of force is reasonable only if it is proportionate to the circumstances it is intended to prevent.

Any incident involving restraint of a child should be reported to parents/carers and logged in the blue bound book in the Headteacher’s office. The Headteacher or Deputy Headteacher will contact parents/carers to discuss serious incidents involving the use of physical intervention, including the pupil’s behaviour and level of risk, the level of intervention used, the 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 previous 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

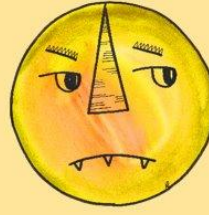
Consequences will be reduced or of lower severity if pupils are honest about their behaviour from the start and could be increased up to exclusion, depending on severity and persistence of behaviour.

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 –Resources to teach Self-Regulation

Zones of Regulation			
			
Low	Happy	Wobbly	Angry
Running slow	Good to go	Caution	STOP
Unhappy Tired Withdrawn Tearful	Positive Calm Proud focused	Nervous Frustrated Annoyed Hyper	Mad Furious aggressive

My Three -Point Scale
3 Exploding 
2 Bubbling 
1 Good 

