



BEHAVIOUR POLICY

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Responsible Body: Local Governance Committee

Version Control

Review Date	Updates
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Contents

Contents.....	2
Introduction, Aims & Objectives.....	3
Roles & Responsibilities.....	4
School Rules.....	5
Rewards and Consequences	5
Behaviour Expectations	6

Introduction, Aims & Objectives

This Behaviour Policy is written in line with statutory guidance including:

- Behaviour in Schools (Dfe, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (Dfe, updated August 2024)
- Searching, Screening and Confiscation (Dfe, updated July 2023)
- Use of Reasonable Force (Dfe, updated February 2025)
- Keeping Children Safe in Education (Dfe 2025)
- Education and Inspections Act (2006)
- The Equality Act (2010).

Whitehouse Primary School is a Rights Respecting School and, as such, we support the Rights of all children.

Article 218 (right to education)

Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 12 (respect for the views of the child)

Every child has the right to say what they think in all matters

Article 19 (protection from all forms of violence)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. In this way the policy is inextricably linked to the schools safeguarding policy.

The school has a number of rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. The ethos of the school is one that cherishes each individual child and promotes opportunities for them to maximise their potential regardless of ability or disability. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Roles & Responsibilities

Role	Responsibilities
Trust Board	Reviews behaviour policy impact.
CEO	Ensures systems are in place and policy is reviewed.
Local Governance Committee	Approves and monitors the policy.
Headteacher/SLT	Ensure consistent implementation, staff training, accurate record keeping.
Staff	Apply policy consistently, model positive behaviour, maintain high expectations.
Pupils	Be ready, respectful and safe; take responsibility for actions.
Parents	Support school values and policies; ensure pupils are ready to learn.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We do not tolerate any form of bullying, and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. The school ethos reinforces that bullying is never tolerated.

Bullying is defined as the repetitive, intentional harming of one person or group by another. It can be physical, verbal, indirect or cyber-based. The school has zero tolerance for bullying and follows preventative and responsive strategies. Bullying can take many forms, including:

- Verbal (e.g. name-calling, threats, discriminatory language)
- Physical (e.g. hitting, pushing, damaging belongings)
- Social/Relational (e.g. exclusion, spreading rumours)
- Online (e.g. abusive messages, sharing inappropriate images)

At Whitehouse Primary we:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others is key
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating pupils and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.

- Record concerns as appropriate via CPOMS.
- Report issues to the Local Governance Committee as appropriate.

School Rules



Rewards and Consequences

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways:

- Teachers verbally praise (congratulate) children
- Teachers give children team points which are monitored each week at the Friday Celebration Assembly and accrued over the term. The team with the most team points receives a 'winning team treat' at the end of each term
- Each week, we nominate a child from each class who has displayed good Growth Mindset qualities to be the Growth Mindset Champion
- At the end of each term, a Growth Mindset Champion is selected and their photograph and a statement about their GM qualities are displayed on a board in the main hall. This is celebrated in a Head Teacher's Assembly.

All pupils are put into a colour team in their classes: yellow, red, blue, green, purple. As a team, the children have many ways to earn team points which reinforces positive behaviour, attitudes to learning, effort and growth mindset behaviours:

- Working as a team
- Trying your best – effort in everything you do

- Responding well to setbacks
- Embracing challenge
- Learning from mistakes
- Persevering when it's difficult
- Listening and respecting others
- Being resilient
- Supporting others
- Helping your team
- Following instructions
- Following the school/class rules
- Have a positive attitude
- Tidy up
- Be ready to learn
- Participate
- Ask for/accept help
- Being kind and caring

Pupils have the opportunity to be awarded 'Team Treat Days' for displaying positive attitudes to learning, good Growth Mindset behaviours and earning team points. The school acknowledges all the efforts and achievements of children, both in and out of school.

If a child makes the wrong choice in class or around school they will have a team point taken away. This means that they have let their team down and are encouraged to take responsibility and earn it back for their team as well as challenge themselves to gain another team point on top. Every child is given the opportunity to turn a negative into a positive.

Behaviour Expectations

Working together as a whole class

We would like the children to:

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Put a hand up to signal a desire to say something
- Respect the classroom environment
- Respect other people's belongings and work

Working together in groups/teams

We would like the children to:

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from and authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

Working alone

We would like children to:

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

In the playground

We would like children to:

- Respect the boundaries by playing on the playground or the field, but not on the outdoor equipment before and after school
- If the field is wet, play on the playground
- Recognise the needs of different groups of children
- Enjoy playing together, but not at the cost of someone else's enjoyment
- Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely
- Establish the rules of a game and ensure that everyone playing knows the rules
- Care for people if they are hurt
- Listen to adults on duty: respond courteously and obediently
- End any game as soon as the bell goes, line up at the designated place, in a quiet orderly manner ready to return to the classroom

In the hall/forum at lunch time

We would like children to:

- Walk into and leave quietly
- Sit where the mid-day staff indicate
- Talk quietly
- Put up a hand if help is needed and wait patiently until a member of the midday staff is at hand to attend them
- Say 'please' and 'thank you' appropriately

- Use the crockery, cutlery and glassware correctly and carefully

In assembly

We would like children to:

- Enter and leave the hall silently and in an orderly way
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or song
- Accept different styles of presentation and different expectations

On trips or at competitive events

We would like children to:

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly
- Stay together
- Accept rules
- Encourage and support one another
- Respond quickly to instructions

With visitors to the school

We would like children to:

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- Be welcoming, courteous and helpful to any authorised visitor
- If someone is not authorised, attract the attention of a known adult to that fact

At other times including walking through learning areas

When children are on the school premises we would like to them to conform to our expectations of their behaviour at all times, whoever is responsible for them.

This means that they should:

- Be respectful towards all adults
- Be considerate towards one another including when others are learning
- Take care of the environment
- Leave equipment alone unless given specific permission to use it
- Respect all boundaries

Sanctions

Behaviour Expectations and Sanctions

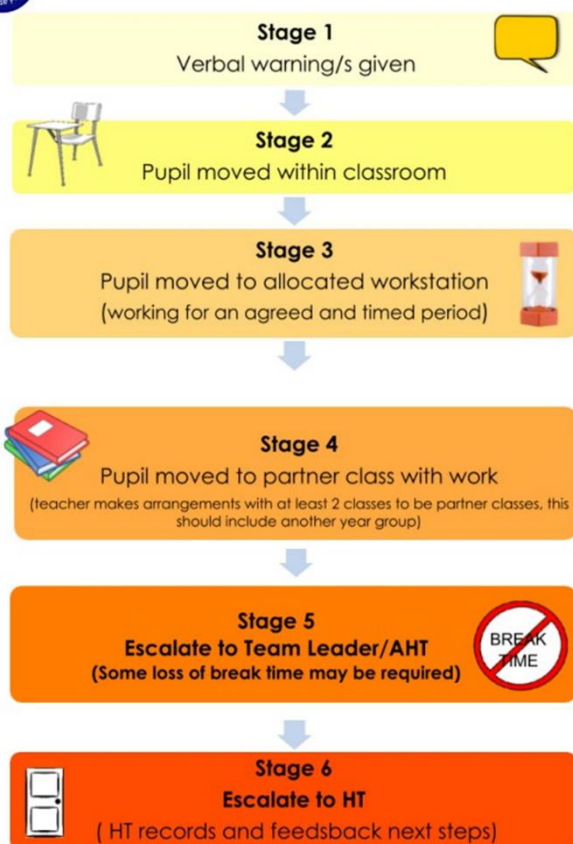
At Whitehouse Primary, we want every child to feel safe, respected and ready to learn. To achieve this, we set high standards for behaviour and apply sanctions fairly and consistently. Where appropriate, sanctions are adapted for children with specific needs, in line with the SEND Code of Practice.

Our approach:

- **Listening and instructions** – Children are expected to listen carefully in lessons. If they struggle, we first try to understand why and remind them of the expectation. If needed, they may be asked to move closer to the teacher or sit independently.
- **Trying their best** – We expect children to give their best effort. If work is not completed to the expected standard, they may be asked to redo the task. This could take place during a break or lunchtime detention. (Teachers have a legal right to place pupils in detention, parents/carers will be informed although consent is not required).
- **Disruption in class** – If a child is disruptive or refuses to follow instructions, staff follow our agreed flowchart of rewards and sanctions.
- **Safety of others** – Safety always comes first. If a child's behaviour puts others at risk, the activity is stopped immediately, and the child may not re-join for the rest of the session. A restorative approach is then used to help repair the situation.
- **Hurtful behaviour, bullying or threats** – Such behaviour is taken very seriously. The incident is recorded, and a restorative conversation takes place to ensure the affected child feels listened to and supported. An appropriate sanction will follow, and parents will be informed. Their support is always welcomed.
- **Ongoing concerns** – If poor behaviour persists, parents or carers are invited to meet with staff to agree a positive way forward.
- **Further sanctions** – Where necessary, pupils may be given time to regulate their emotions in a safe and supportive space. If behaviour is persistently disruptive, pupils may lose certain privileges, for example, attending certain school events or activities, in order to reinforce expectations.



Behaviour Management Flow Chart



Restorative Conversation Prompts



1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

Suspensions & Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE, 2024). Only the Headteacher can exclude a pupil, and pupils can be excluded for up to 45 days within an academic year.

Pupils whose behaviour at lunchtime is disruptive may be suspended for the duration of the lunchtime period and this will be treated as a fixed term suspension. Following a suspension, parents/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further fixed term suspensions can be discussed.

The Headteacher may permanently exclude a pupil in response to serious breaches of the behaviour policy or when allowing the pupil to remain in school would seriously harm the education or welfare of others. The

School will give particular consideration to vulnerable pupils and the needs of pupils with an EHCP, SEND, or who are looked-after/previously looked-after when considering suspensions as an appropriate sanction. In line with statutory requirements school will arrange suitable full-time education for any pupil suspended for more than five consecutive school days, beginning no later than the sixth school day of the suspension.

Where a pupil is permanently excluded, the Local Authority is responsible for arranging suitable full-time education from the sixth school day of the exclusion. The school will liaise with the Local Authority to ensure that suitable arrangements are in place.

Parents/carers have the right to make representations about a suspension or permanent exclusion to the Local Governance Committee. Where the suspension is longer than five days, or where a permanent exclusion is issued, the panel will meet within the statutory timeframe to consider the case.

If a permanent exclusion is upheld by the Local Governance Committee, parents/carers can request that the decision be reviewed by an Independent Review Panel (IRP). The IRP can uphold the exclusion, recommend reconsideration, or quash the decision where it is found to be flawed.

The school will provide parents/carers with information about these rights and the process at the point of suspension/permanent exclusion.

Searching, Confiscation & The Use of Reasonable Force

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2023) and the Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE, 2025), alongside Keeping Children Safe in Education (September 2025).

Staff may search pupils with consent for any item. Senior leaders have the power to search without consent for prohibited items as set out by law. Confiscated items will be dealt with in line with statutory guidance. Prohibited items such as drugs, weapons or stolen property will be handed to the police in line with statutory guidance. Relevant staff attend 'Positive Handling' training and are therefore able to use positive handling techniques effectively when needed. These members of staff are trained to use de-escalation techniques and only used as a last resort, proportionately and in the best interests of the child. Examples of this include:

- To prevent pupils from hurting themselves
- To prevent pupils from hurting each other
- To prevent pupils from damaging property
- To prevent pupils from causing disorder

All staff within school have a legal power to use 'reasonable force' in line with Keeping Children Safe in Education (September 2025). Staff use their professional judgement to decide whether to use force depending on the circumstances and the individual. Although this is not an exhaustive list, reasonable force may be used in circumstances such as preventing injury, removing a disruptive child from a room, preventing a pupil leaving when it is unsafe, or breaking up a fight. It will only ever be used as a last resort. All incidents involving reasonable force will be recorded promptly and parents/carers informed as soon as reasonably practicable.