



BEHAVIOUR POLICY

JUNE 2026

Policy Date: June 2026
Review Cycle: Annually
Responsible Body: Trust Board – for ratification
Autumn Term 1
Version Control

Review Date	Updates
V1 July 2025	Review of legislation and relevant updates
V2 June 2026	Review of legislation and relevant updates

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, effective until July 2026)
- Suspension and Permanent Exclusion Guidance (Dfe new guidance effective from July 2026)
- Searching, Screening and Confiscation (Dfe, updated July 2023)
- Restrictive Interventions including Use of Reasonable Force (Dfe, updated April 2026)
- Keeping Children Safe in Education (Dfe 2025)
- Keeping Children Safe in Education (Dfe, effective 2026)
- 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

Governance Committee Oversight

- Monitor and review information relating to suspensions, permanent exclusions, off-site direction, managed moves and other forms of pupil movement
- Challenge and scrutinise patterns and trends to ensure that these measures are used lawfully, proportionately and only where necessary
- Review information relating to any safeguarding related separation of pupils from the school premises where this measure has been used.

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 expect children to listen carefully, follow instructions promptly, participate respectfully, stay focused, respect personal space, value others' ideas and take care of the classroom environment and others' belongings.

- **Working Together in Groups/Teams**

We expect children to cooperate positively by valuing each other's strengths, supporting one another, sharing ideas and resources respectfully, contributing fairly, communicating effectively, resolving problems appropriately and caring for equipment.

- **Working Alone**

We expect children to work independently, stay focused on their task, complete work to the best of their ability and take responsibility for their behaviour and learning.

- **In the Playground**

We expect children to play safely within designated areas, include others, respect people's feelings and choices, follow agreed game rules, care for anyone who is hurt, listen to supervising adults and line up calmly when playtime ends.

- **In the Hall/Forum at Lunchtime**

We expect children to enter and leave quietly, follow staff instructions, speak politely and quietly, wait patiently for help, use good manners and handle dining equipment carefully.

In Assembly

- We expect children to enter and leave respectfully, listen attentively, respond appropriately, and respect different presentations and viewpoints.
- **On Trips or at Competitive Events**

We expect children to act responsibly, stay safe, look after belongings, represent the school positively, follow rules, support others, stay together and respond promptly to instructions.

- **With Visitors to the School**

We expect children to recognise authorised visitors, be welcoming and helpful and report anyone who appears unauthorised to a trusted adult.

- **At Other Times (Including Walking Through Learning Areas)**

We expect children to consistently show respect to adults and peers, be considerate when others are learning, care for the environment, use equipment only with permission and respect all school 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.

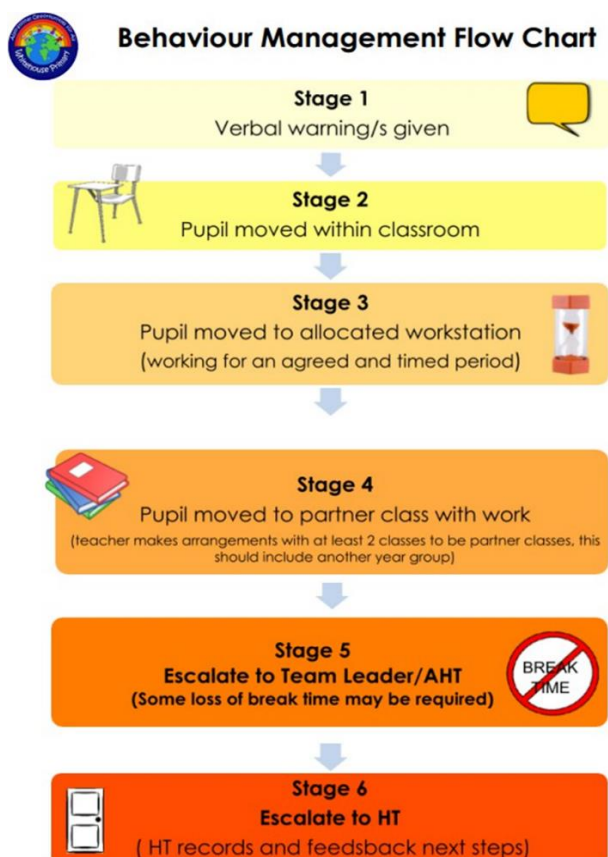
Safety of others – Safety always comes first. If a child's behaviour puts others at risk, the activity is stopped immediately, and the child may not re-join for the rest of the session. A restorative approach is then used to help repair the situation.

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.





Suspensions & Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE, updated August 2024, effective until July 2026) and Suspension and Permanent Exclusion Guidance (DfE new guidance effective from July 2026). 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, schools 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.

Temporary Separation from School Premises for Safeguarding Reasons

In exceptional safeguarding circumstances, the school may temporarily prohibit a pupil from attending the school premises where this is necessary to separate two or more pupils for safeguarding purposes. This is not a suspension or exclusion on disciplinary grounds.

Such action will only be taken where separation is essential and there is no practical way for one or more pupils involved to remain safely on the school site. Decisions will be made on a case-by-case basis, led by the Designated Safeguarding Lead (DSL) and informed by professional judgement and, where appropriate, advice from external agencies.

Parents/carers will be informed of the reasons for the decision and the governance committee will be notified without delay. The school will support the pupil's reintegration when they return.

Off-Site Direction

The school may require a pupil to attend educational provision at another setting as a temporary measure to improve behaviour and support continued education. Off-site direction will only be used where it is in the pupil's best interests and in accordance with statutory guidance.

Before an off-site direction is arranged, the school will consider the pupil's views and ensure that appropriate interventions and support have been explored. Relevant information, including attainment information, risk assessments and support strategies, will be shared with the receiving provider and other relevant agencies as appropriate.

Parents/carers will be informed in writing of the placement and the reasons for it in accordance with statutory requirements. Placements will be reviewed regularly to consider progress, impact and next steps.

Managed Moves

A managed move may be considered as part of a planned intervention to support a pupil and avoid permanent exclusion. A managed move is intended to lead to the permanent transfer of a pupil to another school. Managed moves will not be used on a trial basis. Where a temporary placement at another setting is required to support behavioural improvement, the school will consider the use of offsite direction instead.

Before a managed move is agreed, the school will:

- Seek and consider the views of the pupil
- Ensure that appropriate interventions and support have been implemented and reviewed

- Share relevant information with the receiving school and other agencies as appropriate, including attainment information, risk assessments and support strategies.

Where a pupil has a social worker, the school will notify the social worker, the DSL and, where appropriate, the Virtual School Head at the earliest opportunity when a managed move is being considered. A pupil will not be permanently excluded solely because they or their parents/carers do not agree to a managed move. Managed moves will be conducted in accordance with the School Admissions Code and all relevant statutory guidance.

Looked-After and Previously Looked-After Children

Before making decisions relating to suspension, permanent exclusion, managed moves or other significant interventions, the school will consider the needs of looked-after and previously looked-after children.

Where a looked-after child is at risk of suspension or permanent exclusion, the designated teacher will work with the Virtual School Head and other relevant professionals to consider what additional support may be required, including reviewing the effectiveness of the child's Personal Education Plan (PEP).

Use of Reasonable Force and Restrictive Interventions

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2023) and Restrictive Interventions including Use of Reasonable Force (DfE, updated April 2026) alongside Keeping Children Safe in Education (September 2025) and Keeping Children Safe in Education (September 2026) when effective.

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 including knives, drugs, alcohol, mobile phones, stolen or harmful items. Confiscated items will be dealt with 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:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder

Whitehouse school recognises that the use of reasonable force is only one of the strategies available to secure pupil safety and wellbeing. Our approach is part of our wider pastoral care procedures.

Whitehouse school has a separate Restrictive Interventions and Reasonable Force Policy, which should be read alongside this Behaviour Policy and the Safeguarding and Child Protection Policy.

In line with Department for Education guidance, all school staff have the legal power to use reasonable force, where it is reasonable, proportionate and necessary, to prevent a pupil from:-

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder.

Reasonable force will only be used when other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It will always be used as a last resort and for the shortest time necessary. Whitehouse school does not use force as a punishment. It is unlawful to use force for this purpose.

Staff may also have appropriate physical contact with pupils in other circumstances, for example to:

- administer first aid
- guide or escort pupils
- comfort a distressed pupil.

Where restrictive interventions are used, staff will:-

- act in accordance with the principles of necessity, proportionality and the pupil's welfare
- use the least restrictive intervention for the shortest duration
- take into account the individual needs and circumstances of the pupil.

Whitehouse school will take all reasonable steps to minimise the need for restrictive interventions through prevention, de-escalation strategies, and positive behaviour support.

All significant incidents involving the use of force will be recorded and reported in line with statutory requirements and the school's Restrictive Interventions Policy. Parents/carers will be informed as soon as possible following such incidents, except where there are safeguarding reasons not to do so.

For further detail, including definitions, procedures, and staff responsibilities, please refer to our school Restrictive Interventions and Reasonable Force Policy.

Mobile Phones & Digital Devices

Digital technology (including mobile phones, smart watches, headphones, personal tablets and other personal portable technology) is not permitted to be used by pupils anywhere on site during the school day (with the exception of any devices required for medical purposes or issued by school for educational purposes). Devices will be confiscated if seen in school and locked away until the end of the day. Parents will be informed.

Through our PSHE curriculum pupils will be reminded of the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increased risk of cyber bullying. Pupils will be encouraged to see a mobile phone free environment as desirable and valuable.