

Behaviour policy and statement of behaviour principles

The Whartons Primary School



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1. Aims

This policy aims to:

To create an environment which supports positive behaviours, collaboration and respect for others

Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination

Outline how pupils are expected to behave

Identify any safeguarding concerns that are the root of any unacceptable behaviour

Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Outline our system of rewards and sanctions

Consider what extra support and reasonable adjustments can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable or have SEND, to the impacts of exclusion

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude

Incorrect uniform

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Sexual violence, such as sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy <https://www.whartonsprimary.co.uk/website/policies/130724>

5. Roles and responsibilities

5.1 The governing board

The Whartons Primary School Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Whartons Primary School Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Whartons Primary School Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The Headteacher will lead regular Rules, Rights, Routines and Responsibilities weeks which support children's understanding of positive behaviour in schools. They will gathering pupil's voices, opinions and concerns which are taken into consideration when reviewing the school Behaviour Policy and procedures.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a termly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour

- Monitor and model the school's 5 Golden Rules, ensuring children observe and act on the rules. Thus earning Golden Time enrichment activities

- Recognise and reward Golden Time positive behaviour which typifies our Golden Rules: Be Kind; Be Helpful; Be Respectful; Be Hardworking and Be The Best You Can Be, with silver and gold behaviour awards

- Celebrate exemplary behaviours by sharing in Friday Certificate Assembly

- Using Restorative Practice approach to address and resolve behaviour issues

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents on Arbor behaviour database

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Follow the school's Golden Rules

- Engage in Golden Time Enrichment Activities, collaborating and supporting the Year 6 activity leaders and younger children who need modelling and guidance

- Show respect to members of staff and each other, following the school's Golden Rules

- In class, make it possible for all pupils to learn and work collaboratively with peers

- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction. The Whartons Pyramid of rewards (Appendix 2) and sanctions was created with children and offers a range of hierarchical options to suit the situation

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points
- Silver and Gold awards
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Celebration in Friday assemblies
- Golden Time enrichment activities

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Time out to refocus
- Expecting work to be completed at home, or at break or lunchtime
- Missing break or lunchtime,
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Loss of Golden Time to consider restorative justice

See appendix 2 for Whartons Behaviour Pyramids.

We may use the learning mentor room or outside class break out spaces in response to serious or persistent breaches of this policy. Pupils may be sent to the learning mentor room or outside class break out spaces during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The learning mentor room or outside class break out spaces is supervised by a member of SLT

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

Discussions with pupils and parents

Completing a Sexually Harmful Behaviour AIM analysis assessment

Restriction of activities to keep all children safe

Writing of RAMP (Risk Assessment Management Plans)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

<https://www.whartonsprimary.co.uk/website/policies/>

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and Leeds model policy for allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the pupil code of conduct or their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Follow Golden Rules and award House Points for Silver and Gold behaviours

8.2 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

Restore order if the pupil is being unreasonably disruptive

Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for a maximum time necessary for them to calm down and be safe to return

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

Meetings with learning mentor

Use of teaching assistants

Missing Golden Time to engage in restorative conversations/activities with SLT members

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (See Appendix 3)

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

In order to secure positive behaviours during unstructured play/lunchtimes the Learning Mentor will annually train a Peer Mentor Team of Upper KS2 children. These Peer mentors support children in making positive choices at playtime. Peer Mentors can act as mediators and/or refer to appropriate adults to diffuse situations.

Playleaders trained by our expert sports coach from ACES will organise playground games which support turn taking and cooperation.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our members of staff are provided with training on managing behaviour, including proper use of restraint or Care and control, in order to keep children safe from danger, as part of their induction process and when updates are needed.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Pupil Support Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the Arbor behaviour log. At each review, the policy will be approved by the Full Governing Body

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy

- Restorative practice policy

- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

WHARTONS PRIMARY SCHOOL

Written Statement of Behaviour Principles

Approved by the Governing Body on 12th February 2025

Next due for review on 12th February 2026

Introduction:

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The governors at The Whartons Primary School believe that:

every child has the right to learn and that no child has the right to disrupt the learning of others

all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

every child should be given the opportunity to develop a sense of personal responsibility for his/her own actions

At The Whartons Primary School we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016. This should include consideration of the ten key aspects of school practice that when effective, contribute to improving the quality of pupil behaviour:

A consistent approach to behaviour management

Strong school leadership

Classroom management

Rewards and sanctions

Behaviour strategies and the teaching of good behaviour

Staff development and support

Pupil support systems

Liaison with parent/carers and other agencies

Managing pupil transitions and

Organisation and facilities

Principles:

All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

The Whartons Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.

The governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of children and in consultation with staff and parents/carers.

High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.

Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.

We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.

We expect pupils and parents/carers to cooperate to maintain an orderly climate for learning.

The governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.

Governors appreciate that in exceptional circumstances the needs of a pupil may be best met in an alternative provision or specialist inclusive learning centre (SILC) and that the pupil may then be removed from the school roll. Where this is the case, governors would seek assurances that:

the school had taken every appropriate action to address the pupils' needs before considering alternative provision

consideration of alternative provision is made in consultation with the parents/carers and the child

consideration of moving pupils to alternative provision is done on a case by case basis and always in the best interest of the child and not to avoid their results being counted in performance measures

the provision that the pupil will be moved to is of good quality and is well resourced to meet the needs of the pupil academically, socially, emotionally and vocationally

the school has systems in place to provide follow up for the pupil

the school will have a clear plan around the purpose of goals and provision, how it meets needs, is reviewed and progression planning.

the school reviews each case with a view to seeing if the pupil can be reintegrated into the school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves properly, the school may ban them from the school premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution.

The governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:

Taking part in school organised or related activity

Travelling to or from school

Wearing school uniform or in some other way identifiable as a pupil

This written statement of behaviour principles is reviewed and approved by the full governing board/ Pupil Support committee annually

