



'Be the best that we can be'

Created/ revised & approved by staff	May 2022
Ratified by governors	July 2022
Next review date	July 2024

1. **Behaviour Vision:**

The vision for behaviour at Whitkirk is in line with our core values:

- Achievement – we always try our best
- Safety – we take care of our resources and move around school safely
- Respect – we respect each other and value others' opinions
- Trust – we actively listen to our friends, family and teachers
- Friendship – we are always honest with ourselves and others
- Forgiveness – we forgive ourselves and others for mistakes that are made

At Whitkirk, we work to achieve each of these school values in all that we do and strive to be 'the best that we can be'.

We expect all at Whitkirk to exercise their rights and responsibilities towards these core values. Our approach to behaviour is founded on an understanding that all children have a right to be safe, be happy and learn, and that they will take responsibility for their own behaviour and learning, alongside that of others. How we promote positive behaviour and deal with negative behaviour will reaffirm our commitment to these core values and so help our children acquire the knowledge, understanding and skills to be full and fulfilled members of society.

1.1 Aims:

Whitkirk Primary School aims to create a welcoming, caring environment where relationships are based on respect and help to develop positive self-esteem in each child. The children, staff and governors have high expectations of behaviour to enable children to be happy, safe and to achieve. Our behaviour system aims to help children learn what behaviours are appropriate and what behaviours are not appropriate, to develop self-discipline and self-regulation, and to deal effectively and efficiently with incidents of negative behaviour. To achieve this, we work to establish strong working relationships with parents and pupils to encourage good behaviour and establish good patterns of behaviour where there are difficulties.

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](#)
- [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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy 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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules, any form of bullying, vandalism, theft, fighting, smoking, racist, sexist, homophobic, prejudice based or discriminatory behaviour, assault, including sexual assault (which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)

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 one 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
Racial	Racial taunts, graffiti, gestures
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.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious misbehaviour incidents on our school logging system, CPOMS.
- 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 school rules
- 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. Our positive behaviour system:

Routines: we have an agreed set of routines for all aspects of behaviour in and around the school building throughout the school day. See Routines section below.

Rules:

- We always try our best
- We take care of our resources and move around school safely
- We respect each other and value others' opinions
- We actively listen to our friends, family and teachers
- We are always honest with ourselves and others
- We forgive ourselves and others for mistakes that are made

6.1 Green is the Goal:

Green is the Goal provides all members of the school community with a clear and fair system to manage behaviour. The principles behind this system are:

- All pupils have the opportunity to make positive choices about their behaviour and to correct things when they have gone wrong
- Teachers and support staff model positive behaviours
- Pupils who regularly behave positively are noticed and rewarded

The system allows for:

- A consistent approach that can be used by all staff
- A certainty for children, allowing them to explain their worries and know that they will have a chance to be heard
- Whole class rewards and individual recognition such as Class Dojo points are given to children who are on green and showing our school values
- The teaching of specific behaviours and routines

The stages are:

1. Children demonstrate our school values to ensure they remain in the green zone.
2. If a school value is broken, children are asked 'Is there a problem?' to ascertain whether help is needed. If there is no problem, children are given a verbal warning and are told which school value they are not adhering to. They are moved to Zone 1.
3. If a child continues to make the wrong choices, they will move to Zone 2, where they will be moved away from the group for reflection time (1 - 10 minutes). Time will be taken from their breaks accordingly, where their missed learning will be completed.
4. If the behaviour continues, they will move away to another class, typically the partner class (remainder of the lesson). The class teacher or member of the SLT will contact parents for an informal discussion. The pupil will then spend their next lunchtime in 'Reflection' for 15 minutes of their playtime.

All pupils start each day on green and this is reset **after** lunchtime. If an incident happens at lunchtime, we will always endeavour to deal with this during that social time ready for a positive start to learning time after lunch.

6.2 Guidance for moving down the colours:

All pupils start each day on GREEN. This will be reset each lunchtime. Children who remain on GREEN will earn Class Dojo points. The member of the class with the highest number of Class Dojo points will be rewarded in Celebration Assembly each week.

All adults use low-level behaviour management strategies to manage any rumbings or low-level behaviour problems (e.g. first, a 'look' of disapproval is given with a non-verbal gesture to redirect the pupil – see the strategies in this policy). A warning is given if these strategies aren't working as needed. Whilst teachers are doing whole-class inputs, teaching assistants should be monitoring low level behaviour in the classroom and use the iPad to identify and reward positive behaviours by giving Class Dojo points.

When a pupil does not respond to the low-level behaviour management strategies, the adult gives a verbal warning that the child is at risk of moving to BLUE.

After a period of reflection and positive behaviour management, if the adult decides to move a child to BLUE, they must tell the child clearly what they are doing wrong and how they are able to put this right.

If a child continues to behave inappropriately after having had sufficient time to correct their behaviour, the teacher gives a clear verbal warning that he or she is at risk of moving to ORANGE. The child will be given between 1-10 minutes reflection time in class with the restorative prompt sheets (where appropriate). The adult will go to the reflection table and discuss behaviour with the child and support them to re-engage with their learning.

At least one clear verbal/non-verbal warning is always provided for pupils in between each stage.

If the adult decides to move the child to ORANGE, they direct the child to the thinking space inside the classroom and tells the child clearly what they are doing wrong and how to put his right. In the thinking space the child has distraction and reflection stimuli (Restorative prompt sheets; calming down strategies; plain paper and pencil). The child will be here for a maximum of 10 minutes. At the end of the 10 minutes reflection time, the adult goes to the child and asks the child the restorative questions. If the child is ready to re-engage with their learning, they return to their class. The child will make up the learning time they have lost at an appropriate point later that day (playtime or lunchtime), this is decided and led by the class teacher and other adults. Any children kept in at playtime or lunchtime must be managed by the class teacher. Children should not be sent to SLT at this level. If a child is moved to ORANGE, three times in one week parents will be informed and invited in for a meeting with the class teacher and Phase Leader.

If a child continues to behave inappropriately after having had sufficient time to correct their behaviour or is not ready to re-engage with their learning, the adults gives a clear verbal warning that he or she is at risk of moving to RED.

If the adult decides to move the child to RED, they must tell the child clearly what they are doing wrong. The adult sends the child to the partner class for the rest of that lesson. At the end of the lesson the adult goes to the child and talks through the restorative questions (with SLT support if needed). If a RED behaviour occurs again that morning/ afternoon, the child will spend the rest of the session (morning or afternoon) with the Phase Leader or a member of SLT with appropriate work.

The adult completes a CPOMS for behaviour and alerts the Phase Leader. The Phase Leader will support a restorative talk at lunchtime or the end of the day with the child and class teacher. The Phase Leader will discuss with the child what they agree to do upon returning to class, this will be added as an action on CPOMS. Both the child and staff will agree when the child will return to class, this will never happen in the middle of a session.

The child will begin the session back on GREEN, in line with the rest of the class. Parents will be informed at the end of the day or by phone by the class teacher or Phase Leader. If a child is moved to RED, twice in one week parents will be informed and invited in for a meeting with the class teacher and Phase Leader.

6.3 Instant red cards

Instant red cards are given to pupils whose specific behaviours have been deemed to be inappropriate. These include stealing, fighting, swearing. If a child has received a red card, they will spend the following lunchtime discussing their actions with a member SLT. Incidents will be recorded on CPOMS. When a child receives an

instant red card, their parent/ carer will be contacted and asked to collect their child from the main school office at the end of the day. During this handover, the member of staff will explain the incident to parents with the child present. If the child is going to an after school club or Whikidz, parents will be asked to meet before school the following day.

6.4 Restorative Practice

We use restorative practice questions to talk to children about their poor behaviour choices and show them how to put things right.

- What happened?
- What were you thinking and feeling at the time?
- What have been your thoughts since the incident?
- Who do you think has been affected by your actions? In what way were they affected?
- What do you think needs to happen to make things right?

6.5 Unacceptable behaviours

The following behaviours are non-negotiable and a pupil displaying these will be sent directly to a member of the Senior Leadership Team:

- Harmful sexualised behaviours
- Racist incident
- Homophobic incident
- Threatening language
- Physical aggression

The Senior Leadership Team will use their professional judgement in these instances and determine an appropriate course of action.

These actions may include:

- Work in an alternative classroom for an extended amount of time
- Working away from the other pupils and supervised by a member of the Senior Leadership Team and/ or the Learning Mentor Team.
- Parent called into school for a meeting with a member of the Senior Leadership Team.
- Restricted break times (supervised 1:1 either at normal break times or an alternative time)
- With support, the child will complete an exercise in restorative practice to reflect on their behaviour and to support them in making the right choices in the future.
- Where appropriate, additional support from the Area Inclusion Partnership (AIP) team or Cluster support will be accessed.

6.6 Physical restraint

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

- Causing serious 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 the headteacher and parents using school systems including CPOMS and the incident file

6.7 Confiscation

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Any prohibited items found in pupils' possession will be confiscated and 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.

6.8 Inclusion

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Sometimes there may be incidents which are beyond the use of our positive behaviour system. In such cases, there may be variations to the policy. Some children may have Individual Behaviour Plans which may include a variation of the whole-school approach. The school's special educational needs co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. When children require a personalised approach they may require:

- An Individual Pupil Risk Assessment (IPRA) – which will be put in place if a child's behaviours are such that they could foreseeably result in harm, whether that be to the child themselves or others.
- An Individual Behaviour Plan (IBP) – that will be put together with the child and will set out SMART targets, how success will be monitored, rewards and sanctions.

7. Expectations:

We strive to establish consistency across school and have high expectations of ourselves as a team and our pupils.

Before school & start of the day	<ul style="list-style-type: none"> • Members of the Senior Leadership Team will be on the playground from 8:30am each morning. • Teachers will be on the playground from 8:40am each morning. • Unless children are in Year 6 and have walked to school alone, children must be supervised. • Children are not permitted to go on the Adventure Trail before school. • Children must not play ball games before school. • At 8:40am, children should line up ready for their teacher to take them into school.
Moving around school	<ul style="list-style-type: none"> • We move around the building quietly and calmly. • We walk with our hands by our sides.

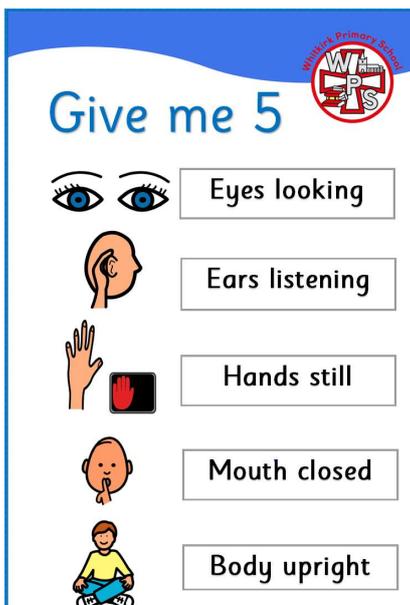
	<ul style="list-style-type: none"> We walk with our class in single file and line order (as decided by the class teacher. A list must be left by the teacher's desk if this is not in alphabetical order). We hold the door open for others. We walk 'proud not loud' around school.
In class	<ul style="list-style-type: none"> We know we will be recognised for good learning and the right attitude to learning by receiving Class Dojo points. We respond to 'Give me five' during lesson inputs and respond immediately when an adult requests 'Give me Five*' We do not swing on our chair under any circumstances. Water bottles should be kept by the sink, these should not be on tables. We know that we can ask to speak to a trusted adult if they have any concerns or use the class Worry Monster or a 'Speak out' box. We wear our full school uniform, any hoodies are left in the cloakroom, and black shoes/ trainers are worn to school.
Toilet	<ul style="list-style-type: none"> Where possible, we visit the toilets during break times. We are aware of other learners, so we ask quietly if we need to go during learning time, this should not be during the teacher input. We respect privacy, so only one person is in each toilet. We lock the door. We flush the toilet after every use. We wash and dry our hands after every visit to the toilet. We leave the area clean and tidy. We report anything of concern to an adult
Playground	<p>Children:</p> <ul style="list-style-type: none"> We walk to the playground quietly and calmly. We have fun and help others to have fun. When the whistle blows the first time we stand still. When the second whistle blows we walk to our line. We line up in our lining up order, one behind the other. We are quiet when we line up. When we walk in our line, we face the front. We walk with our hands by our sides When we enter the building we are very quiet. If we need to speak to our teacher we wait until there is an opportunity in the classroom. <p>Staff:</p> <ul style="list-style-type: none"> When on duty, engage and interact with the children. Monitor behaviour scanning the playground for anything that may need attention. Encourage children and help them to sort out any problems on the playground Scan the playground for any children who are alone or at the friendship stops. Class teachers should take and collect children from the playground – where possible the teacher should be at the beginning of the line and teaching assistant at the end of the line.
Dining Hall	<ul style="list-style-type: none"> We wash our hands and use sanitiser before we go into the hall We walk into the dinner hall calmly and quietly.

	<ul style="list-style-type: none"> • We sit down, take off our coats and wait to be asked to the serving hatch. If we are on packed lunch, we can start eating straight away. • We do not leave our seats until we have been given permission to do so by an adult. • We wait for most children to finish eating before being told by a member of staff that we can scrape their plates & dispose of any rubbish. • We finished eating and have an empty mouth when walking round the hall. • We scrape, stack and clear our plates • Class Dojo points are given for positive dining behaviour and the best table • We talk but don't shout. • When an adult blows the whistle, we 'give 5' and wait for instructions about lining up. • When asked to, we line up sensibly in a single file, without talking. If we are not doing this, we will be asked to sit back down. • We walk out to play quietly through school <p>Staff:</p> <ul style="list-style-type: none"> • Support the children with socially acceptable behaviour at the dining table • Remain calm and model positive behaviour • Encourage children to go to the toilet during the outdoor play time rather than when in the dining hall.
Assembly	<ul style="list-style-type: none"> • We enter assembly in silence. • We 'Give five' throughout assembly. • We only talk during the assembly if we are asked to by an adult. • When our class is asked to leave, we stand up and wait to be led out of the hall in silence • We move in single file. • We leave assembly in silence, reflecting
Cloakroom	<p>Children:</p> <ul style="list-style-type: none"> • We put our coats and bags on our pegs • If we notice that anything is on the floor, we pick it up <p>Staff:</p> <ul style="list-style-type: none"> • Check the cloakroom after transitions to ensure that there are no obstructions on the corridor and all belongings are neatly and safely away. • Supervise children when they are in the cloakroom
Fire drill/ lockdown	<p>Children:</p> <ul style="list-style-type: none"> • We will leave the building quietly and calmly under adult instruction • We will walk silently to the line on the playground • We will line up in a single file facing away from the building • We will remain silent • We answer the register clearly <p>Staff:</p> <ul style="list-style-type: none"> • Will lead the children out of the nearest fire exit onto the playground • If safe they will walk in single file with their class to the correct location

	<ul style="list-style-type: none"> • The class will be lined up in a single file facing away from the building • The class will line up in silence • The register will be taken. If you are not in your classroom to bring your fire register, a spare will be provided by a member of the admin team.
The end of the day	<p>Children:</p> <ul style="list-style-type: none"> • We will ensure our classroom is tidy • We will check we have all our belongings, home learning, letters and book bags • We will say good bye to each other and our teacher • We will stand behind our tucked in chairs • We will leave the class room quietly and calmly • We will maintain this behaviour while on the school site • We will walk with our bikes and scooters while we are on the school site • If we have brought a mobile phone to school, this will be handed to us on the playground and must remain turned off until we are off of the school premises. <p>Staff:</p> <ul style="list-style-type: none"> • Will be present out on the playground every day (except PPA afternoons) to meet and chat to parents • Will pass on key information to parents about learning and behaviour • SLT will be on the playground at 3.15pm

7.1 Give me five

'Give me five' posters are located at the front of every classroom. This is the signal used across school to gain pupils' full attention and refocus learning. Children who do not 'give five' will be given a warning.



8. Rewarding positive behaviour:

Whitkirk Primary School recognises the importance of praise when promoting positive behaviour. The school adopts reward systems in order to encourage positive behaviours to learning, but also recognises that intrinsic rewards are key to promoting a culture of positive behaviours for learning.

- Praise for doing 'the right thing';
- Positive comments to parents;
- Class DoJo points and rewards.
- Star of the Week
- Class Dojo Champion – the child who has achieved the most Class Dojo points for following our school values will be awarded in Celebration Assembly.

Parents are invited to attend our weekly celebration assembly where successes are shared and celebrated.

We believe that positive relationships are a key factor in improving behaviour and maintaining high standards of behaviour. At Whitkirk, we build positive relationships with and between children by:

- Welcoming the children as they enter school each day.
- Ensuring all children understand what is expected of them.
- Creating a positive environment where each child feels relaxed and accepted.
- Showing an interest in each child's family, talents, goals, likes and dislikes.
- Engaging with the children during lunchtime and playtime
- Treating each child with respect, never embarrass or ridicule.
- Sharing all successes with the class.
- Believing by recognising that every child has the ability to learn and achieve.
- Believe that every child wants to do their best and allow them to start afresh each day
- Involving the children in making decisions regarding rules and activities within the classroom.
- Understanding how special educational needs and disability (SEND) affects behaviour
- Ensure that all children are certain about the plans for the day using visual timetables
- Challenging inappropriate sexual behaviours
- Ensure that all children know that their voice will be heard and that if they have a worry they can have help to address this.

9. Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003).

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Local Governing Board and Trust. The school informs the parents or carers how to make any such appeal. The Headteacher informs the Trust, LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The school will always seek alternatives to exclusion and has a range of strategies to explore to support children. We aim to reduce the number of exclusions by adopting the following approaches:

- Giving the child a voice and involving the child in understanding the effects of their actions and making amends.
- Internal Referral Process – a referral form is completed by the class teacher, with consent from parents which begins a system of plan, do, assess, and review for the child and enables support from the school Learning Mentor, SENCO or SLT (whichever is deemed most appropriate for the child).
- A clear IBP –a child will have an IBP to ensure consistent support for the child and to re-establish boundaries and routines
- Internal exclusion – for a specified period of time where learning is set by the class teacher and completed away from the class environment in the leadership office.
- Alternative timetable – linked to the IBP, a child may have a change or reduction in timetable which allows integration into class where possible.
- Further support - from the cluster through Guidance and Support
- Preventative arrangements through the AIP to an off-site provider such as Pivot or Leopold to provide nurturing support for a set period of time. Re-integration to Whitkirk is always the aim.

10. Monitoring and Evaluation:

A copy of this Positive Behaviour Procedure is available to parents on request.

This procedure may be used in conjunction with our Anti-Racism, Online Safety and Anti-Bullying Protocols.

The effectiveness of this policy is monitored by the Governing Body and the Senior Leadership Team. Incidents are logged along with actions on CPOMS relating to the number of exclusions, bullying and discriminatory incidents. The SLT reports to the Governing Body termly.