



Behaviour Policy

Statement of Principles

Following government guidance, the governing body of Whiteley Primary school have agreed the following statement of principles, in line with our vision statement, to guide the school behaviour policy.

Success

- The environment and culture of the school should support high expectations for all pupils.
- All policies should support the provision of an environment for learning free from distraction.
- Positive behaviour will be encouraged and recognised.

Mutual Respect

- The school should promote a culture of mutual respect which encourages positive behaviour both within and outside the school and does not tolerate bullying or the use of prejudicial language.
- Policies should encourage behaviour which keep all in the school safe.
- The behaviour policy must reflect current government guidance, including the use of physical intervention, screening and searching, and support the staff who make use of these policies.

Inclusion

- All members of the school community will be treated equally, in line with the principles set out in our equalities policy.
- The governors expect the school to have a clear behaviour system which facilitates a consistent approach.
- The school will consult with relevant agencies to support pupils' behaviour where necessary.
- Some children have complex needs and may therefore require a personalised approach which is considerate of their learning differences.

Life-long learning

- Policies should encourage respect for other people, their possessions and property, developing responsible citizens of the 21st century.
- The policy will support the school's commitment to Rights Respecting Education.

Enrichment

- The governors expect the school to provide a curriculum which engages pupils and is matched to their needs.
- In addition to usual in-school activities, this behaviour policy is designed to be applied to pupils who are engaged in off-site activities organised through the school (e.g. day trips, residential, workshops) and on-site activities outside of school hours (e.g. school-run clubs).

The policy will be communicated clearly to the school community, including parents and pupils, and will be easily accessible.

It has been devised in consultation with the school's link educational psychologist (2023) and is reviewed annually by staff and governors, taking into consideration latest government guidance, advice from Hampshire Inclusion, feedback from parent questionnaires and pupil interviews.

Aims

The aims of our behaviour policy are

- To provide information for all staff, pupils and parents about expected behaviour in our school.
- To help ensure a consistent approach towards achieving positive behaviour in school.

As a staff we all recognise that we are responsible for creating conditions for an orderly community in which effective learning can take place; in which there is mutual respect between all members; and where there is proper concern for the environment in which we all work.

To this end we agree that

- There should be good relationships between staff, pupils and parents/carers.
- Staff will have high expectations of the children.
- The school will work hard to provide a safe, positive and appropriate learning environment.
- The school will provide a broad, balanced curriculum with activities matched to the needs of the pupils.
- Teaching will be adapted to allow pupils to access the curriculum.
- Children will be encouraged to contribute ideas and to discuss their work together.
- Children need to be actively involved in what they are doing in their own learning and in the wider life of the school.
- Staff must be good models of adult behaviour - they need to co-operate and support one another.
- There will be an agreed code of conduct determined in part by both pupils and staff (class/school charters).
- There should be an understanding of choices and consequences: desirable behaviour will result in recognition; undesirable behaviour may result in consequences as set out in this policy, and/or interventions to support the pupil in making positive behaviour changes in future.
- **All adults in school are responsible for monitoring pupil behaviour and will apply the school's behaviour policy fairly and consistently.**

Rights Respect Education (RRE)

Our behaviour policy is underpinned by the school's commitment to teaching about rights, based on the UN Convention on the Rights of the Child (UNCRC). At the start of each new academic year, each class teacher establishes a charter with their pupils; this incorporates the language of rights and respect, and sets out the moral values agreed by everyone that will inform and develop the culture of the classroom. The length of the charters is unimportant; it is more important that they have been established with the class so that the children have ownership of them and feel a responsibility to themselves and their peers. The school's playground charter is also based on the UNCRC and is displayed prominently in outside spaces to support safe and happy playtimes (see appendix 1)

Recognition and Rewards – the result of desirable behaviour

Staff will encourage and validate desirable behaviour through

- instant verbal praise
- use of stickers/house points
- class/ team rewards
- home notes/ post cards /messages to parents
- learning values certificates
- Headteacher's awards

Consequences– the result of undesirable behaviour

Clearly defined systems to deal with undesirable behaviour have been agreed for pupils at different stages across the school. These are based on the same principles, with age-appropriate consequences (see appendix 2). These systems are designed to deal with most everyday occurrences in class and around the school, and are appropriate to be used with the vast majority of pupils. Where-ever possible, we make use of natural or logical consequences to help children understand the link between their actions and the impact on themselves and others.

In addition, the following procedures may be used for any pupils:

Timeout Approaches

On occasions when children are finding it difficult to maintain focus, we recognise that a short period of ‘timeout’ can be appropriate to help them re-engage with their learning. Timeout strategies are short (usually no more than 5-10 mins) and are intended to support a child who is distracted in class, or causing distractions to others. Timeout strategies might include

- a child moving to a quieter part of the classroom or year group shared area to enable them to re-focus on their learning.
- a child being supported with their work away from the classroom to re-focus in a quieter area.
- a sensory/movement break (as part of a planned intervention for a child).

Members of the SLT may be requested to support with a timeout strategy – this might be within the year group, or in a quieter area of the school. Timeout strategies are intended to quickly support a child to re-focus. Classroom expectations will be reinforced, with the aim that the child will return to the classroom routine as soon as possible.

Football Contract

Older pupils have a rota to enable them to play football during specific playtimes/lunchtime. Any pupils who wish to play football at these times are asked to abide by the ‘football contract’ which is displayed in every classroom. This details the rules which all those playing are expected to abide by. Pupils who break the contract may be given a football red card which means that they are not permitted to join in with lunchtime football for 5 school days.

Scooter/Cycle Ban

Pupils are required to walk their scooters/cycles once they are on the school grounds. Pupils who consistently disregard this rule may be banned from bringing their scooter/cycle to school for a set period of time. Any pupils observed carrying out stunts on their scooter/cycle will be given an immediate 3-day scooter ban.

Lunchtime Behaviour

If a child behaves inappropriately at lunchtime, they are immediately given ‘timeout’ of an activity. This may consist of staying with a staff member or sitting on a bench until the adult thinks that they are able to join in sensibly. If a child repeats this behaviour, or if there is a more serious incident, they will be brought to the office for ‘timeout’ or support will be requested from a senior member of staff. Information about significant or repeated behaviour incidents will be passed on to the class teacher. This may be via a brief message at the end of lunchtime or logged on CPOMs. Class teachers may give children a warning/yellow card/red card for a lunchtime incident if an appropriate sanction has not already been agreed.

Restricted Playtimes/Lunchtimes

Children sometimes find it difficult to learn to play appropriately at playtimes and lunchtimes. If the approaches above have been tried without success, then the school will discuss with the parent and child further steps. This may include protective consequences such as reducing the length of time a child is outside at playtimes and lunchtimes; restricting the areas they can play in; restricting them to a specific group activity; ensuring they stay with an adult for a period of time; or providing alternative lunchtime activities. The aim will always be to gradually reintroduce the child to usual playtime routines.

Headteacher/Senior Leader's Office

Children may go to the Headteacher/senior leader's office to be dealt with in the following circumstances:

- When a serious incident has taken place, such as bullying, fighting, stealing, vandalism, racism or deliberate use of other pre-judicial language;
- Where an investigation into events is necessary, beyond the means of the class teacher;
- Where a series of incidents have occurred with the same child;
- Where a child has an individual behaviour plan.

The Headteacher/senior leader will decide on an appropriate consequence and communicate this to the class teacher; a discussion will take place if it is felt that a child needs further support. Parents will be informed of serious incidents. All incidents dealt with by the Headteacher/senior leader are logged and pupils monitored for improving behaviour.

Individual Behaviour Approaches

If a pupil has difficulty in making appropriate choices and/or regulating their behavioural responses, the class teacher may put in place an individual behaviour approach to address specific targets. This individual approach will be used for a short period in order to support a child in recognising and making appropriate choices and might include, for example, a behaviour chart; home-school communication agreement; and /or a personalised reward. Such individual approaches will be shared with parents.

Sometimes a child requires longer term support to help them overcome the behavioural barrier that they exhibit (for example, due to an identified special educational need and/or personal experiences such as trauma or bereavement). We recognise that challenging behaviour can sometimes be symptomatic of a deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" on a child as we recognise that each individual has a unique contribution to make to school life and we want to support them to achieve this.

In these situations, an individual plan will be put in place as the usual behaviour system for their year group may be not sufficient. The plan might also include the specific teaching of new skills; an agreed response plan; reasonable adjustments to support them in managing their emotions within the environment; and, if necessary, an individual behaviour risk assessment. Staff analysis of behaviour incidents will be used to review and adjust the behaviour plan and risk assessment as necessary.

Within the class situation, these children need to be handled fairly and positively, whilst ensuring the minimum of disruption to other pupils. Behaviour plans will be based on the agreed principles within this policy, and help to develop the pupil's understanding of choices and consequences.

Class Withdrawal

If a child begins to display unsafe behaviours within the classroom environment, then initially de-escalation strategies will be used to support the child in managing their emotions. If a child does not respond to these de-escalation strategies, then a period of class withdrawal may be used. In these situations, staff will support the child in becoming more regulated away from the classroom. Once regulated, the child will then work away from the classroom for a short period of time (e.g. until the end of the lesson). As well as completing work that they would have done within the class, where appropriate, this period will also be used to have a restorative conversation and/or to reflect on the strategies a child could use to avoid such situations. The purpose of the class withdrawal is to avoid escalations of behaviours which could result in more serious consequences; to ensure a child is regulated enough to return successfully to the classroom environment; and to allow time and space away from those who may have been directly affected by the behaviours exhibited prior to the class withdrawal. The child's parents/carers will be notified if classroom withdrawal has been necessary.

Restrictive Physical Intervention

The school has a separate policy for Restrictive Physical Intervention (RPI). In situations where RPI is necessary, key members of staff will be trained in the use of 'Team teach' de-escalation and positive handling strategies. Support plans will be shared with parents. (See RPI Policy for more details).

Outside Support

Where a child's behavioural needs are persistent or escalating, or where further support is required to develop a child's individual behaviour plan, the school may request support from outside agencies such as the Primary Behaviour Support Team, Heathfield/Waterloo Schools' outreach programmes or Educational Psychologists (with parental permission). The school will also aim to work closely with agencies engaged by the family such as Child and Adolescent Mental Health (CAMHS).

Suspension and Exclusion

"...government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive." (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Sept 2022)

The use of suspension or permanent exclusion are not taken lightly, but may be used as a consequence for extreme behaviours. The physical and emotional health of our children and staff is a primary concern, and we therefore accept that in some serious situations, suspension or exclusion may be necessary.

Suspension is where a pupil is not allowed in school for a fixed period of time.

An exclusion is when a child is permanently suspended from school and not allowed to return.

Suspension or exclusion may be the result of persistently poor behaviour or a serious single incident. They may be used where there is serious risk of harm to the education or welfare of the pupil or others in the school. The decision to suspend or exclude can only be made by the Headteacher (or Deputy Headteacher, in their absence).

A suspension may be particularly appropriate when the school requires time to ensure appropriate support is in place to manage a pupils' behaviour, particularly where there are risks to other pupils, or to staff. A suspension can: allow time for a pupil to regulate away from the school environment and to reflect on their actions; provide time and space away from the child for those who have been

directly affected by their actions; allow time for debrief and reflection with staff in order to review individual behaviour plans and/or risk assessment. Suspended pupils will be provided with work to be completed at home during the suspension, and a re-integration meeting will be provided on the first day back at school to discuss the return to the classroom and to provide opportunity for repair/restorative conversations, as appropriate, to support successful re-integration to the classroom.

Suspensions and exclusions are reported to governors and to the local authority. In all cases, we follow the Hampshire County Council Exclusions Guidance for School which is based on the DfE statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (August 2024). Advice regarding the use of suspension is sought from the Hampshire Inclusion team where necessary.

Internal Suspension

Occasionally, the Headteacher/Deputy Headteacher may decide that it is more appropriate to use 'internal suspension' as an alternative to suspension. This is where a pupil remains in school to work, but does so away from the classroom, and does not have contact with their peers during that time. The decision to use internal suspension is made on a case-by-case basis. It will not be appropriate for all pupils who are at risk of suspension, and the age and needs of the pupil will be taken into consideration. Occasions where it may be appropriate include where a pupils' actions are serious enough for suspension, but the school feels that the use of internal suspension will have greater impact on the pupil as a deterrent; or where there are safeguarding concerns for a pupil. Under the advice of the Hampshire inclusion team, internal suspension would usually only be used for up to a half a day (shorter for younger pupils).

Parents will be notified of the use of internal suspension in writing, and any internal suspensions will be reported to governors.

Behaviour Outside of School

In addition to usual in-school activities, this behaviour policy is designed to be applied to pupils who are engaged in off-site activities organised through the school (e.g. day trips, residentials, workshops) and on-site activities outside of school hours (e.g. school-run clubs). In certain circumstances, the Headteacher/Deputy Headteacher may also use the behaviour systems to deal with unwanted behaviour beyond the school gates. For example

- Where a pupils' behaviour outside of school is likely to affect the learning of others in the school (e.g. bullying, inappropriate on-line communication);
- When pupils are travelling to and from school;
- When pupils are in school uniform, and their behaviour could adversely affect the reputation of the school.

Any action taken regarding behaviour outside of the school gate will be discussed with the pupils' parents.

Monitoring Behaviour

The school uses CPOMs (secure online recording system) to log behaviour incidents. This enables the leadership team to track behaviours, spot patterns, and ensure a consistent approach across the school. The CPOMs behaviour logs include all

- red cards
- bullying incidents/accusations
- incidents of the use of prejudicial language (including racist, homophobic and sexist language)
- incidents which result in RPI (restrictive physical intervention), class withdrawal, suspension (including internal suspension) or exclusion.
- minor behaviours where staff wish to track patterns.

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Next review date: Spring Term 2027

Behaviour Policy Appendix 1: Playground Charter

Our Playground Charter - Based on the UN Convention on the Rights of the Child

Devised by Rights Respecting Ambassadors 2025



PLAYGROUND CHARTER

 **Article 31 - We have the right to relax and play.**
We will allow others to play (either on their own or with us) and we will take care of equipment.

 **Article 19 - We have the right to be kept safe.**
We will follow the rules and act in a safe way.

 **Article 27 - We have the right to be healthy.**
We will eat healthy snacks and drink water.

 **Article 15 - We have the right to be included and to join groups.**
We will let others join in.

 **Article 2 - We have the right to be treated fairly.**
We will treat others equally and with respect.

 **Article 24 - We have the right to a clean environment.**
We will put rubbish in the bins and take care of our school grounds.

All adults will help, protect and care for us.

Behaviour Policy Appendix 2: School Charter



Our School Charter - Based on the UN Convention on the Rights of the Child

Devised by staff, pupils, governors and parents



Our Rights	Children's Responsibilities	Adults' Responsibilities
<i>We have the right to be treated fairly and without discrimination (Article 2)</i>	It is our responsibility to treat others with respect, just as we would wish to be treated ourselves.	To be good role models for us.
<i>The school should have our best interests at heart (Article 3)</i>	It is our responsibility to be open with adults and to share any worries and concerns.	To do what is best for each child.
<i>We have the right to be respected and to have our ideas and opinions valued (Article 12)</i>	It is our responsibility to listen, respect and cooperate with others.	To provide opportunities for us to be heard and to share our views and opinions.
<i>We have the right to think and believe what we want and to follow our own religion and beliefs (Article 14)</i>	It is our responsibility to value and respect the thoughts and beliefs of other people, even if they are different from our own.	To teach us about different faiths and beliefs in order to help us understand them.
<i>We have the right to choose our own friends and to join groups and clubs (Article 15)</i>	It is our responsibility to choose friends wisely and to be a good friend to others.	To provide a range of clubs and activities for us to enjoy with our friends.
<i>We have the right to be protected from harm and to feel and be safe (Article 19)</i>	It is our responsibility to make safe choices, to look after others and to follow rules. We must tell an adult if we feel unsafe.	To provide a safe and secure school, to take care of us and teach us how to stay safe.
<i>We have the right to be healthy (Article 24)</i>	It is our responsibility to make sensible choices about the food we eat, drink water regularly and be active.	To provide nutritious (healthy) food choices and fresh water within school, to keep the school clean and provide opportunities for us to be active.
<i>We have the right to a good quality education (Article 28)</i>	It is our responsibility to attend school, work hard and allow others around us to learn.	To provide high quality resources and to motivate us to learn with exciting, relevant and stimulating lessons.
<i>We have the right to develop our personalities, talents and abilities to the full (Article 29)</i>	It is our responsibility to try new activities and to practice our talents so that we improve.	To provide opportunities for us to try new activities so that we can find out what we are good at, and to encourage us to develop our own talents to the full. To help us become respectful, caring citizens.
<i>We have the right to relax and play (Article 31)</i>	We have the responsibility to make sure that everybody enjoys playtimes and know what to do if there is a problem.	To help us learn to be good friends who can play fairly with others.

Behaviour Policy Appendix 3: YR/1 Consequences

Reception Classes

All classes have class rewards in place which are linked to the class charter. If a pupil behaves in a way that breaks the agreement of the class charter, the following system is followed:

- Step 1:** **Verbal warning** – a quiet word to explain that the behaviour is unacceptable, and to reinforce appropriate behaviour. (This step may be repeated to help reinforce appropriate behaviour, before moving to step 2).
- Step 2:** **Time out** – this might be on a chair, in a quiet space, or removed from a specific area of the classroom. This will be followed by a discussion of the behaviour and reinforcement of the appropriate behaviour. (This step may be repeated before moving to step 3).
- Step 3:** **Support call** – a senior leader is called to support classroom staff – for example, through the use of a Timeout.

On-going concerns regarding a pupils' behaviour will be discussed with parents and strategies will be agreed to reinforce positive behaviour. Strategies may include a behaviour target/ chart, regular home/school communication, home/school agreements to reinforce positive behaviour choices, specific programmes to reinforce good behaviour etc.

Year 1

All classes have class rewards in place which are linked to the class charter. If a pupil behaves in a way that breaks the agreement of the class charter, the following system is followed:

- Step 1:** **Verbal warning** – a quiet word to explain that the behaviour is unacceptable, and to reinforce appropriate behaviour.
- Step 2:** **Yellow card** – If a pupil continues with similar behaviour, they will be given a “yellow card”. Their name should be recorded on a whiteboard under an appropriate symbol e.g. yellow card/sad face, and the adult will explain the reason for the card to ensure that a pupil understands which behaviour was inappropriate. Pupils may earn their way back from the yellow card – the behaviour expectations are explained to the child in order to do this.
- Step 3:** **Red card** – The child loses 5 minutes of their next playtime or lunchtime. This time will usually be carried out in the classroom. Names/incidents are recorded on CPOMs so that they can be monitored by the Headteacher.

If a child is repeatedly given a yellow card or red card, concerns regarding a pupils' behaviour will be discussed with parents and strategies will be agreed to reinforce positive behaviour. Strategies may include a behaviour target/ chart, regular home/school communication, home/school agreements to reinforce positive behaviours, specific programmes to reinforce behaviour expectations etc.

Behaviour Policy Appendix 4: Y2-Y6 Consequences

Year 2 - 6

- Step 1:** **Warning.** Pupils will be warned that their behaviour breaks the class charter. A warning may be specific to a particular child, but may also be a general reminder to the class or a non-verbal warning (e.g. a signal to stop).
- Step 2:** **Yellow card*.** If a pupil continues with similar behaviour they will be given a “yellow card”. Their name should be recorded on a whiteboard under an appropriate symbol e.g. yellow card/sad face, and the adult will explain the reason for the card to ensure that a pupil understands which behaviour was inappropriate.
- Step 3:** **Verbal warning.** Pupils should be warned that they are approaching the final step.
- Step 4:** **Red card*.** If a child persists with behaviour that doesn’t meet expectations, their name will be ticked on the board and they will miss time from their next playtime/lunchtime (Y2: 5 minutes, Y3-6: 10 mins). At KS1, this time will usually be paid back in the classroom. In KS2, this time will be spent outside the office with a sand timer. Red cards are recorded on CPOMS by the member of staff who has given the card so that they can be monitored by the Headteacher.

The above steps are most appropriate in dealing with low-level behaviour incidents, where pupils have not respected the rights of others as detailed on the class charter - it is expected that the majority of pupils will respond to the warning and moderate their behaviour due to a growing understanding of the impact of their actions on themselves and others. * For more serious behaviours, an immediate card may be given:

Immediate red card

An immediate red card will result from incidents of a malicious, aggressive or unsafe nature seen within class or around the school such as

- hitting or pushing
- racist remarks* or malicious name calling
- swearing (heard by an adult)
- theft
- vandalism
- deliberate coughing/spitting at another person’s face
- bullying (including cyber-bullying)*

* These incidences will always be referred to the headteacher to follow up and may result in further monitoring or sanctions.

Immediate yellow card

An immediate yellow card will be given for behaviours which do not warrant an immediate red card, but for which a specific warning should be unnecessary. Examples include when there is a potential danger to the act (e.g. throwing pencils), or where a specific expectation regarding a behaviour has been shared with a year group/key stage (e.g. silliness in the toilets, use of derogatory language). Whilst it is not possible to list all the possibilities, staff will regularly discuss this aspect of the behaviour policy to ensure consistency and also share this information with pupils so that they understand what type of behaviours may result in an immediate yellow card.

Timescales

In Y2, all pupils start each day afresh without any cards. In KS2, any yellow cards given remain for the week (warnings are removed each day). Therefore, if a child is given a yellow card on a Monday, and then demonstrates inappropriate behaviour again later in the week, they will be given a step 3 warning, which could then lead directly to a red card and the appropriate consequence. Once a child has carried out their consequence, the red card is removed and teachers would return to step 1 if necessary. At the start of the week, all children start afresh.

Involving Parents

It is generally unnecessary to inform parents of single red card behaviour as the matter has already been dealt with in the school. However, if a child's behaviour is noted on CPOMs repeatedly then the school will be in contact with parents to discuss the incidents and further strategies to be used – this will usually be done by the class teacher. In these circumstances, it may be necessary for pupils to miss a longer period of playtimes or lunchtimes as a consequence or to help manage their playtime behaviour. The Headteacher and DHT/SENCo monitor all behaviour logs on CPOMs. Repeated yellow card behaviour will be discussed with parents by the class teacher.