

# The First Federation Trust

## Pupil Behaviour Policy

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| <b>Adopted:</b>            | May 2026 |
| <b>Review cycle:</b>       | Annual   |
| <b>Next review due by:</b> | May 2027 |

**This policy is a guide for Heads of Schools.**

**It is expected that Heads will always use their discretion on deciding which strategies and consequences to use with pupils in line with this policy. As such, individual schools will personalise sections of this policy to meet the needs of their cohorts and as they transition towards a 'Relational' policy approach.**

### **Core Purpose**

Working together to provide the best possible education for all.

### **Mission**

Using our individual and collective strengths to work together to improve our schools.  
Providing all pupils the best education, enabling them to succeed.

### **Vision**

Every child will aspire, flourish and achieve within the heart of the community

Within the First Federation Trust, we believe that every member of the school community has a responsibility for behaviour. Every member of staff should be seen to follow procedures confidently and consistently. All staff and pupils have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be taught, should be expected, and be consistently encouraged. Each school within the Trust has its own school values, rules, rewards and consequences to meet the needs of their cohort. Each school has its own vision which underpins the behaviour policy and systems in each setting.

# Rationale

Relational practice and positive behaviour management are recognised as methods to support pupils' development through the promotion of positive behaviours and relationships. The main method of achieving this is through using relational practice, trauma informed care, and effective teaching and preventative responses which encourage praise, understanding, re-direction and co-regulation thus enabling pupils to be ready to learn. The staff who work with the pupils create appropriate role models for the pupils to follow. Through connection and understanding, adults in the school provide safe and secure environments for all pupils to be self-regulated learners. In extreme circumstances adults may need to take over control of a child's behaviour and in these situations, it may be necessary to provide physical intervention. This is used to ensure that a pupil does not cause injury either to themselves, a member of staff, another pupil or property.

# Principles

To enable effective teaching and learning to take place, the school seeks to provide a safe, secure and caring environment in which positive behaviour is taught and consistently expected in all aspects of school life.

## **Children are entitled to**

- feel connected, understood and cared for
- a safe and secure environment conducive to effective and stimulating learning and teaching
- consultation about school behaviour guidelines and expectations
- adults within school setting a good example
- the freedom from physical and verbal abuse in school
- a fair consistent, clear and calm approach to discipline from the school
- a clear set of guidelines and expectations about their behaviour in school
- have a voice and be listened to in school

## **Staff in school are entitled to**

- a safe and secure environment conducive to effective and stimulating learning and teaching
- the freedom from physical and verbal abuse in school
- insist on a high standard of acceptable behaviour from children
- expect parents to help prepare their children to meet the school's expectations in ways acceptable to the school community
- implement agreed consequences when children behave in unacceptable ways, with support from the senior management team when required.
- have a voice and be listened to in school

## **Parents are entitled to**

- expect the school to maintain a safe and secure environment conducive to effective and stimulating learning and teaching
- regular information and consultation with the school about their child's progress and behaviour
- a clear set of guidelines and expectations about their children's behaviour in school
- early notification from the school of any problems relating to their child's behaviour
- have opportunities to help the school address their child's behaviour difficulties
- have a voice and be listened to in school

## **The following behaviours will always be robustly challenged**

- Bullying, fighting, racial harassment or any other form of discrimination against the protected characteristics (see Trust Policies)
- Inappropriate language
- Stealing
- Leaving school without permission
- Vandalism
- Dangerous behaviour
- Disruption to learning

## **Wider considerations**

There are times that pupils in school present with difficult and challenging behaviours. These behaviours can differ in severity and the times at which they are displayed.

This policy has been produced through the consultation of the following documentation:

- [Keeping Children Safe in Education](#) (DfE, September 2025)
- [Behaviour in Schools: Advice for Headteachers and School staff](#) (DfE, February 2024)
- [Behaviour and discipline in schools: guide for governing bodies](#) (DfE, September 2015)
- [Guidance for Developing Relational Practice and Policy](#) (Babcock and DCC, October 2022)
- [Mental Health and Behaviour Advice for Schools](#) (DfE, March 2018)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#) (DfE, April 2026)
- [Supporting pupils at school with Medical Conditions](#) (DfE, August 2017)
- [Participation of young people in education, employment or training](#) (DfE, April 2024)
- [Working together to improve school attendance](#) (DfE, August 2024)
- [Alternative Provision](#) (DfE, February 2025)
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> [Use of reasonable force and other restrictive interventions guidance](#) (DfE, April 2026)
- [Improving Behaviour in School](#) (EEF, 2019)

## **Roles and responsibilities**

**Promoting positive behaviour is the responsibility of the whole Trust community.**

- Trustees should discuss and agree policy, make recommendations, support its implementation and contribute to the process of evaluation
- All staff should support and consistently implement the policy

**Promoting positive behaviour is the responsibility of the whole school community.**

- Parents should work in partnership with the school to maintain high standards of behaviour
- Children should adhere to the expectations of the school and learn from those occasions when they fall short in this respect

## **Promoting positive behaviour management**

It is essential that all members of each school community know the school rules and consistently apply them. Pupils will need to be taught the rules and be reminded of them regularly. These rules will include carrying out daily routines, emergency procedures and for contextual aspects of specific lessons within the curriculum. Supportive feedback then reinforces positive behaviours.

### **Behaviour agreement (including break and lunch times)**

At the beginning of every academic year class teachers will agree a set of positively phrased class rules and expectations with their children. These will be on display in every classroom. The rules will be revisited at key points during the school year, including transitions, and reviewed and amended as necessary. We believe that these should be personal to each class but include the following themes:

1. Being respectful
2. Being gentle towards one another
3. Being kind and helpful
4. Being polite and listening
5. Looking after property
6. Being honest

## **Supporting pupils with SEND**

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age.

In the First Federation we understand that children may experience a wide range of complex needs including social, emotional and mental health, Autism, attention deficit disorder, attention deficit hyperactive disorder or attachment-based difficulties. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these needs may affect a child's behaviour in school.

As a trust and within individual school communities, we always do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. All members of staff understand the need to make the adjustments when dealing with the behavioural needs of pupils with SEND, particularly regarding consequences.

If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they must seek advice from the school SENDCo.

## **Supporting pupils with behaviours that challenge**

Some of our pupils' needs mean that they are unable to effectively regulate their own behaviour which may result in risk to themselves, other pupils and adults working with them. It is not always possible to immediately identify reasons why a pupil behaves in the way that they do. For these reasons, it is important to carefully monitor and record patterns of behaviour throughout the day, over time, incorporating different types of co-regulation and mentoring approaches. Records of behaviour help us focus on the frequency, context and levels of behaviour.

Behaviour plans (including relational support and co-regulation plans) are co-constructed and implemented through a 'TEAM child' approach including the pupil, parents/carers, and key staff after behaviours have been fully analysed. All incidents are recorded, and all physical interventions recorded in the paper based Bound Book or completed electronically and uploaded to the Safeguarding System. Behavioural records, over time, will build up a profile of the pupil, identifying different methodologies, strategies, behaviours and triggers. Physical intervention records are monitored frequently by the senior leadership team.

Each school uses positive handling plans (PHP)/ behaviour care plans (BCP) for pupils who have identified recurrent behaviours linked to their needs or disabilities. These plans are used to provide guidance to staff on how to effectively apply strategies to support individuals' behaviour.

Identified pupils will have an individual risk assessment indicating any potential known risks to themselves, other pupils, environment and adults. All staff working with pupils should be made aware of the pupils' needs, risk assessment and work within the guidelines provided in this and the PHP/BCP document (if appropriate). A baseline identifying pupils' strengths and weaknesses is established, using a profile, and this forms part of the completed behaviour plan.

Once the behaviour plan is implemented and monitored there will be a timely review to ascertain its effectiveness. At this point, if behaviours are not improving, the school would seek to obtain further advice and support from professionals and Local Authority representatives to develop an appropriate way forward.

# Expectations

## **Children are expected to**

- attend regularly and be punctual
- wear correct school uniform
- be positive about learning and always try their best
- treat everyone and everything in the school community with consideration and respect
- always follow the school/site/classroom rules

## **Staff are expected to**

- support and consistently implement the policy
- attend regularly and be punctual
- dress in an appropriate way
- follow the staff code of conduct
- treat everyone and everything in the school community with consideration and respect

## **Parents are expected to**

- ensure their child attends regularly and punctually
- ensure their child wears the correct uniform
- be positive about their child's learning and encourage them to always try their best
- treat everyone and everything in the school community with consideration and respect

# Working with parents

Parents/carers are key partners in their children's behaviour. Parents should be made aware if there are difficulties with their child's behaviour and this should be handled in a supportive way. Often, behaviour is part of the child's learning difficulty or disability and therefore should be treated as an aspect of their educational needs. Parents should be involved in the design of behaviour and co-regulation plans (alongside school staff and relevant outside agencies) as they are often the experts when it comes to planning strategies for behaviour management. Where appropriate, parents should sign and agree to behaviour plans (the title of these documents are school specific) before they are implemented. If there is planned physical intervention, or the behaviour is risk assessed as requiring possible physical intervention, parents should be talked through the processes and agree to physical intervention through a signed consent form.

## **Recording and reporting**

In all schools, inappropriate behaviour is routinely recorded on the school's online recording system or paper logs (see Appendix for an example of a Behaviour Log and the tables within the Rewards and Consequences sections which states when incidents should be recorded formally). Additionally, physical interventions, as defined below, are recorded in a bound and numbered book or uploaded to the Online Safeguarding Recording System.

The school must record all occasions when physical intervention has been used. Within the report the following areas are recorded:

- Name of pupil
- Names of all staff involved
- Details of the incident, including the hold/escort used, date and times
- Any injuries to pupil or staff (an IR1 and first aid book completed)
- Signatures of staff quality assuring the report
- Communication to parents/carers
- The voice of the child is recorded

The physical interventions records are monitored regularly by the HOS, SIOs and Link Directors

## **Physical intervention**

- Physical intervention should always be the last resort and will only be used in the best interest of the pupil
- Physical intervention will always consider the rights and needs of the pupil
- Pupils will always be encouraged to regain control without the need for physical intervention
- At no time during physical intervention will pain be intentionally inflicted

### **Physical intervention is used to**

- prevent the pupil harming self or others
- prevent the damage to property
- prevent them from committing an offence
- maintain good order and discipline
- prevent the pupil regretting or being upset about their actions afterwards

Physical intervention will take place in accordance with the restrictive interventions policy.

## **The use of restriction of liberty**

The Trust recognises appropriate use of restriction of liberty in the following circumstances that are designed to keep our young people safe;

- retaining a pupil in a space (with an adult present or monitored by an adult who must be able to clearly see and hear the pupil) who has lost control of their behaviour and/or who may place themselves or others in significant danger if we were not to take control.
- Internal isolation is a planned strategy in response to a serious incident involving other pupils, staff or damage to property. This allows pupils, who have behaved inappropriately, to attend school and access their learning without interfering with the learning of others.

## **Child-on-child abuse**

The Trust is clear that sexual violence and sexual harassment are never acceptable.

We will not tolerate this behaviour online or offline under any circumstances, and pupils whose behaviour fall below the school's expectations will be sanctioned.

School staff will never condone or normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place, the school will take disciplinary action in line with this behaviour policy.

The school's designated safeguarding lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

## Behaviour outside school

Pupils' behaviour outside school; on school trips, travelling to and from school and sporting events is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

## Staff induction and training

We recognise that to facilitate effective behaviour management, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given specific training on the school's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with their behaviour management, they should approach their line manager or Head of School to request this.

**All staff will be made aware of the Academy policy and government legislation, with which they will be expected to comply. This policy should be read with referral to the Safeguarding policy, Equality Policy, Suspensions and Permanent Exclusions Policy and the Anti-bullying policy.**

## Rewards and consequences procedures

### Rewards

For most of the time children behave in desirable ways and this behaviour will be rewarded with praise, encouragement and recognition of their achievement. This may be through positive body language, facial expressions or verbal praise from an adult, which is given as an affirmation of the behaviour. Positive behaviours can be reinforced by selected rewards for example, positive phone calls home or notes to parents.

Some children may need more tangible rewards and used well these can be great motivators for pupils. Be sure to give these rewards straight after the behaviour has been demonstrated, where appropriate.

Positive recognition could be for:

- Demonstrating core values
- Consistently high standards
- Consistent effort over time
- Services to the school
- Other reasons as identified by the teacher
- Excellent attendance weekly/ half termly/ yearly
- Punctuality
- No negative consequences in a week
- Courtesy, courage, co-operation and contribution

**Reward systems will be designed by each individual school and will take the form of:**

- Class-based rewards, e.g. marbles in a jar
- Individual reward system, e.g. praise postcards, Class Dojo points
- School-wide rewards, e.g. house points

## **Consequences**

If a child breaks any of the agreed rules there will be a consequence. Consequences should be applied consistently and fairly resulting in boundaries being clearly drawn and therefore good behaviour promoted. All members of staff are responsible for promoting good behaviour across the school and must, therefore, be responsible for not accepting inappropriate behaviour.

It is important that adults label the behaviour and not the child. Labelling children is unacceptable. Pupils need to know that they are understood, valued and cared for.

**Consequence strategies will be designed by each individual school. Staff will endeavour to use these sequentially, however certain behaviours will proceed to the later stages if they are of a particularly serious nature. Strategies will include:**

- Rule reminder
- Behaviour warning
- Loss of playtime/lunchtime
- Sent to another class to complete work
- Sent to senior leader
- Internal isolation
- Suspension (see Suspension and Permanent Exclusion Policy for further information)

## **Suspensions and Permanent Exclusions**

A suspension, or a permanent exclusion, is an extreme step and will only be taken in cases where;

- long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered
- an incident of extreme seriousness has occurred
- in such circumstances where the Head of School sees fit, and in accordance with the Suspensions and Permanent Exclusions policy.

A suspension will take the form of either;

- internal isolation where the child is withdrawn from lessons for a fixed period or
- external suspension where the child is sent home for a fixed period
- A permanent exclusion is where the child will be sent home and the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day after the first day the permanent exclusion took place.

## **Reasons to suspend or permanently exclude**

### **Suspension**

There will always be a need to ensure full understanding of the situation before deciding on this course of action. The Head of School needs to be clear there was intent or clear reasoning if the child concerned did one of the following:

- Failure to comply with a reasonable request from senior staff
- Breaches of Health & Safety rules
- Verbal or physical assault of children, staff, or other adults
- Failure to comply with the consequence system as described
- Wilful damage to property
- Bullying
- Homophobic or racist bullying
- Sexual misconduct
- Theft
- Behaviour which calls into question the good name of the school
- Persistent defiance or disruption
- Minor assaults or fighting
- Other serious breaches of school rules.

### **Permanent exclusion**

- Serious and persistent breaches of the school's behaviour policy and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school.

Permanent exclusion may happen for the first or 'one off' offence. These may include:

- Serious actual or threatened physical assault against another child or member of staff
- Sexual assault or abuse
- Supplying an illegal drug
- Carrying an offensive weapon
- Making malicious or false claims against staff
- Potentially placing members of the public in significant danger or at risk of significant harm

These instances are not exhaustive but indicate the severity of such offences and the fact such behaviour can affect the discipline and well-being of the school community.

When suspending or permanently excluding pupils, schools will follow the Trust suspensions and permanent exclusions policy

# **Rewards and consequence procedures at lunch times, before and after school clubs**

## **Rewards**

Meal Time Assistants (MTAs), and any staff providing before and after school clubs, should follow the agreed school reward systems.

## **Consequence procedures**

MTAs should follow the procedure below when tackling unacceptable behaviour at lunch time. To prevent poor behaviour, remind children how we play, suggest games, etc. If you can foresee a situation arising, take immediate action to diffuse the situation.

Consequence systems will be designed by each individual school but may include:

- Rule reminder
- Verbal warning
- Time out on the playground
- Sent in from playground

If required, MTAs are to seek support from an identified teacher or school leader and are to inform class teachers at the end of lunch if a child has been sent in from the playground.

This policy was adopted by the board of directors on: 14<sup>th</sup> May 2026. It will be reviewed annually.

## 1.0 Whitchurch Community Primary School Aims

We aim to create a stimulating and caring environment where **all** children irrespective of race, gender or disability learn:

- to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements.
- to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;
- to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

Whitchurch Community Primary works to achieve these aims by:

- planning a broad and balanced curriculum which will develop to the full each child's intellectual, physical, spiritual, moral, social and cultural development;
- structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- providing clearly-defined and consistent boundaries which are carefully explained to the children;
- acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

Our model is based on safe and connected children learning successfully in a classroom environment. This policy aims to:

- To support pupils taking pride in their behaviour, with self-discipline and respect, and to prevent bullying, so that there is a culture of warmth, achievement, ambition and learning everywhere in the school with and no learning opportunity wasted.
- To provide clarity for staff, pupils and the community about acceptable behaviour and enable the creation of strong and positive relationships.
- To encourage pupils to make positive choices and take responsibility for their own actions.
- To enable teachers to deliver engaging and creative lessons, experiment and take risks, in a safe and secure environment.

## **2.0 Whitchurch Community Primary School Behaviour Policy**

Whitchurch Community Primary encourages exemplary behaviour through high expectations, clear policy and an ethos which ensures pupils show pride in their conduct and learning by making positive behaviour choices.

Whitchurch Community Primary has in place a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to comply with the school's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and ensure Whitchurch Community Primary is a safe place for all.

The commitment of staff, pupils and parents is vital to develop a positive whole school ethos.

We believe that good behaviour means that everyone in our school is:

- careful and kind
- polite and friendly
- helpful and considerate
- scholarly and hardworking

We believe that the benefits of good behaviour are that:

Children:

- learn what good behaviour means
- learn to care for others
- feel happy and safe
- learn to be good friends
- develop self-confidence
- do as well as possible in their work

Staff:

- teach effectively without disruptions
- meet the needs of all children
- work positively with Parents/Carers

Parents/Carers:

- feel confident that their children are being taught in a safe and secure environment

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn:

- to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;
- to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

### **3.0 High Expectations**

All Lesson expectations are based on the following principles:

- PUNCTUAL AND ORGANISED- Be on time with all your equipment and uniform.
- KIND and INCLUSIVE- Be kind, in everything you do, to everyone in the school and wider community.
- PRIDE- In learning, effort and appearance/community.
- POSITIVE CHOICES- Following all reasonable requests.
- ENGAGEMENT- As an active learner always trying your best.

### **4.0 Whitchurch Community Primary Expectations**

#### **4.1 In the Classroom**

All expectations have been co-produced in consultation with staff and pupils. Lesson expectations are reviewed regularly with pupils and staff. Pupil, parent and staff voice is important to our school, and we conduct an annual survey with each group to help inform our approaches and support continual improvement. Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Whitchurch Community Primary we aim to be fair and consistent and to set realistic expectations. Praise and encouragement are given for appropriate behaviour.

We believe it is necessary to define, both by example and by explanation, what constitutes appropriate behaviour. This will occur as part of normal classroom SMSC and Curriculum learning and at times when inappropriate behaviour has occurred.

The children will be expected to:

- ask permission to go to the toilet;

- stay in their seats during learning time;
- follow The Whitchurch Way Manners;
- engage purposefully in discussions with their talk partner.

## 4.2 In the School

Children are encouraged to feel an ownership and responsibility for the school as a whole – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their learning displayed throughout the school. Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and break out spaces. This means working or moving around the school quietly and calmly so that others are not disturbed or distracted and, especially, for their own and others' safety. Children only move from their classrooms with the permission of, or under the supervision of, an adult. Children using any area of the school are expected to leave it tidy and in a suitable condition for others to use. This should also be consistently modelled by adults.

Movement around the school site – suggested procedures for large groups:

- Teacher should stand at the front of the line and, where possible, a Teaching Assistant at the back;
- Call the group together using a familiar phrase: e.g. 'Look this way please';
- Give out any instructions and set expectations;
- Make sure all children are settled, jumpers on (or in trays) and shirts tucked in before setting off;
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.;
- Encourage a child to hold the door for others to pass through (thank them for this and the child is to respond "you're welcome");
- Walk to the left-hand side of the stairs by the hallway;
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this);
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.;
- Encourage the concept of personal space (in due course this should lead to sensible self-disciplined movement around school as the children mature);
- On entering the Hall, the Teacher should stop at the doors and wait for all children to be silent, at this point they will be led into the Hall in a straight line;
- During Assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

At lunchtimes, children are encouraged by the lunchtime staff (MTAs) to behave in a quiet and controlled manner and to remain seated while eating.

### **4.3 In the Playground**

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the teachers and Teaching Assistants on playground duty at breaktime to supervise the children and monitor behaviour. Any problems are usually dealt with as they occur, but the child's class teacher may be informed if any behaviour has caused particular concern.

During the lunchtime, the MTAs assume responsibility for the children, but the class teachers and Senior Leaders are available to support. During wet weather, the children remain in the classrooms. During wet lunch breaks, the MTAs, with support from their Line Manager, arrange appropriate supervision of, and activities for, the children.

As part of the Positive Behaviour Management Policy, a sanction for breaking the School Rules can include loss of break and/or lunchtime. In this instance, the child will remain with the teacher on duty. Children who are brought in from lunch for not following the School Rules, will also be based with the teacher on duty.

Parents/Carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher or a member of SLT to discuss ways of supporting the School. Parents/Carers may be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves. If such a sanction is necessary, the school will contact Parents/Carers and discuss arrangements.

Our overall aim is to create a positive learning experience for every child. The school's Policy is to draw attention to, and give specific praise for, positive and appropriate behaviour and, wherever possible, to note - but give no positive attention to - unacceptable behaviour. This is achieved by the following:

- using the positive language of the school rules;
- providing a well-organised and stimulating classroom and curriculum;
- sharing successes verbally with other children and adults;
- sharing successes during class and whole-school assemblies;
- giving Class Dojos, certificates and Headteacher Prizes to celebrate specific successes;
- arranging special activity times to reward children for behaving well;
- focusing on and praising appropriate behaviour;
- defining appropriate behaviour as a positive, rather than negative, statement, e.g. "Work quietly" rather than "Don't talk"; "Walk please" rather than "Don't run"

- making praise specific, e.g. "I'm really pleased you have shared the paints today" to a child who finds cooperation difficult;
- speaking to children quietly and calmly;
- speaking to children courteously, without the use of sarcasm;
- smiling.

Pupil, parent and staff voice is important to our school, and we conduct an annual survey with each group to help inform our approaches and support continual improvement.

## **5.0 Rewards and Sanctions**

Whitchurch Community Primary has in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the behaviour policy.

### **5.1 Behaviour System**

The children must be aware of the rewards system that is in place and the consequences, which are used to help children to think about their behaviour and to develop a positive attitude towards learning in the school. The Unacceptable Behaviour Chart, Positive Behaviour Time (Reception, KS1 and KS2), The Whitchurch Way and the Whitchurch Way Manners should be clearly displayed in each classroom.

### **5.2 Rewards and Sanctions**

- We praise and reward children for good behaviour in a variety of ways:
- Staff congratulate and praise children;
- Staff award 'Class Dojos' to children for excellent attitudes towards learning, super choices and fantastic behaviour, all in line with the school rules;
- Each week we nominate a child from each class to receive the 'Star of the Week';
- Headteacher's Prizes for good learning/behaviour/attitudes;
- Each term a child is nominated from each class to attend 'Fantastic Friday'

The School employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Approaches for Positive Behaviour;

1. We begin by giving the child 'The Look';

2. Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child, e.g. by adding children's initials to the Super Choices card;

3. Identify the child displaying the negative behaviour and add a reminder of the expectations/School Rules;
4. Identify the child and put their initials on the board as a visual reminder to them next to the 'Warning' card;
5. Identify and move the child within the class;
6. If the poor behaviour continues or subsequent School Rules are broken then add their initials to the 'Last Chance' card;
7. If the poor behaviour continues or subsequent School Rules are broken then add their initials to the 'Poor Choices' card;
8. If the poor behaviour continues or subsequent School Rules are broken then add their initials to the 'Unacceptable Behaviour' card;
9. Send to an SLT member (at the next available break in learning) to complete the Unacceptable Behaviour Chart and Reflection Sheet.

Negative behaviour before school, at break time, at lunch time or after school may result in sanctions being given by the MTAs or Teaching Assistants; this is then passed on to teaching staff and may lead to an entry on the Unacceptable Behaviour Chart but this is down to the discretion of the class teacher and other Senior Leaders.

| Reward            | When Awarded        | Awarded For                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class Dojo Points | All day, every day! | <p>For showing fantastic behaviour, using their Whitchurch Way Manners, and excellent attitudes towards learning.</p> <p>Children are given Dojo Points by an adult selecting their name on the Class Dojo screen (which is displayed on the Interactive Whiteboard).</p> <p>Dojo postcards will be sent home on a Friday when a child has been rewarded for 25, 50, 100, 250, 500, 750, 1000 and</p> |

|                          |                                                                                  |                                                                                                                                                                                                                                |
|--------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          |                                                                                  | 1500 Dojo Points. This will be reset with the start of each full term.                                                                                                                                                         |
| Super Choices            | All day, every day!                                                              | For being a fantastic learner, kind, caring and showing excellent behaviour.<br><br>When children have their initials and five ticks next to the Super Choices card they automatically receive a prize from the box of dreams! |
| Positive Behaviour Time* | Weekly                                                                           | For upholding the School Rules                                                                                                                                                                                                 |
| Star of the Week         | Weekly in Celebration Assembly                                                   | Outstanding attitude/learning/behaviour                                                                                                                                                                                        |
| Box of Dreams!           | When Teachers/Teaching Assistants send children to the HT & by the HT at anytime | Any positive behaviour/manners and brilliant learning (also when a child has five ticks on the Super Choices card) and they receive a Headteacher's Prize, or when they have 10 Dojo points in one week.                       |

### Sanctions

| Sanction                   | When Used                                                | Details                                                           |
|----------------------------|----------------------------------------------------------|-------------------------------------------------------------------|
| Loss of Positive Behaviour | When a School Rule has been broken and a child is on the | If a child's name is next to the 'Warning' card at the end of the |

|                                         |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time                                    | 'Warning' card                                                     | <p>School day, they will lose five minutes of their Positive</p> <p>Behaviour Time. The child's name will be moved on the Positive</p> <p>Behaviour display as a visual reminder of the time lost for the children.</p> <p>Once on a 'Warning' card if children correct their behaviour</p> <p>during the same day, their initials will be removed and the Positive</p> <p>Behaviour Time will not be taken away.</p> |
| Unacceptable Behaviour Chart            | <p>Once the Classroom Behaviour Policy has been 'gone through'</p> | <p>Any child with an 'Unacceptable Behaviour' card will lose 15 minutes Positive Behaviour Time for that week.</p> <p>Once Positive Behaviour Time has been lost, it cannot be earned back.</p>                                                                                                                                                                                                                       |
| Immediate 'Unacceptable Behaviour' card | Serious Misbehaviour                                               | <p>If a child does any of the following, an immediate 'Unacceptable Behaviour' card will be issued:</p> <ul style="list-style-type: none"> <li>• Verbal or physical abuse (more than just being</li> </ul>                                                                                                                                                                                                            |

|                                        |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        |                                                                                                 | <p>rude) of staff</p> <ul style="list-style-type: none"> <li>• Leaving the School building without supervision of an adult</li> <li>• Possession or bringing a weapon/dangerous item to the School</li> <li>• Malicious setting off the fire alarm</li> <li>• Deliberate damage to or theft of property</li> <li>• Bullying or prejudicial language directed at another child or member of staff</li> </ul> |
| <b>Restoration and Reflection time</b> | <p>Once three Unacceptable Behaviour cards have been issued in one week (or four in a term)</p> | <p>If a child receives three Unacceptable Behaviour cards in one week, they will receive 30-minute restoration and reflection with 24 hours' notice.</p> <p>Following the time, the Parents/Carers will meet with a Senior Leader.</p>                                                                                                                                                                      |

A child moves on to the Unacceptable Behaviour Chart after discussion with a SLT member and having completed their Reflection Sheet. After this discussion the child shades (in grey pencil) the relevant section of their chart. The Unacceptable Behaviour Card is stapled to the child's copy of the Unacceptable Behaviour Chart so that a record of each incident is kept.

An Unacceptable Behaviour Chart only lasts for the new term in which it is started. New term (approximately every 6 weeks) = new Chart. All Charts are kept in the 'Positive Behaviour Management Folder' which is stored in the Administrators' Office.

Letters sent to Parents/Carers following their child receiving an Unacceptable Behaviour card, are put in an envelope and the Admin Team will call the Parents/Carers to ask them to collect the letter at the end of the school day. This letter will request Parents/Carers to meet with their child's class teacher the following morning at 8:15am. If a child receives a second Unacceptable Behaviour card in a week (or four in a term), the meeting will be with a Senior Leader.

### **5.2.1 Other Ways We Recognise Success:**

- Positive phone call home
- Dojo Cards
- Seesaw (Reception)
- Headteacher's Prizes
- Children are sent to share learning with other teachers and/or pupils
- Learning is displayed in public areas
- Personal Bests displayed in classrooms
- Shout Outs in the Newsletter
- Learning is celebrated on Facebook
- Hot Chocolate Friday with a member of the Senior Leadership Team
- Letter of thanks for families with improved attendance
- Dojo Points
- Verbal/non-verbal praise and encouragement in public and private
- Star of the Week Certificates link to The Whitchurch Way and learning behaviours

### **Positive Behaviour Time**

As a reward for following the school Rules, including the use of exemplary manners, KS1 children have 30 minutes 'Positive Behaviour Time' each week, whilst KS2 children will have 20mins. This is free time when the children can enjoy constructive activities of their choice. It is lost for breaking the School Rules, generally, in blocks of 5 minutes.

### **5.3 The Whitchurch Way**

At Whitchurch Community Primary School, our behaviour system is complemented by The Whitchurch Way. This sets out the core behavioural expectations for everyone in our school community and sits alongside our school values of **Aspire, Create and Explore**. The purpose of The Whitchurch Way is to help pupils understand what these values look like in their everyday actions, choices and relationships. The Whitchurch Way was developed with pupils and staff and is designed to define the core behavioural expectations for the whole school community.

The Whitchurch Way is built around three simple, memorable expectations:

### **Ready – Respectful – Safe**

These expectations provide a shared language for pupils, staff and families. They are deliberately simple so they can be used consistently in classrooms, corridors, assemblies, playtimes, lunchtimes and wider school life. This reflects the influence of Paul Dix's work on visible consistency, relational practice and clear adult routines. Dix's approach emphasises that when the same simple expectations are used consistently by all adults, they become part of "how we do it here" and help to shape school culture.

At Whitchurch Primary School, Ready, Respectful and Safe are not simply rules; they are taught behaviours. Pupils are explicitly taught what each expectation looks like, sounds like and feels like across different parts of the school day. Adults model these behaviours, notice them, name them and praise them. This supports pupils to understand that positive behaviour is learned, practised and reinforced over time.

The Whitchurch Way also supports pupil ownership of behaviour. The stepping stones for excellent behaviour were developed through pupil voice, with children sharing their views about what makes an excellent Whitchurch pupil. This is important because pupils are more likely to understand and commit to expectations when they have helped shape them.

The purpose of including The Whitchurch Way within this policy appendix is to ensure that our behaviour system is not only about consequences. It begins with a clear, positive model of what we want to see. The behaviour pathway and consequence system provide consistency when expectations are not met, but The Whitchurch Way defines the culture we are actively building: a calm, respectful and purposeful place to learn.

At the start of the academic year, The Whitchurch Way is described, set out and displayed in each class. In this way, every child in the School knows the standard of behaviour that we expect in our School. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time'.

All our rules are made with safety and consideration for others in mind. All School rules are discussed and agreed with the children then displayed in classrooms.

They are displayed in classrooms like this:

### **5.4 The Whitchurch Way for Manners**

The use of manners is crucial to the children developing into well rounded individuals and will be always encouraged. Members of staff will also use exemplary manners when they are communicating with each other and the children, ensuring that they are excellent role models for the learners of the school. The Whitchurch Way for Manners are accompanied by Makaton actions as this further aids communication for all learners. Our manners will be displayed in each classroom, communal areas and in the corridors around the school as a reminder.



