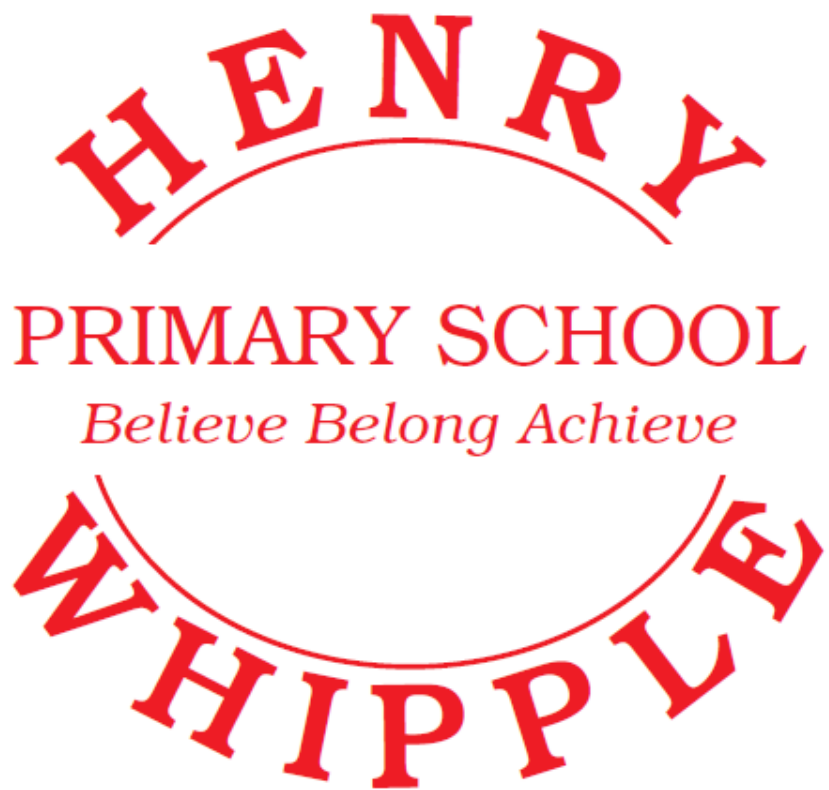




Behaviour Policy

July 2025

Our school expectations

Do as you are asked first time

Try your best the first time

Respect ourselves, each other and our school

Follow our safety rules

Principles and values

Henry Whipple Primary School prides itself on our strong positive ethos and high expectations in all areas, including behaviour. We are committed to providing a safe, engaging learning environment for all our pupils where they can grow and flourish. Each pupil has the right to achieve their potential. This forms the basis of our vision for all children: Believe Belong Achieve.

We believe that good behaviour and respect needs to be modelled, developed and taught. Our systems of positive behaviour management and our school expectations reflect our belief that everyone should make the right choices about their behaviour, take responsibility, develop self-discipline and have regard for appropriate authorities. Low level disruption is not tolerated. The highest expectations we hold include how children present themselves and wearing of school uniform. (please see uniform policy). We believe that children need praise and encouragement to succeed and we acknowledge and reward behaviour that reflects positive choices and allows learning to take place.

Our curriculum ethos and vision directly supports and develops all children's mental health and well-being in order to provide foundations for good behaviour. We seek to address the root cause of behaviour through our Social Emotional Mental Health strategies, learning and the use of 'Routes To Inclusion' support materials and daily 'Headspace' time.

Inappropriate behaviour is actively challenged by the use of age appropriate sanctions which include Red (most serious) and Yellow (warning) responses, which reflect the unsuitable choices made.

We work together with our families and our communities to promote our expectations high standards of behaviour. There is continual dialogue with our families regarding behaviour. The policy also acknowledges the duties under the Equality act 2010 and aligned with schools legal duties. This includes our behaviour policy and how it supports our key safeguarding responsibilities.

Aims

The role of children

To develop strategies to support self - awareness and management of their own emotional health.

To achieve individual potential

To develop self-confidence and esteem through resilience and challenge

The role of staff

To teach effectively without disruptions so that all children have their full entitlement to learning and the full curriculum

To meet the needs of each individual

To form positive learning relationships with pupils, parents and the community

To administer the behaviour policy with a fair and consistent approach

The role of Parents

To feel welcome in school

To take pride in their children's achievement, work and behaviour

To know that the needs of their children are being met

To understand and promote school expectations

To work together positively with school staff to support their child to uphold behaviour expectations

We hold the highest expectations for all of our children. If there are behaviour concerns in any instance across school we follow these steps:

1. Reminding children of expectations and school rules
2. Give a verbal reminder
3. Make note that it is now a warning . Next step a Yellow response
4. Yellow response. This is logged MyConcern and parents will be informed by a member of staff in a timely manner

5. Red Warning- this will be given directly to reflect a serious incident or as a consequence of continual incidents and a second Yellow warning. If a red warning is given this is logged on MyConcern and sent electronically to the Head Teacher, Deputy Head and Assistant Head. Staff endeavour to inform parents the same day.

Depending on the incident, on the first instance of a red card the class teacher will speak to the child's parents.

In addition to class teachers discussing with the child, the Headteacher/ Deputy Head/Assistant Head will respond to red cards with the individual children. Parents may be informed via letter/email or phone call. Parents may be asked to have a formal meeting with the Headteacher/Deputy Head/ Assistant Head. Examples of red card behaviour (not exhaustive)

- All forms of bullying (including cyber-bullying, prejudice and discriminatory based)
- Discrimination of any form
- Fighting (which may include physical and verbal altercations)
- Child on child abuse (which also includes cyber bullying)
- Disrespectful behaviour/attitudes

Response to persistent incidents

Repeated yellow responses in a half term will result in DHT behaviour lead/senior leader communication with parent/carers.

More than 1 red card a half term will result in further meeting with Headteacher or a senior leader.

Serious and / or continual incidents or bullying will result in an automatic red response and parent/carer communication. Persistent red/yellow incidents may result in Governors involvement.

Serious incidents may also lead to the loss of privileges/responsibilities within school as these positions require positive role models.

Persistent behaviour incidents/red/yellow incidents may result in loss of privileges such as after school events and after school learning due to health and safety grounds. Cases will be individually risk assessed by the Headteacher and communicated with parents/carers.

If behaviour is disrupting pupils own learning or that of others, is unsafe or not following school expectations sanctions can be employed some examples (not exhaustive):

- Repeating unsatisfactory work or work not completed
- Missing some break/lunch time

- Loss of privileges such as rewards

When persistent concerns re behaviour remain after individual work and discussions with the individual and parents referral's to other appropriate agencies such as BEMHS (Behavioural emotional mental health team) CAMHS (Community Child and Adolescent Mental Health Service) or the behaviour support team may be considered.

Foundation Stage:-

The behaviour system in the foundation stage is age and stage related with a graduated response. Within the Foundation Unit children will be offered "Thinking Time". The main school behaviour policy operates alongside the thinking time and graduated response model. Parents/Carers will be contacted in a timely manner or spoken to in person by staff where children have had thinking time. Continual and/or ongoing incidents will result in contact with senior leaders for example the Headteacher/Class teacher and SENDCO to discuss individual behaviour needs. Individual risk assessments re completed for children identified as having additional needs.

Lunchtimes and playtimes

Playtimes will follow the same format as classroom sanctions (stated above) of a verbal warning, second warning then a yellow card.

At lunchtime midday supervisors will give verbal warnings and inform teaching partners/teachers of behaviour incidents. Teachers/Teaching Partners will review the events and decide appropriate actions and log this.

Recognition of positive behaviours

We focus praise on positive learning behaviours based on our learning wheel:

- Risk taking
- Self-Managing
- Reflecting as a learner
- Team working
- Participating
- Investigating

We believe in holding the highest expectations in all areas- rewards and praise for behaviour are centred on exceptional learning behaviours/improvements or attitudes.

Also:

- Verbal praise and sharing of excellent work/ learning behaviours
- Believe Belong Achieve cards- for exceptional learning behaviours
- Use of the website and twitter to share success

- Children who achieve 97% attendance and punctuality or above are rewarded termly
- Children are rewarded for exceptional attitude to learning/learning behaviours or progress in one of these areas in achievement assembly which takes place on a Friday. Each child receives a certificate.

Behaviour Strategies

Good behaviour is explicitly taught through our PSHE and Global Values curriculum and modelled on a continuously basis throughout school by all stakeholders.

Examples of good behaviour are readily celebrated and shared.

Individual behaviour plans and strategies to support pupils with SEND, or emerging additional needs (e.g. social and emotional needs) may be used for children identified through our behaviour system on an individual basis when needed.

Route to Inclusion may be used for identified children and this includes targeted interventions with a plan-do-review approach) The SENCO and/or senior leaders will discuss this with class teachers and decide when/where this is appropriate. Routes to inclusion provides graduated response to meet the needs of our pupils or additional needs where appropriate.

Bullying

Bullying of any kind is unacceptable and will not be tolerated under any circumstances. All incidents will be investigated thoroughly by members of staff.

We actively teach children to:

- Articulate clearly what bullying is and what it is not using the STOP hand (several times on purpose)
- Feel that they can speak to any member of staff with confidence
- Be aware of the different types of bullying and that all are equally serious
- Understand the procedures in school including consequences of bullying

Preventing Bullying

As part of on-going commitment to ensure the safety of our pupils we have many strategies in place to promote positive behaviour and attitudes. These include:

- RSHE/ growing up and relationship curriculum
- Anti-Bullying, Cyber Bullying, prejudice/discriminatory based
- Parents are involved in school and share a responsibility for our children's behaviour
- The whole school participates in National Anti-Bullying Week, Stand up to Bullying Day and Safer Internet Day to raise awareness of bullying and promote strategies to prevent it.

- Anti-bullying messages are implicit within the school learning environment, including clearly displayed STOP bullying hand in all classes and around school

Definitions of Bullying

Bullying is behaviour by an individual or group, **several times on purpose**, that intentionally hurts another individual or groups (see types below) Bullying is not defined to being one type. At Henry Whipple Primary we do not accept any forms of bullying.

The different types of bullying include (although not exhaustive)

- **Emotional** – exclusion of individuals from a group, isolating others, ridicule, intimidation and manipulation. Threatening gestures.
- **Physical** – hitting, punching, “happy slaps”, kicking, biting, scratching, spitting, taking of/damaging personal belongings, or other forms of physical violence towards an individual.
- **Verbal** – name calling, swearing, taunting, teasing, verbal threats, or making fun of individual’s appearance, offensive comments.
- **Sexual** – unwanted physical contact or sexually abusive comments including ‘upskirting’
- **Homophobic** – focussing on the issue of sexuality in a negative form.
- **Cyber** – Misuse of all areas of the internet, such as email, social networking, games and apps. Threats can also be made by text messaging, whatsapp, snapchat, Tic Tok and phone calls and misuse of associated technology such as cameras and video recording.
- **Racial** - based on race , culture or belief.
- Any for of ‘banter’ or ‘roasting’
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Reporting and Responding to bullying and recording

School has clear systems to report and respond to bullying for the whole school.

- Listening to all children and providing a safe opportunity and atmosphere for children to express their feelings.
- Investigating all persons involved and the nature of the incident.
- The Head Teacher/DHT will be involved with investigating the incident as will other staff where appropriate.
- The Head Teacher/DHT will inform parents/carers of all children involved with an incident as soon as possible.
- All who are involved in the incident are interviewed – separately / joint.
- Staff may also facilitate phone calls or face to face meetings with the parents of the children involved to discuss the issues and possible resulting outcomes.
- A perpetrator will face consequences and appropriate sanctions applied i.e. loss of privileges, withdrawn from a school visit/after school learning

- Bystanders are aware of their role in incidents and reminded of STOP bullying hand protocols.
- In serious cases that school may implement the following actions:
 - Lunchtime suspension
 - Fixed term suspension
 - Permanent suspension
- Victims will be supported and monitored by all members of staff involved and offered emotional support.
- Restorative practices are used where appropriate, between the victim and the perpetrator.

Pupils conduct outside of school

We will respond to non-criminal concerning incidents/behaviours which occur off the school premises which is witnessed by a staff member or reported to school with sufficient evidence when:

- Pupils are taking part in any school organised or related activity
- Pupils are travelling to or from school when wearing school uniform
- Behaviour poses a threat to another stakeholder within school, the public or could adversely affect the reputation of the school including online

We will response to the events described above on an individual basis but all reported incidents will involve the school informing parents/carers. Behaviour outside of school hours, school premises and school activity is primarily parental/carers responsibility.

Staff development and Support

Behaviour policy is updated and reviewed at least once a year and shared with all stakeholders. This is an integral part of induction and safeguarding policies. New staff induction procedure includes detailed sharing of policies including the behaviour policy and linked policies (such as Safeguarding).

CPD is given if required.

Searching, screening and confiscation

Headteachers and staff they authorise have a statutory power to search/confiscate possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules² identify as an item which may be searched for.

Headteachers may retain or dispose of a pupils property as a punishment so long as this is reasonable in the circumstances. The Headteacher can authorise a search of pupils or their possessions (including bags) without their consent if there are reasonable grounds for doing so. Reasonable force may be used to execute the search.

Weapons, knives, extreme or child pornography will also be handed to the police. Otherwise it is for the Headteacher to decide if or when to return the confiscated item.

Prohibited items (not exhaustive)

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;⁴
- fireworks; and
- pornographic images.
 - Mobile phones/media devices/smart watches

This can include the use of CCTV to decide whether to conduct a search or not.

A designated safeguarding lead (Christopher Johnson Headteacher/ Sarah Winter Deputy Headteacher/Shamila Eadon Assistant Headteacher) will be informed and recorded via MyConcern.

School follows guidance from DFE Screening, Searching and Confiscation document)

Drugs, Alcohol/Smoking response

Each case will be treated on its individual circumstances and advice sought if required including from the police.

The Head teacher is permitted by law to authorise personal and property searches for drugs if there are reasonable suspicions that they are being concealed.

Parents will be informed of incidents unless there is a reason not to (such as an ongoing investigation or a safeguarding concern).

Any searches are recorded /reported via MyConcern.

Power to use reasonable force

Members of staff have the power to use force and lawful of the power will provide a defence to any criminal related prosecution/legal action. Reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in school (Use of reasonable force- advice for school leaders, staff and governing bodies)

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or learning away
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Suspensions

Suspension of any kind is always seen as a last resort in our behaviour system. It will only be used when all other options have been explored or in the instance of a serious, extreme and/or violent incident. Suspensions may be fixed term or permanent.

The school follows the DFE and Nottingham City Local Authority Guidance for suspensions.

Please see additional exclusion policy for further details.

Monitoring

The designated person (Sarah Winter) is responsible for collating all red and yellow data from MyConcern. It is individual staff members responsibility and duty to ensure all information regarding red or yellow incidents are logged on the school MyConcern system. Any member of staff who gives a red or yellow card must log this and inform the class teachers. The designated person and SENDCO will review and discuss behaviour issues and any children causing concern/patterns of behaviours with class teachers in order for early intervention.

Behaviours logs /analysis and trends are reported to Governors at full governing body meetings.

Policy will be updated annually or to reflect any current changes in guidance/legislation.

Next annual update July 2026