



WHINSTONE PRIMARY SCHOOL

BEHAVIOUR POLICY SEPTEMBER 2025

Policy Date: September 2025
Review Cycle: Annually
Responsible Body: Local Governance Committee

Version Control

Review Date	Updates
V1 July 2025	Review of legislation and guidance

Contents

Contents.....	2
Introduction & Aims	3
Key Principles	3
Wellbeing & SEMH	4
Roles and Responsibilities	4
Definitions of Misbehaviour	5
Consequences and Sanctions	7

Introduction & Aims

Whinstone Primary School is part of Spark Education Trust and is dedicated to ensuring that our school environment supports the learning and wellbeing of pupils and staff. Ensuring effective routines, respect and relationships are the foundations of our community, we work hard to provide a safe environment where pupils feel included in every aspect of school life. This policy supports the Department for Education's 'Behaviour in Schools' guidance (2022).

We are a Rights Respecting School that places the UN convention of the rights of the child at the heart of our ethos and curriculum. It is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. This behaviour management policy promotes:

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

At Whinstone we aim:

1. To create a culture of exceptionally good behaviour and positive attitudes for learning.
2. To ensure that all learners are safe, treated fairly, shown respect and promote good relationships.
3. To build a community which values kindness, care, good humour, obedience and empathy for others.
4. To support children in making positive choices with their behaviour.

This Behaviour Policy is written in line with statutory guidance including:

- Behaviour in Schools (DfE, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (DfE, updated August 2024)
- Searching, Screening and Confiscation (DfE, updated July 2023)
- Use of Reasonable Force (DfE, updated February 2025)
- Keeping Children Safe in Education (DfE 2025)
- Education and Inspections Act (2006).

Key Principles

Whinstone has three rules:

- Be ready
- Be respectful

- Be safe

Wellbeing & SEMH

To help reduce the likelihood of behavioural issues related to social, emotional and mental health (SEMH) needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. We promote resilience through culture and ethos, teaching, and community engagement. Staff are trained to recognise the impact of adverse childhood experiences and to support pupils accordingly.

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Children with individual needs

Whinstone Primary School recognises its legal duty under the Equality Act to prevent pupils with a protected characteristic from being at a disadvantage. As a result, all staff are aware of individual children's needs and reasonable adjustments are made in our approach to children with challenging behaviour as a direct result of their needs.

If a child's behaviour gives a cause for concern, the relevant members of staff will be informed to provide additional support. These children may be drawn to the attention of the SENDCo. If a child is not already on the SEN register, the SENDCo may contact parents to discuss next steps and formulate an action plan. This may include consulting outside agencies for additional support and advice.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Roles and Responsibilities

Role	Responsibilities
Trust Board	Reviews behaviour policy impact.
CEO	Ensures systems are in place and policy is reviewed.
Local Governance Committee	Approves and monitors the policy.
Headteacher/SLT	Ensure consistent implementation, staff training, accurate record keeping.
Staff	Apply policy consistently, model positive behaviour, maintain high expectations.

Pupils	Be ready, respectful and safe; take responsibility for actions.
Parents	Support school values and policies; ensure pupils are ready to learn.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We do not tolerate any form of bullying, and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

Bullying is defined as the repetitive, intentional harming of one person or group by another. It can be physical, verbal, indirect or cyber-based. The school has zero tolerance for bullying and follows preventative and responsive strategies.

At Whinstone Primary School we:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others is key
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating pupils and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.

Rewards

At Whinstone we use of a consistent reward system that can help to improve and positively support behaviour. We award "Dojo" points to commend individuals on their behaviour. One Dojo point is often awarded although two may be awarded for exceptional behaviour. The three children with the highest total of dojos each half term will earn a reward, and the totals are reset every half term.

This reward may be different in each of the phases, but could be things such as an additional or extension of playtime, an event (craft time, short movie etc), Golden Time, non-uniform day etc. Small prizes will also be given at increments of 25 earned dojos to individual children e.g. sticker, pencil, bouncy ball.

Definitions of Misbehaviour

Poor behaviour is considered as being anything that does not meet our expectations of pupils in school. Examples include:

- Disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Poor attitude
- Incorrect uniform.

Serious misbehaviour can include but is not limited to:

- Repeated breaches of the school's expectations
- Refusing to follow instructions
- Swearing
- Raising your voice
- Arguing back to a member of staff
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items. These are:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Substances identified as 'legal highs'
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Other potentially harmful materials which cannot immediately be identified
- 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 the property of, any person (including the pupil).

Behaviour incidents are recorded via CPOMS. Data and approaches are regularly monitored to identify patterns and inform practice, with behaviour regularly reviewed at Local Governance Committee meetings. Whinstone Primary recognises the importance of involving pupils in developing a positive behaviour culture and values pupil voice to inform ongoing improvements to our approach. Where appropriate, restorative conversations and restorative meetings are used to rebuild relationships and support pupils to reflect on their behaviour.

This policy applies to behaviour both in school and outside school, including online activity, school trips, journeys to and from school and behaviour in the community, where the conduct could: pose a threat to a pupil or member of staff; adversely affect the reputation of the school; or impact the orderly running of the school.

Consequences and Sanctions

If a child is not behaving appropriately then the following sequence can be used as necessary.

Reminder

The reminder of expectations- Be Ready, Be Respectful, Be Safe- delivered to the child. The staff member makes them aware of their behaviour. The child has the choice to do the right thing.

Caution

A clear verbal caution is delivered to the child making them aware of their behaviour and clearly outlining the consequence of loss of privilege if they continue. Children are reminded of their previous good conduct to prove that they can make good choices.

Sanction from class teacher

If the behaviour persists the child will receive a sanction administered by the class teacher or adult in the room. Sanctions could include staying to finish incomplete work, loss of part of a playtime, being moved to work alone within the classroom, being moved to a different classroom to work, completing missed work at home etc.

Loss of Privilege and Reflection

If the behaviour persists the child will receive a loss of a full playtime and will go to the 'Reflection zone' which will be held in the dining hall and monitored by staff. A record of children will be logged and monitored by SLT. At this stage, parents are informed that their child will be in 'Reflection' due to their behaviour choices and a log of this contact with parents will be recorded on CPOMs.

Escalation to Assistant Headteachers

Repeated/serious incidents will be discussed between the class teacher and the Assistant Head. They will discuss the incidents with the child, this conversation will be recorded on CPOMS and the parents notified. Assistant Heads may issue further sanctions including further loss of free time, moving to sit alone, sending work home, letters of apology, loss of responsibility.

Escalation to Headteacher

If a child/parents have been dealt with via the Assistant Heads and the behaviour persists, the Headteacher will be informed. They will then meet with the child and potentially the parents/carers to discuss the incidents. Further sanctions may include loss of free time/off site activities, internal exclusion, letters of apology, loss of responsibility, suspension from school, permanent exclusion from school.

Where a pupil makes an allegation against a member of staff that is shown to be deliberately false or malicious, the school will apply appropriate sanctions in line with this policy. The school will also support the staff member involved in line with statutory guidance. All safeguarding concerns will be managed in accordance with Keeping Children Safe in Education (2025).

Suspensions & Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE, 2024). Only the Headteacher can exclude a pupil, and pupils can be excluded for up to 45 days within an academic year.

Pupils whose behaviour at lunchtime is disruptive may be suspended for the duration of the lunchtime period and this will be treated as a fixed term suspension. Following a suspension, parents/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further fixed term suspensions can be discussed.

Following any suspension, the school will hold a reintegration meeting with the pupil and parents/carers. A short reintegration plan will be agreed to support the pupil's successful return to school and reduce the risk of repeat suspensions.

The Headteacher may permanently exclude a pupil in response to serious breaches of the behaviour policy or when allowing the pupil to remain in school would seriously harm the education or welfare of others. The School will give particular consideration to vulnerable pupils when considering suspensions as an appropriate sanction.

In line with statutory requirements school will arrange suitable full-time education for any pupil suspended for more than five consecutive school days, beginning no later than the sixth school day of the suspension.

Where a pupil is permanently excluded, the Local Authority is responsible for arranging suitable full-time education from the sixth school day of the exclusion. The school will liaise with the Local Authority to ensure that suitable arrangements are in place.

Parents/carers have the right to make representations about a suspension or permanent exclusion to the Local Governance Committee. Where the suspension is longer than five days, or where a permanent exclusion is issued, the panel will meet within the statutory timeframe to consider the case.

Any governor involved in reviewing a suspension or permanent exclusion will have received appropriate training and will act impartially. Governors with prior involvement in the case will not take part in the decision-making process.

If a permanent exclusion is upheld by the Local Governance Committee, parents/carers can request that the decision be reviewed by an Independent Review Panel (IRP). The IRP can uphold the exclusion, recommend reconsideration, or quash the decision where it is found to be flawed.

The school will provide parents/carers with information about these rights and the process at the point of suspension/permanent exclusion.

Searching, Confiscation & The Use of Reasonable Force

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022) and the Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE, 2013), alongside Keeping Children Safe in Education (September 2025).

Staff may search pupils with consent for any item. Senior leaders have the power to search without consent for prohibited items as set out by law. Confiscated items will be dealt with in line with statutory guidance.

Relevant staff attend 'Positive Handling' training and are therefore able to use positive handling techniques effectively when needed. These members of staff are trained to use de-escalation techniques and only used as a last resort, proportionately and in the best interests of the child.

Examples of this include:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder

All staff within school have a legal power to use 'reasonable force' in line with Keeping Children Safe in Education (September 2025). Staff use their professional judgement to decide whether to use force depending on the circumstances and the individual. Although this is not an exhaustive list, reasonable force may be used in circumstances such as preventing injury, removing a disruptive child from a room, preventing a pupil leaving when it is unsafe, or breaking up a fight. It will only ever be used as a last resort. All incidents where reasonable force is used will be recorded promptly, reported to parents/carers where appropriate, and reviewed by senior leaders to monitor patterns and safeguard pupils.