

Whitechapel Primary School



Behaviour Policy

Change record

AUTHOR	DATE	VERSION	CHANGE REFERENCE / DESCRIPTION
MCConnell	5.9.22	V7	Full Policy Review, changes made in line with new school policies. Changes to include relevant legislation. Policy taken from School Bus template and amending in line with Whitechapel Behaviour Policy October 21.
N Noblett	6.9.23	V8	Changes in line with new KCSiE and School Bus July 23 document Addition of social, emotional mental health needs
N Noblett & L Ball	9.12.24	V9	SB May 24, Trauma Informed Lancashire, changes throughout including appendices.
N.Noblett	5.8.25	V10	Changes in line with new KCSiE and School Bus June 25 document Inclusion of AI

Approvers

NAME	DATE	POSITION
Curriculum Committee	11.10.2021	Full Governing Body
Standards Committee	05-Feb-2025	Full Governing Body

Reviewers

NAME	DATE	POSITION
N. Noblett	Sep 2022	Head Teacher

Distribution

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Statement of intent

At Whitechapel Primary School we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential.

Through research, evidence and trauma informed practice, staff can guide and lead pupils effectively. The aims, ethos and values are outlined in this policy.

It is recognised that to fully meet the needs of pupils, the school is attuned, attachment friendly and nurturing. Within school, work is carried out to co-regulate behaviours alongside planned learning opportunities to develop pupils' skills to identify their own need. School aim to educate and upskill children to self-regulate and allow for positive changes. Work is carried out with parents to understand their needs and difficulties, as well as their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved.

At Whitechapel Primary School, we aim to meet the needs of our pupils through:

- Providing a predictable and safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting security through consistent routines and clear boundaries.
- Promoting, celebrating and positively reinforcing desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equity with different levels of support available for individual needs
- Recognising that inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is.
- Challenging inappropriate behaviour and working with the child, introducing strategies to support the development of positive behaviours
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Our school behaviour policy is based on the principle that people matter and that productive relationships are at the centre of what we do. At Whitechapel Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our aim is for all pupils to be able to achieve their potential in a safe and happy environment. Developing children's emotional literacy through the promotion of positive values is an integral part of children's learning. Children are encouraged to take responsibility for their own behaviour and their impact on others. The school's behaviour policy is designed to promote an environment in which all members of the school community can live and work together in a supportive way.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **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

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. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) Behaviour in Schools: Advice for headteachers and school staff
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) Creating a school behaviour culture: audit and action planning tools

This policy operates in conjunction with the following school policies:

- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Home-School Agreement
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Online Safety Policy
- Acceptable use of the Internet Policy
- Handling Allegations of Abuse procedures
- Exclusion Policy
- Complaints Procedures Policy
- Behaviour Principles Statement

2. Roles and responsibilities

The governing body will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher and senior mental health lead will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing body, and having any regard to guidance provided by the governing body on promoting good behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy
- . Supporting behaviour management in line with the SEMH Policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Collaborating with the governing body, headteacher and the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with dysregulated behaviour in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with dysregulated behaviour will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Teaching pupils how to communicate their thoughts and feelings in a way that is beneficial now and in their adulthood.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Recognising that all inappropriate behaviour is an expression of an unmet need- staff seek to understand what the need is and working with the child, introduce strategies to support them.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of dysregulated behaviour.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Senior Leader.
- Delivering the agreed and where appropriate personally designed behaviour strategies
- Supporting children through the fight, flight, freeze or fawn response.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will categorise behavioural responses into one of the following: **fight, flight, freeze** or **fawn**. Children may respond to a trigger with one of the following responses.

Fight- facing any perceived threat aggressively

Flight- running away from danger

Freeze- unable to move or act against a threat

Fawn- immediately acting to please to avoid any conflict

The school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature-this may include bullying via text or images generated by artificial intelligence (AI)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to follow agreed PSP and / or comply with disciplinary sanctions
- Theft
- Use of damaging language, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the child and/or other pupils, including, but not limited to, the following:

- Lateness

- Low-level disruption and talking in class
- Failure to follow staff direction / complete classwork
- Failure to follow agreed class rules
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity / regularity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they are struggling to build and maintain an effective culture of positive behaviour.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent dysregulation concerns disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of dysregulated behaviour related to 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. The school will promote resilience as part of a whole-school approach using the following methods:

- **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 and build both tolerance and positivity
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

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. The school’s SEMH Policy outlines the specific

procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

POSITIVE SYSTEMS

Whitechapel has a clear system of incentives designed to model, reinforce and support our expectations. It is important that these positive strategies are not only for academic achievement but also for social achievement and personal development.

A range of positive strategies used at present, chosen at the teacher's discretion.

- Growth mindset teaching practices
- Positive comments on a personal level
- Written comments, stars, 'smiley faces', team points
- Table points to promote cooperation
- Class Dojo system
- Public praise in front of peers and adults
- Weekly 'Celebration' assemblies with public mention of good examples of work and/or behaviour
- Certificates and stickers
- Sharing achievements with parents and the wider community
- Giving opportunities for greater responsibility in class and school
- Phone calls / notes home

Incentives are decided by each individual teacher and always include individual praise.

All staff use positive strategies to reinforce behaviour expectation, and this includes lunchtime behaviour. At every stage the children and staff are actively involved with Rules, Sanctions and Positive Reward Systems. Welfare Assistants are key to actively monitoring and reinforcing the positive behaviour routines outside of the classrooms.

This system allows Welfare Assistants to participate in the same discipline system of incentives and sanctions, and so raises their status and authority in the children's eyes. This, therefore, raises the supervisors' self-esteem and makes the children feel much safer, in a system which is constantly applied and upheld by all adults in school.

Every aspect of our policy is under constant review with staff and children. Regular circle times, PSHE lessons, assemblies and Good Work Assemblies model and reinforce expectations and develop pupils' insight and understanding of self within the school community.

SILVER BOOK

Integral to behaviour management at Whitechapel Primary School, is the Silver Book. The Silver Book is a social time monitoring book where both positive actions are celebrated, and infringements of school expectations addressed. Children can receive "reminders" (see SANCTIONS point 1 and 2) and "stars". Pupils whose behaviour is commended receive privileges. Pupils who require adults to act as co-regulators receive additional guidance and

support following a growth mindset and reflection model. These children will be mentored by the school behavioural lead.

In addition, children identified as vulnerable are monitored and supported during playtimes. A list of these children is included in The Silver Book. This list is updated during regular staff meetings.

Instances of dysregulated behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Headteacher and Behaviour Lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

SANCTIONS

If a pupil has become dysregulated or has broken the school rules, they will be supported to reflect upon their actions and accept accountability. Staff and pupil time is used productively to address the infringements of the school's expectations.

Sanctions have been drawn-up with the children to be applied consistently.

1. Non-verbal reminder
2. Verbal reminder of the expected behaviour
3. Loss of free time (playtime or part of playtime)
4. Completion of an ABC record
5. Referral to the Behaviour Lead
6. Referral to the Headteacher
7. Interview with Parents to set targets (Pastoral Support Plan)
8. Possible Suspension should targets fail
9. Exclusion

In the case of deliberate physical harm to another child the member of staff then uses his or her discretion about where to enter the list. It is possible to by-pass 1-3 and continue from number 4 on the list. Discussion with parents may take place at all or any other stages of the list.

All incidents recorded as an ABC, require contact with parents. Each recorded entry includes Antecedents (what led up to the incident), Behaviour (what happened) and Consequences (what action was taken). These records are shared with the Class teacher, Behaviour Lead and Headteacher.

All incidents of physical harm are recorded and reported directly to the Behaviour Lead.

All ABC, initial concerns forms and monitoring forms are kept in the Headteacher's office.

The Behaviour Lead and Headteacher regularly review the above reports to help identify pupils who may require additional support to achieve the school expectations (Pastoral Support Plan). The needs of any pupil who has three recorded ABC incidents in a half-term will be assessed to ensure the appropriate PSP is created.

Lunchtime Welfare Assistants note down any incidents in the Silver Book and complete ABC forms, concern forms and monitoring forms as necessary.

When an incident has occurred where a pupil has behaved inappropriately the school adopts a restorative approach to help the child to understand the expectations. This helps the pupil to take responsibility for their actions while making them aware of how their behaviour has affected others in the school community. Pupils will be asked:

- What happened?
- What were you thinking/feeling at the time?
- What do you think/feel now?
- How have you and others been affected?
- What do you need?
- What do you need to put it right?

We believe that this helps children to be accountable for their own behaviour and promotes self-respect and the respect for others.

Where a pupil's behaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The headteacher investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the headteacher or Behaviour Lead deems the incident to be unacceptable behaviour, they will record the incident and inform the parents.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the headteacher/BL will determine the period the pupil will be removed from the classroom, as well as any other follow up action.
- The headteacher/BL will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Suspension or Exclusion

It is necessary to have procedures in place to suspend or exclude a pupil who is disruptive in the classroom and habitually disobeys the school rules. At Whitechapel Primary School we firmly believe that suspension or exclusion should only be carried out if all other sanctions have failed.

Following repeated incidents of serious unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a Pastoral Support Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Bullying

PREVENTING BULLYING

We firmly believe in developing excellent relationships at Whitechapel Primary School. This is the basis for a productive school where all can work together profitably. Pupils are taught the importance of respect and, through positive relationships, this is incorporated into all that we do.

We believe that bullying is unacceptable, and incidents or reports of bullying are always acted upon.

Procedures followed for incidences of bullying are held in our Anti-Bullying Policy a copy of which is available from the school office.

Whitechapel Primary School follows the following Best Practice procedures to prevent bullying:

- Recognise that bullying is a problem that happens everywhere
- Raise awareness of bullying as an issue to be tackled in our school
- Explicitly teach anti-bullying strategies and actively promote the anti-bullying message
- Investigate allegations of bullying promptly and thoroughly
- Work to resolve bullying incidents clearly and decisively to show bullying will not be tolerated
- Take a fair but firm approach to bullying and get agreement between both parties for it to stop
- Refer all incidents of bullying to the Headteacher
- Record all disclosures of bullying
- Offer support to children and families affected by bullying
- Ensure the anti-bullying policy and practices are shared with staff, parents and children (annually)
- Report incidents of bullying to the School Governing Body (termly)

8. Prevention strategies, Intervention, and Sanctions

This section outlines the school's strategies for preventing dysregulation and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future. Measures are taken to help create a safe environment which prevents pupils from feeling over-whelmed or anxious in the first instance.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. The ABC and PSP reporting systems ensure relevant members of the SLT and staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Short-term behaviour report cards
- Medium-term pastoral support plans
- Engagement with local schools, partners and support units
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum (PSHE), to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Pupils will be taught age-appropriate information about the way their brains work, helping them to understand their own emotions and the emotions of others.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly at the end of playtime.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Whitechapel Primary School strives to build a nurturing, caring ethos which permeates our school environment. Positive teacher-pupil relationships are key to facilitating effective learning. The school will focus heavily on building relationships, empathy and a feeling of safety using structures and routines that are based on predictability, fairness and trust.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their behaviour, the school will consider whether it is appropriate to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers for dysregulation and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where dysregulated behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice

- Using simple, direct language.
- Avoiding being reactive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil an element of choice, e.g. if the pupil is refusing to join in with group work, the teacher may say, "It's time to join in with the group work now. Would you like to work with group A or group B?"
- Using positive phrases, e.g. "if you return to your seat, I can help you with your work".

Physical intervention

Staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be taken to the headteacher, and the pupil's parent will be contacted immediately.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension or exclusion, in line with the Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove a pupil from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Suitable to learn and refocus
- Supervised by a member of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge of supervising the pupil will decide alongside the Behaviour Lead what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. If relevant, a reintegration meeting will be held between the school, pupil and their parents, and other agencies, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

9. Sexual abuse and discrimination

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

10. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors and staff will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials (e.g. lighter) or nicotine products to school.

11. Prohibited items, searching pupils and confiscation

Children should not bring any items of value or any toys into school. There may be occasions when pupils are asked to bring in items for specific lessons or reward days. However, members of staff can confiscate any item that is in school inappropriately or is causing disruption. Any items of value, or dangerous items (e.g. penknife) that have been confiscated

will be stored in the school safe and must be collected by a parent/carer. Other confiscated items will be returned to the pupil at the teacher's discretion.

Staff can search bags for any item believed to be in school inappropriately under the direct instruction of the Headteacher.

Mobile phones will be handed in on arrival to the school office and collected at the end of the school day.

12. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive or dysregulated behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Establish clear responses for handling dysregulated behaviour.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow Whitechapel Gold Standards.

CLASSROOM MANAGEMENT

The school has a set of clear comprehensive standards, but our behaviour policy is not primarily concerned with rule enforcement: it is a means of promoting good relationships so that people can work together with the common purpose of helping everyone learn.

Consistency

Staff understand the need for consistency in creating a successful learning environment. Gold Standards must be followed by everyone throughout the school and the children are made aware of the rewards and sanctions that are in place.

Teachers will support pupils to understand and follow the Gold Standards. Teachers will inform pupils of the standards and expectations at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the standards and routines to help pupils understand why they are needed and will model these to ensure pupils understand them. Children are taught the importance of taking responsibility for their own behaviour. For pupils struggling to meet the expectations of behaviour, individually targeted pastoral support will be provided as necessary.

Curriculum

The importance of an appropriate curriculum is crucial. Well-prepared and stimulating lessons generate good behaviour and earn respect. Learning needs to be fun and we believe in a curriculum that caters for all children's needs and differing skills. The importance of developing children's social and emotional skills is essential for promoting good self-discipline.

Golden Standards

At Whitechapel Primary School we have established our 'Gold Standards' These are a set of clear, comprehensive, and enforceable standards which define what is acceptable behaviour. These standards have been reached collaboratively with pupils and staff and are expressed in a positive format. They are displayed prominently in each classroom, on the playground and in the dining hall.

CLASSROOM GOLD STANDARDS

We will always put 100% into our learning.

We will always use good manners and listen to others.

We will always respect our own and others' property.

We will always move around school sensibly.

We will always be friendly, caring and helpful to others.

PLAYGROUND GOLD STANDARDS

We will always include others in our safe and sensible games.

We will always keep our hands and feet to ourselves.

We will always play by the rules.

We will always ask for help if we need it.

We will always think before we speak.

LUNCHTIME GOLD STANDARDS

We will always use inside voices.

We will always use good table manners.

We will always listen and be respectful to the table monitors.

We will always keep our table clean and tidy.

We will always be willing to try new foods.

As classroom dynamics change and develop, the teacher and class may need further guidelines for behaviour and discipline in individual classrooms. At times, each teacher may draw up Circle Time Rules, etc. These too provide further guidance, reminders and incentives for acceptable behaviour.

The headteacher will ensure all teachers understand classroom standards and routines and how to enforce them, including any sanctions for not following the rules. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom standards and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the standards on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom standards and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, a Home-School Agreement outlines expectations of behaviour for learning both at home and at school. Parents and pupils are required to sign this document.

The classroom environment

The school understands that a well-structured classroom environment is paramount to maximising positive learning behaviours. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils to ensure they always have full view of the room.

Teachers will employ strategic seating arrangements to promote positive learning behaviours such as:

- Seating those who may require more support with behaviour closest to, and facing, the teacher.
- Ensuring the teacher can see pupils' faces and that they can see the board.
- Ensuring the teacher can move freely around the room so that behaviour can be monitored effectively.
- Providing individual work stations where appropriate

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort equally to work produced.
- Perseverance and independence are encouraged.
- Praise is given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

13. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. Expectations of behaviour will apply both inside school and out in the wider community, particularly if the pupil is wearing school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data
- Attendance, suspension and exclusion data
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored, and objectively analysed termly by the headteacher and behaviour lead. Attempts will be made to identify factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

15. Monitoring and review

This policy will be reviewed by the headteacher and behaviour lead every two years; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2027.

Personal Support Contract

[illegible]



ABC Incident Form

Date & Time					
Theme	Physical	Verbal	Sexual	School Rules	Other
Location					
Pupils Involved					
A – Antecedents					
What happened prior to the behaviour? What caused this behaviour?					
B - Behaviour					
What happened? To the best of your knowledge, after talking with pupils involved, any staff, or (where appropriate) any other children who have witnessed the incident, what occurred?					
C - Consequence/s					
What happened to the perpetrator/victim as a result of the behaviour? Include here any sanctions and any contact with parents (including how the parents were informed e.g. telephone call, email, directly spoken to <u>etc.</u>)					
Further Actions					
Record any further information regarding the incident, classroom/playground management strategies, individual arrangements for specific pupils, follow-up plan					
Signature:	Class teacher:			SLT:	

Behaviour Management Observations Review Form

Name of pupil		Year group	
Name of Classteacher		Date	

Do there appear to be any patterns triggering the pupil's behaviour?

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Are our existing management systems effective?

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What achievable targets could we implement for the pupil to work towards?

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What are the pupil's strengths?

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What strategies could we implement to help the pupil achieve their targets?

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Additional comments

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