WHITEGATE PRIMARY AND NURSERY SCHOOL

Policy to Promote Positive Relationships and Behaviour

(Inclusive of our Anti-Bullying Policy)

September 2026

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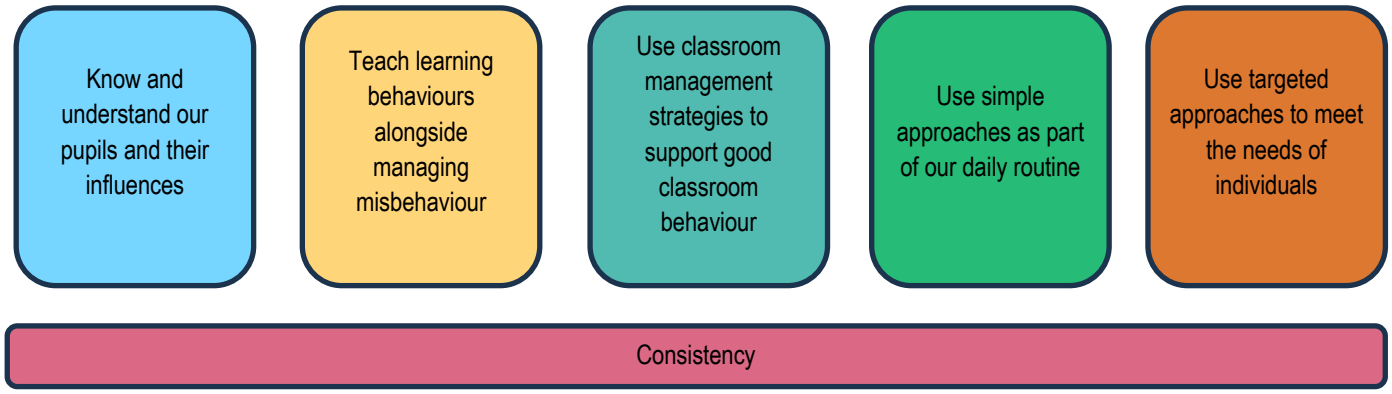

- Improving Behaviour in Schools – EEF (2019)

Our Behaviour Policy is grounded in the evidence-informed recommendations of the Education Endowment Foundation (EEF) for improving behaviour in schools. Its aims are to ensure that all pupils learn in a safe, calm and supportive environment where positive behaviour is explicitly taught, consistently reinforced, and systematically monitored.

Aims and Objectives

1. To create a calm, safe and orderly school environment
Whitegate Primary and Nursery School is committed to establishing a predictable and supportive climate in which all pupils can feel secure and ready to learn. Routines, expectations and adult behaviours will promote a sense of stability and fairness for every pupil.

2. To maintain high, clear and consistent expectations of behaviour
Clear expectations will be communicated regularly and consistently by all staff. Adults will model the behaviours expected of pupils and apply the behaviour policy in a fair, equitable and predictable manner.

3. To explicitly teach, rehearse and reinforce behaviour routines
Behaviour will be treated as a curriculum area. Staff will explicitly teach, practise and revisit routines—such as transitions, lining up, classroom conduct and movement around the school—to ensure pupils understand and can meet expectations.

4. To provide targeted support and interventions for pupils who require additional help
Pupils with persistent or complex behaviour needs will be supported through structured, evidence-informed interventions. Strategies will be tailored to individual needs and monitored for effectiveness to ensure pupils are given the best opportunity to succeed.

5. To build positive, respectful relationships between staff and pupils
Strong relationships form the foundation of effective behaviour management. Staff will show respect, fairness and consistency in their interactions with pupils, creating an atmosphere where pupils feel valued and motivated to meet expectations.

6. To use data and ongoing monitoring to inform behaviour practice
Behaviour patterns will be tracked and analysed through our reporting system (Trackit Lights) to identify emerging issues, adapt practice and evaluate the impact of strategies. Decision-making will be guided by accurate, timely information and the needs of pupils.

7. To ensure high-quality professional development for all staff
The school will provide regular professional development to ensure staff have the knowledge, skills and confidence to use behaviour strategies effectively. Training will focus on routines, modelling, relational practice and intervention approaches.

8. To promote a whole-school culture of shared responsibility for behaviour
All members of the Whitegate Primary and Nursery School community share responsibility for maintaining high standards of conduct. Leaders, teachers and support staff will work together to secure a positive, consistent and inclusive behaviour culture across the school.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices that are poor (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some pupils will always behave in such a way) and;
- it avoids labelling pupils - instead, we refer to the choices we all make and that we should always try to make good choices.

To be in a strong position to make positive choices, children need to have a positive self-image. Our policy therefore seeks to improve children's self-esteem. Praise is **key** to nurturing motivated, engaged pupils. Praise builds positive relationships which leads to improved behaviour. **Throughout school, all stakeholders (not just staff, but pupils, parents, and visitors) should aim to 'catch' good behaviour.** The over-riding expectation is that all children will learn to take responsibility for their own actions and exercise appropriate self-discipline.

The School Rules

We have just **three school rules**:

We follow instructions

We keep our hands, feet, and objects to ourselves

We use positive language including body language)

Our Values

We have three core values:

We are kind

We are respectful

We are proud

When talking to pupils about their behaviour we will always refer to these rules and values and the importance of keeping to them.

Consistency

At Whitegate, we believe that consistency is essential to creating a safe, calm, and fair learning environment for all children. When expectations, rules, and consequences are applied consistently by all staff, pupils understand what behaviour is expected of them and feel secure knowing that adults will respond in predictable and fair ways. Our consistent approaches help children develop self-discipline, take responsibility for their actions, and make positive choices. It also ensures that all pupils are treated equitably, reduces confusion, and supports strong relationships between staff, pupils, and families.

Knowing and understanding our pupils and their influences

Checklist for Whitegate Classroom Staff

Classroom

- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Display the **three school rules and values** in the classroom and ensure pupils and staff know what they are
- Display a timetable for each day
- Have a system in place to follow through with all rewards
- Give children responsibilities e.g. monitors in the classroom, in the line and in the playground.

Pupils

- Know the names of pupils
- Treat each pupil fairly and with respect and understanding
- Understand pupils' special needs
- Praise pupils on individual / group basis (public praise is very powerful), making explicit why (descriptive praise): what rule they have followed, or what choice they have made
- Report all behaviour, positive and negative, on our behaviour reporting system and follow through with appropriate sanctions (refer to the Universal Behaviour Provision Map – Appendix B)
- Reminding children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Discuss events with pupils to encourage responsibility for their own behaviour.
- Use key words for reinforcement e.g. kindness, respect and pride.
- Collaborate with the Behaviour Lead and/or SENDCo to devise plans for pupils who require additional support with behaviour and be part of the assess, do, review cycle of assessment. Share these plans with other adults in the class and strive to work collaboratively.
- Having followed regular procedures and consequences, seek help and advice from a colleague (e.g. Behaviour Lead or member of Senior Leadership Team)
- Liaise with external agencies, as necessary, to support and guide the progress of each pupil e.g. discuss the needs of a pupil with the education social worker or Trust/LA behaviour support service
- Be consistent

Teaching

- Use evidence-based research to underpin strategies to encourage positive learning behaviours and encourage pupil's beliefs about learning.
- Ensure that all resources are prepared in advance and that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Praise the behaviour you want to see more of
- Praise pupils doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Make adaptations
- Stay calm
- Follow the school behaviour policy
- Be a positive role model by demonstrating positive relationships with everyone in school
- Have clear routines for transitions and for stopping the class
- Teach pupils the class routines

Box 2: The Establish-Maintain-Restore (EMR) method

A good way to build positive relationships with pupils is the EMR method, which has promising results from a small study. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

	Establish	Maintain	Restore (R^3)
Definition	*Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)*	*Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)*	*Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)*
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R^3 = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

- Guidance report improving behaviour in schools (2019) educationendownmentfoundation.org.uk

Parents

- Actively supporting parental involvement in school and reminding parents that they have a valuable role to play.
- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones
- Contact parents, on the day, following incidents in the school day.

Head of School/Executive Headteacher

In addition to the above, it is the responsibility of the Head of School/Executive Headteacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors on its effectiveness
- ensure the health, safety and welfare of all pupils in the school
- maintain record of all reported serious incidents of misbehaviour
- issue suspensions to individual pupils for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The Executive Head Teacher may permanently exclude a pupil; these actions are only taken after the school governors have been notified.

Teaching learning behaviours alongside managing misbehaviour

Our own behaviour as adults must always reflect our expectations of the children. As a staff we aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, listen to the children, and follow up problems to their conclusion. It is vital children at Whitegate know they are heard. **Adults are responsible for dealing with issues that children bring to them**.

On a practical basis, all staff teach and model ‘Green behaviour’ which encourages our children to understand, be responsible for and apply positive learning behaviours in their classroom environments. As a whole school, we have coined the term “Show me green!”.

All staff teach and model expectations in other school environments which encourage our children to understand, be responsible for and apply positive prosocial behaviours.

Strategies to Encourage Positive Choices

As a school we pride ourselves on relational and restorative approaches which support pupils to communicate effectively, build social bonds and strengthen our school community. We actively look for the positive, praise this and continually reinforce such behaviour, so that we do not overlook the well-behaved child. However, care needs to be taken to ensure that the balance between expectation and reward is properly maintained. **Pupils are expected to behave well and should not seek constant reward for expected behaviour.**

At Whitegate we celebrate positive choices in a variety of ways - for example, verbal praise, stickers, certificates, and positive referrals. Verbal praise and positive comments in the children's books are also seen as part of each teacher’s approach to the recognition of good work and behaviour choices.

Star of the Week

We have a celebration assembly on a Friday – Star of the Week. Here, children are chosen for having shined that week in an individual way. Each Star of the Week is awarded a certificate and sash (which they wear in school throughout the following week).

Pompom Rewards

Each day, midday supervisors hand out pompoms to those pupils who are showing excellent behaviour on the playground or in the dinner hall. These pompoms can then be put in the class pompom jar at the end of lunch. In Star of the Week on a Friday, the class with the most pompoms wins the golden treasure chest and will receive a class treat for that week. This may be extra playtime, parachute play or creative/colouring time to name a few.

The Values Awards

We have a secondary celebration assembly in the final week of each half term which is our Values Awards. At this half-termly celebration, three children are chosen from each class with each child being recognised for one of the three school values. Each child is awarded a certificate.

Whole Class Rewards

Each Class Teacher and their class use a whole class reward system, where jigsaw pieces or marbles are awarded to the **whole class** and earned by individuals, groups or the class for excellent behaviour. The class can decide which method they want to use (jigsaw or marble jar).

Each class will earn an end of term reward once they have filled their marble jar or completed the class jigsaw. A completed jigsaw will have **20** pieces, and a full jar will contain **20** marbles. These will convert into no more than three class rewards in an academic year.

Bespoke Rewards

Class Teachers can also run bespoke reward systems (e.g. raffle tickets for a weekly prize, table points) providing that these do not contradict this policy.

Contingent Rewards

At Whitegate, we **do not** use **contingent** rewards. Pupils **must not** be told that they will receive a reward if they do what they are asked.

Leadership Opportunities

At Whitegate, our pupils are encouraged to take on leadership roles that promote positive behaviour, responsibility, and school engagement. Opportunities include being elected as **School Councillors** to represent their peers and contribute to school decision-making or serving as **Anti-Bullying Ambassadors** to support a safe and respectful environment. We also select **Year 6 Prefects** who uphold our school values and show they are role models across school. Other roles, such as **Reading Leaders** and **Science Ambassadors**, allow pupils to develop teamwork, communication, and problem-solving skills while contributing positively to the school community.

Parents/Carers

The school works collaboratively with parents/carers so pupils receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We aim to inform parents/carers **immediately** (no later than 5.00pm the same day) if we have concerns about their pupil's welfare or behaviour.

We expect parents/carers to:

- be aware that we have school rules (which are communicated to parents) and to support them
- co-operate with the school
- support their child's behaviour and learning
- support the school's decision when applying consequences to deal with any specific incident /issue

If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School or Executive Headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School and Executive Headteacher in carrying out these guidelines.

The Head of School and Executive Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School and Executive Headteacher about particular disciplinary issues. The Head of School and Executive Headteacher must consider this when making decisions about matters of behaviour.

Use of classroom management strategies to support good classroom behaviour

Use simple approaches as part of our daily routine

At Whitegate, high quality teaching and evidence-based research is used to underpin strategies and encourage not only positive learning behaviours but pupil's beliefs about learning. Some of these strategies include the consideration of cognitive load, in-class grouping, schemas, providing guides and scaffolds, differentiation, feedback, seating plans and the effective deployment of Teaching Assistants.

The Traffic Light System

Staff at Whitegate Primary and Nursery School employ consistently and clearly, a hierarchy of actions and interventions if a pupil fails to keep to the school rules and/or display our values. See Appendix A.

It is the Class Teacher's responsibility to log behaviour incidents on Trackit and inform the parents/carers. The Class Teacher must inform parents/carers by 5.00pm on the same day (where possible).

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature. We aim to remove the personal judgement, so pupils understand and accept the school rules.

By remaining constant, children will be confident within our strategies to support positive choice.

Calm Corners

If a pupil is struggling to regulate their emotions and connect with their learning and previous steps to reengage the pupil in learning have been unsuccessful, pupils may be directed to spend a short time in The Calm Corner. Each class at Whitegate has a Calm Corner and all children at Whitegate have been educated on the Traffic Light system of emotions, how to regulate and reconnect with learning. The timer will be set by the class staff, and the pupil can access any of the calming and sensory resources available to them in the Calm Box to help regulate before reconnecting with learning.

If a pupil who is on a 'Behaviour Support Plan' has accessed the Calm Corner, this is logged on Trackit Lights to allow the Behaviour Lead to monitor and determine if further support is needed. If a pupil is calm and asks to go to the Calm Corner in class, the class staff reserve the right to say no.

If, after returning from the Calm Corner, a pupil is still dysregulated or, if the behaviour in class is causing significant disruption despite the above steps being followed, a Behaviour Lead or SLT intervention will occur.

Restorative Approach

We will use a restorative approach to resolve conflict and prevent harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

A restorative approach can also alleviate problems such as bullying, classroom disruption, poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

Staff

At Whitegate, we have a collective responsibility regarding behaviour management. All staff members in our school have high expectations of the pupils in terms of their relationships, choices, and behaviour. A key priority is to build positive relationships and recognise and praise good choices in order to reinforce good behaviour. 'Catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent). To reinforce positive behaviour, we often celebrate this by issuing positive referrals for those children who go above, and beyond which are recorded on Trackit as well as being sent home to parents/carers through WEDUC.

Staff are to report pupils that are making poor choices outside of the classroom to the class teacher.

Shouting

Whitegate Primary and Nursery is a **NO SHOUTING** school. Shouting must never be used as a punishment or done in anger i.e. giving someone the 'hair dryer' treatment. There will be times when you need to raise your voice but **shouting** at pupils or other adults in anger is unacceptable and may be a disciplinary matter.

Humiliation and Public Shaming

Public shaming e.g. standing up in assembly, standing in the corridor or asking pupils to move their own name on the Choice Chart is an unacceptable form of punishment and **must never be used**.

Sanctions

If it is determined that a serious breach has been committed, any member of the Teaching Staff Team, Behaviour Lead or SLT will issue one or more of the following consequences.

1. Playtime and Lunchtime Reflection

Reflections are served with the teacher at next possible break. Playtime reflection is an opportunity for the teacher to speak one-to-one using a restorative approach with the pupil about behaviour choices, reset expectations and deal with any barriers. A focus on relationship building and positive actions moving forward is essential. Depending on how the conversation goes, the pupil can go out to break if there is still time.

2. Loss of Privileges

As a disciplinary measure for poor behaviour, the school may withdraw or withhold a privilege – for instance the loss of a prized responsibility. The decision to withdraw/withhold a privilege **must be** authorised by the Head of School/Executive Headteacher.

3. After-School Detention

Schools have a legal power to place pupils in detention as a sanction. Detention may be used **outside of school hours,** and parental consent is not legally required for detentions. Where detention is outside school hours, parents must be given at least 24 hours' notice. Outside of school hours detentions will last for a **minimum** of 15 minutes and a **maximum** of 1 hour. Pupils who are placed in outside of school hours detention are expected to complete schoolwork.

4. Daily Report

A pupil on daily report has a report card that is completed by the Class Teacher before the end of each day. The pupil takes the report card to either the Behaviour Lead or a member of SLT at the end of each day for signing. The Behaviour Lead or SLT will decide on the length of time that the pupil remains on report (minimum 5 days).

The Executive Headteacher or Head of School can issue one or more of the following consequences:

5. Participation in Off-site Visits

This following sets out the circumstances in which a pupil may be prevented from attending an off-site visit due to behaviour concerns. The school is committed to ensuring that all off-site visits are safe, inclusive and positive experiences for pupils and staff.

The term ‘off-site visit’ applies to all visits organised by the school.

Off-site visits are an extension of the school environment. All pupils are expected to meet the standards of behaviour outlined in the School Behaviour Policy.

The school has a duty to:

- Safeguard pupils and staff
- Ensure the safety and wellbeing of all participants
- Manage risks appropriately
- Act fairly, reasonably and proportionately

To attend an off-site visit, pupils must:

- Demonstrate sustained acceptable behaviour in line with the School Behaviour Policy
- Follow staff instructions consistently
- Show that they can act responsibly and safely
- Respect peers, staff, property and the wider community

A pupil may be withdrawn from an off-site visit where there are reasonable grounds to believe that their participation would:

- Present a risk to their own safety or the safety of others
- Significantly disrupt the experience for other pupils
- Exceed the level of supervision that can reasonably be provided
- Undermine the safe and effective running of the visit

Examples of behaviour that may lead to withdrawal include (but are not limited to):

- Violence or aggression
- Bullying or harassment
- Persistent defiance
- Serious breaches of school rules
- Behaviour indicating an inability to follow safety instructions

Each case will be considered individually and in context.

Any decision to withdraw a pupil will:

- Be consistent with the School Behaviour Policy
- Be reasonable and proportionate
- Be based on clear evidence
- Take into account the pupil’s age, maturity and circumstances
-

The school will comply with its obligations under the Equality Act 2010. Where behaviour is linked to a recognised disability or special educational need, the school will consider reasonable adjustments before making a final decision.

Where an off-site visit forms a **compulsory part of the curriculum**, the school will consider:

- Whether alternative arrangements can be made
- Whether additional support can mitigate identified risks
- The educational impact of non-attendance

Exclusion from a compulsory curriculum visit will only occur where necessary to ensure safety and the effective management of risk.

Attendance on a **residential visit** is normally considered a privilege rather than an automatic entitlement, particularly where the visit is voluntary or extra-curricular.

Before withdrawing a pupil, the school will:

- Review behaviour records
- Consult relevant staff
- Consider any support plans in place
- Inform parents/carers in writing
- Provide reasons for the decision

If parents/carers disagree with the decision, they may follow the school's complaints procedure.

6. Internal suspension

An internal suspension is when a pupil is removed from their usual classroom for a short period but remains in school.

Instead of being sent home, the pupil works in a separate, supervised space. They continue with their schoolwork and are supported to reflect on their behaviour before returning to lessons.

Internal suspensions are intended to:

- reinforce clear behaviour expectations
- keep pupils learning
- reduce disruption for other children
- avoid the risks that can come with being sent home

They are a short-term measure, not a long-term placement.

7. Suspension

A suspension is where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.

8. Permanent Exclusion

A permanent exclusion is where, subject to a decision of the governing body to not reinstate the pupil, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or 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 the pupil or others such as staff or pupils in the school.

When establishing the facts in relation to a suspension or permanent exclusion decisions the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

For further information regarding suspension and exclusion please refer to 'Transform Trust Exclusions Policy – Addendum to Schools Behaviour Policy' available on the school's website.

The use targeted approaches to meet the needs of individuals

Individual Adaptations

Whilst the majority of pupils are expected to follow the behaviour policy as outlined, we recognise that some children may require individual adaptations or personalised approaches in order to succeed. This does not mean that any pupil can disregard the

Whitegate expectations entirely; rather, we acknowledge that pupils with complex needs may need tailored support or reasonable adjustments to help them meet expectations. Our commitment is to ensure that every child is given the care, guidance, and opportunities they need to achieve the high standards expected at Whitegate. We believe in the importance of support and understanding but this is equal to the importance of firm and consistent boundaries. At Whitegate, we resist endless discussions around behaviour and spend our energy returning learners to their learning. Please refer to Appendix A.

Soft starts

Soft starts are not a universal offer but proposed as a targeted intervention for those children who may need extra support with the transition from home to school to prepare emotionally and socially for learning. This intervention can support pupils to begin the school day in a calm, gentle, and flexible manner rather than immediately starting formal lessons. Soft starts are a nurturing approach that supports children's emotional regulation, social skills, and readiness to learn at the beginning of the day.

Soft starts at Whitegate can offer:

- **Gradual start:** Children arrive and settle at their own pace instead of beginning the day with structured lessons.
- **Focus on wellbeing:** Activities may include chatting with peers, reading, drawing, or mindfulness exercises to help children feel calm and ready to learn.
- **Routine building:** Soft starts often include predictable, low-pressure routines to foster a sense of safety and belonging.
- Positive behaviour impact: By easing children into the school day, soft starts can reduce stress, improve mood, and promote better behaviour and engagement in lessons.

Emotional Literacy Support Assistants (ELSAs)

ELSAs play a key role in supporting pupils' emotional and social development, helping them manage feelings, develop positive relationships, and build resilience. By providing one-to-one or small-group support, ELSAs help children overcome emotional or social barriers that can affect learning and behaviour. Working closely with the Behaviour Lead, teachers, parents, and other staff, ELSAs contribute to a consistent, whole-school approach to promoting positive behaviour, wellbeing, and academic engagement.

Circle of Friends

Circle of Friends is an evidence based structured, peer-support approach that helps improve social relationships and behaviour for children who may be isolated or struggling socially. A group of classmates, guided by a Teaching Assistant, meets over a 6 week period to offer support, encouragement, and positive feedback to the pupil. The intervention promotes inclusion, empathy, cooperation, and social skills, helping the child feel valued and supported while reducing challenging behaviours.

Behaviour Support Plan

Sometimes children's behaviour is beyond normal incentives and sanctions. Children may have emotional or physical needs that are more challenging to meet. In these cases, a child may be put on a Behaviour Support Plan (BSP). Both the parents/carers and the pupil will attend a meeting with the Behaviour Lead and class teacher to discuss their child's behaviour and the next steps.

Process - (designed in consideration of Nottingham City Council's INclude Service Steps)

We want every child to feel happy, safe, and ready to learn. Sometimes children show us through their behaviour that they are struggling and need extra help.

This guide explains what we do step by step when behaviour concerns arise.

Stage 0: Everyday Support (Universal Offer)

This is what we do for all children, all the time:

- Clear routines and expectations
- Positive relationships with adults
- Visual timetables and reminders
- Calm, consistent responses
- Praise and encouragement
- Teaching of social and emotional skills

Most children's needs are met at this level.

Stage 1: Early Concern

If a pupil begins to struggle with behaviour, we take early action.

What happens at this stage?

- The class teacher notices a concern and meets with parents/carers.
- We gather information to understand the behaviour through our reporting system, Trackit Lights (e.g., when it happens, possible triggers).
- The pupil's views are included.
- We try some simple support strategies (e.g., a check-in with an adult each morning, visual reminders, short breaks to help regulate emotions).

After 4 weeks we meet again to see whether the strategies have helped.

Stage 2: Additional Support

If more help is needed, a Behaviour Support Plan (BSP) is created.

What happens at this stage?

- Parents/carers, the pupil, the Class Teacher, Phase Lead, Behaviour Lead and SENDCo (where appropriate) work together to create the BSP.
- We look more closely at the pupil's needs (e.g., emotions, communication, confidence, routines).
- We agree specific holistic aims for the pupil.

The pupil may receive extra support such as:

- In-class observations by the Behaviour Lead
- Nurture or ELSA sessions
- Social skills groups
- A personalised timetable
- Extra regulation break
- A reward or motivation system designed for them

The parent/carer may be encouraged to join an evidence informed programme such as 'Triple P' or 'New Forest Parent Programme' to enhance knowledge and skills.

We review progress every 4 and adjust the plan as needed.

Stage 3: Intensive Support

If the BSP is having minimal impact, and the pupil's needs are more complex or ongoing, the 'Persistent Breach Policy' will be applied (see Appendix C).

What happens at this stage?

- Parents/carers will be invited to a meeting with Phase Lead, Class Teacher and the Behaviour Lead to review the BSP and be informed that the 'Persistent Breach Policy' will be applied.
- A safety plan may be put in place if required.
- We may involve outside agencies such as:
    - INclude Service
    - CAMHS

- Family Support services
- Enhanced Panel (Transform Trust)

We meet regularly with you and all professionals involved to review progress.

Working Together with Parents/Carers

We believe that pupils make the best progress when school and homework closely together.

Throughout the process, we will:

- Communicate regularly
- Listen to the pupil's child's feelings and experiences
- Ask for parent/carer views
- Keep parent/carers informed about next steps
- Celebrate successes together

We believe every pupil is unique and most behaviour is a form of communication. Together, we will work to understand what each pupil needs and help them succeed.

Serious Breach

If a pupil is suspected of committing any of the following offences, they must be referred to the SLT:

- physical assault
- fighting
- absconding
- deliberate serious damage to buildings and/or property
- a hate incident*
- bullying of any kind
- possession of any **prohibited items**. These are: *knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article a staff member 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)*
- persistent breaches of the school's behaviour policy
- sexual harassment**, meaning unwanted conduct of a sexual nature, such as:
    - sexual comments
    - sexual jokes or taunting
    - physical behaviour like interfering with clothes
    - online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
    - sexual violence** such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

* A **hate incident** is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

****Sexual violence and sexual harassment** can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. At Whitegate we will aim is to support these pupils to access their education and get the correct specialist support, working in partnership with the police and children's services.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that's seeks to normalise sexual harassment or violence in school. Sanctions will be applied in accordance with our behaviour policy.

Please refer to our child protection and safeguarding policy for more information on how we will respond to reports of sexual violence and sexual harassment.

Mobile Phones

Reception to Year 2 pupils are forbidden from bringing a personal mobile phone to school. If a child in these year groups brings a phone to school the agreed procedure is that this will be handed over to a member of staff who will send it to the office for safe keeping during the day. This can then be collected at the end of the day from the office by a parent. Parents will be informed that the school will not be held responsible for the security of a mobile phone brought into school unless they are handed to staff for safekeeping.

Pupils in Year 3 and 4 are permitted to bring a mobile phone to school, to support safety issues if they come to school independently AND if their parent has provided the Head of School with written permission.

Pupils in Year 5 and 6 are permitted to bring a mobile phone to school, to support safety issues if they come to school independently.

All mobile phones should be named, switched off and handed to the teacher at the beginning of the day and collected at the end of the day. If parents want their child to bring a phone it is on the understanding that they agree with the following limitations on use, namely:

- mobile phones must be switched off at all times **whilst on the school premises**
- it is not permitted for a pupil to film or photograph anyone on school grounds using their mobile phone
- the phone will be kept in the school office throughout the day
- the school will not be held responsible for the security of a mobile phone brought into school unless they are handed in for safekeeping
- content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a member of the SLT if the pupil is suspected of using their phone to commit a serious breach

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.

b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Misbehaviour (On-site or Off-site)

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a member of the SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and **authorised** school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks,

pornographic images, or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules (e.g., mobile phones, money, sweets).

Please Note: Schools do not require parental consent to use force on a student.

What is Reasonable Force?

- The term **'reasonable force'** covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can Reasonable Force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 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 judgment of the staff member concerned and should always depend on the individual circumstances.

Schools can use Reasonable Force to:

- 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 a school trip or visit.
- 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.

Schools <u>Cannot:</u>

- use force as a punishment – it is always unlawful to use force as a punishment.

Telling parents when force has been used on their child

If the use of force (passive physical, active physical or restraint) has been used then a record will be made, and the parents/carers will be informed.

Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- **Power to search without consent** for "prohibited items" (listed under the section 'Serious Breach' above).

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School or the Executive Head Teacher, or by the Head of School or Executive Head Teacher themselves.

The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An appropriate location for the search will be found. This will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. 'I will ask you to turn out your pockets and remove your scarf'
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or trays.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching Pupils' Possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- ✓ Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- ✓ If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on the school's safeguarding system MyConcern.

Informing Parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Pupils with SEND and/or Additional Needs

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) or an additional need (diagnosed or undiagnosed).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's needs, although we recognise that not every incident of misbehaviour will be connected to their needs. Decisions on whether a pupil's needs had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND or additional needs, especially where their SEND affect their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Examples of actions we may take when anticipating and removing triggers for misbehaviour include:

- Short, planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements
- Training for staff
- Use of separation spaces where pupils can regulate their emotions during the moment of sensory overload

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's special educational needs and disability coordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Monitoring

The Head of School will monitor the effectiveness of this policy on a regular basis through half termly behaviour meetings and behaviour learning walks around the school. The Head of School also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps an electronic record of incidents of misbehaviour on Trackit. The Class Teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes.

The school keeps a record of any pupil who is suspended, or who is permanently excluded.

Hate incidents are also recorded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Anti-Bullying Policy

Bullying is actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). There can be specific types of bullying, including homophobic bullying. All are treated extremely seriously at Whitegate Primary and Nursery School.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. All pupils are taught the phrase – 'Say No Go Tell!' – as a way of preventing bullying and are taught to tell an adult in school if they are concerned that someone is being bullied. A small group of children are trained through the Diana Award as Anti-Bullying Ambassadors and are active within the school community. This group of children initiate and manage anti-bullying campaigns in school each half term to ensure anti-bullying is at the forefront of everyone's agenda. To strengthen the 'Say No Go Tell' strategy, a unique and targeted website has been designed specifically for children who feel they are unable to verbalise their concerns. These children can share their concerns through the website, and the Behaviour Lead is notified immediately.

Types of Bullying

Physical Bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

Verbal Bullying

Verbal bulling includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.

Social Bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation.

Social bullying can include:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to social exclude someone
- damaging someone's social reputation or social acceptance.

Cyber Bullying

The Cyber Bullying Research Centre defines cyber bullying as: Intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices.

Cyber bullying can be overt or covert bullying behaviours using digital technologies including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyber bullying can include:

- abusive or hurtful texts, emails or posts, images or videos
- deliberately excluding others online
- nasty gossip or rumours
- imitating others online or using their log-in

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual

Responding to Bullying

All cases of alleged bullying must be reported to the Behaviour Lead through Trackit.

In any case of alleged bullying, the Class Teacher and Behaviour Lead will first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Behaviour Lead will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties will be informed.

If the situation does not improve, the Behaviour Lead should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g.

through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Process for Responding to Incidents of Hate

Step 1. Immediate Safety and Response

- Ensure all pupils involved are safe.
- Stop the behaviour immediately and separate pupils if needed.
- Provide reassurance and support to any pupil targeted by the incident.

Step 2. Initial Investigation

- Speak to the pupils involved as soon as possible, using a calm, factual approach.
- Gather brief accounts from witnesses or staff who observed the incident.
- Record what happened in clear, neutral language.

Step 3. Identification of a Hate Incident

- Determine whether the incident involved prejudice or hostility linked to a protected characteristic (e.g., race, religion, disability, gender identity, sexual orientation).
- If so, classify it as a hate incident, regardless of intent.

Step 4. Recording the Incident

- Record the incident on the school's behaviour or safeguarding reporting system (e.g., Trackit Lights).
- Include details of what occurred, who was involved, actions taken, and follow-up required.
- Ensure the incident is logged in line with local authority guidance for monitoring hate incidents.

Step 5. Contacting Parents and Carers

- Inform the parents/carers of both the targeted pupil and the pupil responsible for the behaviour on the same day where possible.
- Share initial findings and next steps clearly and sensitively.

Step 6. Support for the Targeted Pupil

- Provide emotional support and reassurance.
- Check in regularly during the following days or weeks (e.g., with class teacher, ELSA, Behaviour lead).
- Ensure they feel safe and understand how adults will continue to support them.

Step 7. Educational and Behavioural Response for the Pupil Responsible

- Address the behaviour directly through restorative conversations, reflection, or behaviour teaching.
- Provide appropriate consequences in line with the behaviour policy.
- Offer targeted teaching or intervention to build understanding of diversity, respect, and impact of harm.
- Monitor behaviour closely following the incident.

Step 8. Restorative Approaches (when appropriate)

- Facilitate a supported conversation between pupils to rebuild relationships, only when both pupils feel comfortable and it is judged safe and appropriate.
- Focus on understanding impact, repairing harm, and agreeing safer future behaviour.

Step 9. Reporting to External Agencies (if required)

- Report the incident to the local authority if required by local hate incident monitoring procedures.
- Consider whether further advice is needed from safeguarding services, behaviour support teams, or other agencies.

Step 10. Review and Follow-Up

- De-brief for all staff involved.
- Review the effectiveness of the response and any follow-up support.
- Monitor for any further incidents or patterns.
- Adjust classroom or school practice where necessary to promote inclusion and prevent recurrence.

Review

The policy to Promote Positive Behaviour and Relationships will be reviewed in the autumn term 2026.

Signed: _____ Chair of Governors

Date:___/___/___

Appendix A – Graduated response

Green Behaviour

Pupils are recognised for going above and beyond in displaying one or more of the school values of kindness, respect and/or being proud. These are essential characteristics for an engaging, fun, safe and healthy learning environment. Pupils feel a sense of achievement and pride when their hard work is being recognised. Whitegate staff may recognise positive achievements in different ways (please see page 7 – Strategies to Encourage Positive Choices) and may include:

- Verbal praise
- Positive behaviour award (logged on Class Charts)
- Individual class rewards
- End of half term award

When pupils are not meeting expectations of acceptable behaviour, this will be approached and recorded as follows:

Orange Behaviour

Step 1

This behaviour may include being unkind, disrespectful to others and/or the school environment, having a disregard to personal learning and/or the learning of others. It also includes not adhering to the school rules. This might look like:

- Talking
- Distracting others
- Being slow to complete work
- Arguing with peers
- Calling out
- Being rude/disrespectful to staff
- Throwing small equipment
- Refusal to follow instructions

Staff understand that we all make mistakes from time to time. They will remind pupils regularly of the appropriate behaviour required for an engaging, fun, safe and healthy learning environment. Pupils will be expected to listen to staff advice and correct behaviour.

Step 2

Regardless of the support offered to enable a pupil to correct their behaviour, if their undesirable behaviour continues and is not acceptable for a positive learning environment, it will be recorded as yellow behaviour.

This again will include being unkind, disrespectful to others and/or the school environment having a disregard to personal learning and/or the learning of others. It also includes not adhering to the school rules. This might look like all the above and include behaving in a way that could impact on a pupil's own and/or others physical or emotional wellbeing.

Step 1 - Guidance for staff:

Non-Verbal reminders.
A look, standing near the child, reminder of class expectations and school rules/values, praise children nearby.

Verbal Request and warning on a one-to-one basis.
'Name' your (describe behaviour) and this affecting you/the class because (state reason). Please can you (desired behaviour). Praise a child with desired behaviour.

Class staff may use other interventions to support pupils to access learning appropriately. This may be through:

- A restorative conversation with the pupil and/or peers
- Moving seats
- Distraction techniques
- Coregulation
- Time in the calm corner for the pupil to refocus and reconnect with learning.

Step 2 - Guidance for staff:

If undesirable behaviour continues, staff may use other interventions to support a pupil to access learning appropriately. As well as the above, this may be through:

- A referral to another staff member
- Playtime and/or lunchtime reflection
- Discussion with parents/carers
- Loss of/suspension of privileges
- After school detentions

Step 3 – Red Behaviour

If undesirable behaviour persists OR is seriously unacceptable this will be recorded as red behaviour. A red behaviour can be issued immediately depending on the severity of behaviour. This might look like all the above. A red behaviour also includes but is not limited to:

- Persistently breaking the classroom/school rules and/or expectations
- Persistent disruption to learning
- Persistent inappropriate language
- Absonding
- Serious lack of respect towards adults
- Threatening behaviour towards others
- Persistent abusive language towards peers or staff
- Continued refusal to comply
- Assault / fighting
- Racist, discriminatory, or homophobic language, including sexist derogatory language directed at an individual.

Guidance for staff:

If undesirable behaviour is either persistent, seriously unacceptable or is a serious breach of our school policy, class staff may use the above interventions to support a pupil to access learning appropriately and may also:

- Issue daily targets through a Behaviour Report with daily reflection
- Move the pupil to a paired class
- Arrange a parent/carer meeting
- Loss of/suspension of privileges
- Make a referral to the Behaviour Lead or SLT

In certain circumstances SLT may decide on appropriate consequences for undesirable behaviour which may include:

- Removal from classroom
- Meetings with parent/carer
- Suspension
- Permanent Exclusion

Appendix B - Values

We have thought about some clear statements to describe what our values mean in the real school environment and what it is we might see when we are displaying our values individually and as a whole school.

These help us to stay safe, have healthy relationships, remain focused and achieve academically, socially and emotionally.

These values are in place to support us to be our best selves, individually and as active members of a whole school community and beyond.

As a whole school community, we strive to ensure we encourage, promote, guide and apply these values every day.

WE ARE kind

We use positive language.

We are conscious of each others feelings.

We are thoughtful.

We are never alone.

We forgive.

We are honest.

We are helpful.

We give without expecting anything in return.

We always try to make the right choices.

We give each other time.

We follow instructions and take good advice.

We learn together.

We want the best from and for everyone.

We keep our hands, feet and objects to ourselves.

We treat others how we would expect to be treated.

We act and speak in a way that shows we care about everyone we come in to contact with.

We use our manners.

We listen to others.

We practice gratitude - we are thankful.

We look after our school environment.

WE ARE respectful

We communicate effectively through our words and our actions.

We express ourselves safely and respectfully.

We talk about others and ourselves positively.

We are proactive.

We ask for help.

We practice empathy.

We listen.

We talk about our feelings.

We share good ideas.

Everyone matters regardless of ability, disability, race, sexual orientation, gender reassignment, age, gender, religion or belief.

We have individual liberty - the right to make positive choices.

We respect the rule of law and ensure a safe environment for all.

We respect the values, ideas, and beliefs of others.

We do not judge.

WE ARE proud

We are resilient - we always try our best, even in challenging situations.

We take care in our work and make the best efforts - we are diligent.

We make mistakes and we learn from them.

We strive for excellence.

We never give up, we persevere.

We are independent.

We are successful.

We make a difference.

We are flexible and adaptable.

We are reflective.

We use our skills to help to empower improvements.
We are role models.

We make improvements.

We build healthy relationships.

We are a school family.

Appendix C - Persistent Breach Policy

Purpose of the Policy

The Whitegate Persistent Breach Policy is designed to provide structured support for pupils whose behaviour has persistently breached the school's Behaviour Policy over an extended period and is significantly affecting their own education and welfare and/or that of others, including staff and pupils in school. A pupil will be placed on this policy when initial behaviour interventions have not led to sustained improvement, and persistent disruptive behaviour continues.

Throughout the Persistent Breach Policy, the school will implement a range of supportive measures, ensuring that both pupil and parental voice are heard and considered at each stage. The primary aim is to help the pupil understand the seriousness of their behaviour and make positive and sustained changes.

However, if despite these interventions there is no meaningful improvement, and the behaviour continues to seriously harm the education or welfare of the pupil or others such as staff or pupils in the school, the school may have no option but to proceed to a permanent exclusion. In such circumstances, the pupil's placement at Whitegate will be brought to an end.

Stages of the Policy

Stage 1: Identification

Phase Leaders and the Senior Leadership Team, alongside the Behaviour Lead, regularly reviews behaviour across the school. Despite the implementation of initial behaviour interventions, where a pupil continues to display significantly disruptive behaviour that is seriously harming the education or welfare of themselves and others, the pupil and their parent/carers will be invited to an initial meeting. The initial meeting will be held with the Phase Lead, Behaviour Lead/a member of SLT, the pupil (where appropriate) and parent/carer. During this meeting:

- The purpose of the Persistent Breach (PB) Policy will be explained.
- The school will present its statement of case for placing the pupil on the PB Policy.
- Current support measures will be reviewed, and additional supportive options will be discussed. As part of this, the Head of School and Behaviour Lead will review whether the pupil has any identified or suspected Special Educational Needs and/or disabilities (SEND) and ensure that reasonable adjustments and support have been made in line with the Equality Act 2010 and SEND Code of Practice. This review will be documented as part of the meeting record.
- It will be clearly stated that while the aim is to achieve improvement, failure to improve by the end of the PB Policy could result in permanent exclusion.

The pupil will then begin an initial 2-4 week review period, during which they will be placed on daily report. A review meeting with the Phase Lead, Assistant Headteacher (where appropriate), Behaviour Lead, parent/carer, and pupil will be arranged for the end of this period.

During these two to four weeks:

- Continued disruptive behaviour will result in full lunchtime reflection periods.
- If a pupil refuses to attend lunchtime reflection, it will take place after school instead.

Stage 2: 2-4 Week Review

After the initial 2-4 week review period, a meeting will be held to review progress. The school's hope is that improvement will be evident by this stage. At this meeting:

- Parent/carer and pupil voice will be heard.
- Additional supportive measures will be discussed if needed.

Following the discussion, one of the following outcomes will be agreed:

1. Sufficient progress has been made – the pupil is removed from the PB Policy and go back to the main Whitegate policy, possibly staying on report to help sustain positive progress (though they may be placed back on it if behaviour declines).
2. Some progress has been made – the review period is extended for a further two weeks to allow the pupil to embed improvements.
3. Insufficient progress – the pupil moves to Stage 3 of the PB Policy.

Stage 3: 2-4 Week Review with Increased Sanctions

If a pupil reaches Stage 3, they will begin another 2-4 week review period. At this point, any further disruptive behaviour will result in a suspension, reflecting the frequency and seriousness of the impact on learning and the welfare of others. Following any suspension within this policy, a reintegration strategy meeting will be held upon the pupil's return, focusing on restoring relationships, identifying further support needs, and ensuring the pupil can make a successful re-engagement with learning. This is in accordance with Part Three of the DfE Guidance and Transform Trust's reintegration principles.

At the end of this stage, another meeting will be held with the Head of School, Phase Lead, Behaviour Lead, parent/carer, and pupil. Parent and pupil voice will again be considered, and any additional supportive measures will be reviewed. Possible outcomes:

1. Noticeable improvement – the pupil will remain on daily report but return to shorter lunchtime reflections, consistent with the initial Behaviour Policy.
2. Continued disruption – despite suspension and support, the pupil's behaviour continues to seriously harm the welfare of others. The pupil will move to Stage 4, and the school will begin to give serious consideration to permanent exclusion.

Stage 4: Final Four-Week Review

At Stage 4, the pupil will enter a final 4-week review period. This represents a final opportunity for the pupil to make and sustain significant improvements. During this stage:

- Supportive measures will remain in place and may be further adapted.
- Regular monitoring and feedback will continue.
- Parent and pupil voice will be sought throughout the review period.

At the end of the 4-week review:

If there is not sufficient improvement in behaviour, and the pupil continues to persistently breach the school's Behaviour Policy such that the welfare and education of the pupil and others including staff and pupils is being seriously harmed, the school may move to permanent exclusion. This decision will mark the end of the pupil's placement at Whitegate. An early review may be called in the event of a serious breach.

Before any decision to recommend permanent exclusion is made, the Headteacher must document consideration of whether an off-site direction to Alternative Provision or a Managed Move could serve as a reasonable alternative intervention, in accordance with Transform Trust's Exclusions Policy Addendum (Sept 2025) and Part Four of the DfE Suspension and Permanent Exclusion Guidance (Aug 2024).

Where a suspension or permanent exclusion is issued, the Headteacher will, without delay, notify the parent/carer, the Local Authority, and where applicable the pupil's social worker and Virtual School Head (VSH), providing written reasons for the decision in line with statutory guidance.

This Persistent Breach Policy has been updated to reflect full alignment with: Transform Trust Exclusions Policy Addendum to Behaviour Policy (Sept 2025) and DfE Suspension and Permanent Exclusion Guidance (Aug 2024).

Date:

Present:

Apologies:

Statement of Case for PUPIL

Context:

Chronology of behaviours:

Current supportive measures in place:

Consideration of SEND and/or disabilities:

Impact statement:

Meeting Minutes
Actions following from initial meeting
Parent Voice
Is there anything else you feel the school should know? Is there any additional support you would like us to consider?
Pupil Voice
Do you understand what this meeting was about? Is there anything in school you think may help you to meet The Whitegate Way?

Parent/carer declaration

I, _____ parent/carer of _____ understood the information presented to me in the meeting today. I understand the process and aims of the Persistent Breach Policy and the potential outcomes.

Pupil declaration

I _____ understand the impact of my behaviour and that I need to make positive changes to show my best self at school.