



Whitleigh Community Primary School

Behaviour Policy and Procedures

Whitl School is part of the Greenshaw Learning Trust.

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Policy Title	GLT School Behaviour Policy and Procedure	
Category	Common School Policy	
Responsible Officer	Headteacher	
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Monitoring arrangements	This policy will be reviewed annually, or sooner if required by statutory guidance updates. The implementation of this policy will be reviewed annually by the Headteacher.	
Associated Policies Internal Policy Library Published GLT Policies <i>For school policies please visit the school website</i>	● GLT Student Welfare Statement ● GLT Safeguarding Policy ● GLT Suspensions and Exclusions Procedure ● GLT Positive Handling and Restrictive Intervention Policy ● School Safeguarding Policy	
This Policy is based on or takes into account the following legislation and guidance	● Behaviour in schools: advice for headteachers and school staff ● Searching, screening and confiscation: advice for schools ● The Equality Act 2010 ● Keeping Children Safe in Education ● Suspension and permanent exclusion from maintained schools, academies and pupil referral units ● Use of reasonable force in schools ● Supporting pupils with medical conditions at school ● Special Educational Needs and Disability (SEND) Code of Practice.	

School Behaviour Policy and Procedures

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Part A

Terminology

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school or academy within the Greenshaw Learning Trust.
- Headteacher means the headteacher, executive headteacher or principal of the school/academy.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Trust Shared Service means the services, functions and staff of the Trust that are not contained within a school budget and/or are not the responsibility of a school Headteacher. With respect to the Trust Shared Service, references in this Policy to the responsibilities of the Headteacher should be read as the GLT CEO.
- Responsible Officer means the member of the Director Team to which responsibility for the management of the policy, procedure or statement has been delegated by the Board of Trustees
- Policy or Policies should be read as including any procedures, reports, templates, models, statements and schedules etc. as specified in the GLT Policy Schedule. Categories of Policy are defined in 'Scope and Applicability'

Scope & Applicability

- It is the responsibility of the Headteacher of each school, and the GLT CEO for the Trust Shared Service, to ensure that their school/service and its staff follow this Policy and all Policies and Procedures across the Trust.
- If there is any question or doubt about the interpretation or implementation of this Policy, the 'Responsible Officer' or the GLT CEO should be consulted.
- Unless otherwise stated, all Policies apply to all schools within the Trust, all Trust employees (including temporary and agency staff), all pupils, all trustees and committee members (including members of community committees), all volunteers, and all visitors and contractors
- Our school is part of the Greenshaw Learning Trust (GLT), therefore it is subject to the policies and procedures of the Trust, as approved by the GLT Board of Trustees.
- **This is a Common School Policy.** Common School Policies are where the Board of Trustees has determined that all schools in the Trust must follow the same Policy, so that the Trust can fulfil its statutory responsibilities and/or manage its schools effectively. Common school policies and procedures are approved by the Board of Trustees. Some will have a school-specific element or annex; in these cases each school's Headteacher will have tailored those specific parts of the policy/procedure – and those parts only, as indicated in the policy/procedure – to their specific requirements. All schools and services within the Trust must comply with Common School Policies, although the appendix is applied locally.
- Parts A, B and C of this Behaviour Policy and Procedure apply to the Greenshaw Learning Trust as a whole and to all the schools in the Trust in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust. Part D of this Behaviour Policy and Procedure applies specifically to our school. If there is any ambiguity or conflict between Parts A to C and Part D, Parts A to C take precedence.
- In implementing this Policy and Procedure the Headteacher, school and Trust Shared Service staff, must take account of any advice or instruction given to them by the GLT CEO, GLT Education Directors or Board of Trustees.
- If there is any question or doubt about the interpretation or implementation of the Procedure, the GLT CEO, or GLT Education Directors should be consulted.

Part B

Policy Statement

The Board of Trustees of the Greenshaw Learning Trust believes that its schools have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Greenshaw Learning Trust as set out in the Procedure.

This School Behaviour Policy and Procedure and any associated school rules and approaches will ensure that:

In all GLT schools:

- Schools have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force, where appropriate, are used consistently by staff, in line with the Behaviour Policy.
- The school will work to create an environment where removal from class and exclusion from school is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The Behaviour Policy and Procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the school and pupils' home life.

Part C - Procedures

C.1 Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

C.2 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- 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.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping or related activity
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Imitation weapons
 - Alcohol.
 - CBD products, such as oils, vapes and gummies.
 - Illegal drugs, including THC (Tetrahydrocannabinol) and any related products.
 - Stolen items.
 - Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
 - 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).

C.3 School Behaviour Curriculum

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- Arrive at lessons on time and be properly equipped and ready to learn
- In class, make it possible for all pupils to learn, support and promote a positive and disruption free environment.
- Move quietly, and calmly around the school as directed.
- Care for the school buildings and school property.
- Wear the correct uniform at all times, including to and from school and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online, including travel to and from school.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our school are detailed in our school procedures, see Part D.3.

C.4 Classroom management

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own school rules.
- Will develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Following the school procedure for dealing with low-level disruption.
 - Using the rewards procedures to encourage positive behaviours.

C.5 Mobile phones

- In GLT Schools, mobile phones and smart watches are not allowed.
- Mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day, and whilst on site, in accordance with the school's procedures (see section D).
- School procedures will follow DFE Searching, screening and confiscation guidance for confiscation of mobile phones.

C.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's Safeguarding Policy and Procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

C.7 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, school staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These will be outlined in the school's rewards procedures.

The approach used at our school is detailed in our school procedures, see Part D.7.

C.8 Responding to unacceptable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, school staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.

Staff expect classrooms and learning environments to be disruption free.

Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues from escalating.

All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified, and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered in the future to a pupil to help them to meet behaviour expectations in the future.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The approach used at our school is detailed in our school procedures, see Part D.8.

Personal circumstances of the pupil will be taken into account when deciding on consequences and alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil. The school will have regard to the impact on consistency and perceived fairness when considering any alternative arrangements.

C.9 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of school staff can use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

- Be recorded and reported to parents in writing, unless doing so would likely result in serious harm to the pupil.

When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

When the use of reasonable force constitutes a restrictive intervention, the procedures set out in the GLT Positive Handling and Restrictive Intervention Policy must be followed.

C.10 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools](#).

C.11 Off-site unacceptable behaviour

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour 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 the school.

Sanctions may also be applied where a pupil has behaved unacceptably 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.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.12 Online misbehaviour

School staff 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.

C.13 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, school staff 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, the Headteacher will make the decision for who makes the report.

If police attend the school site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police investigation. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with the police investigation.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

C.14 Zero-tolerance approach to sexual harassment and sexual violence

The Headteacher will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Individual schools have their own procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to the School Safeguarding Policy and procedure for more information.

C.15 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes a serious allegation, including one of sexual violence or sexual harassment against another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the School Safeguarding Policy for more information.

C.16 Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. The approach used at the school is detailed in the school procedures, see Part D.16.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Maintain the learning environment for all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been removed from the classroom.

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school Management Information System (MIS).

C.17 Detention

School staff can issue detentions to pupils during break, after school or on weekends during term time.

School staff will inform pupil's parents in accordance with school procedures.

When imposing a detention, staff will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.

The approach used at our school is detailed in the school procedures, see Part D.17.

C.18 Suspension and permanent exclusion

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort. When making the decision to suspend or exclude, due consideration will be given to the impact of allowing the pupil to remain in school and the impact that this would have on the education and welfare of the pupil or others, such as staff or pupils in the school.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*).

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

See Part C.26 for further information.

C.19 Anti-Bullying

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place.

There is no legal definition of bullying, however our definition of bullying is: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We recognise that bullying is a form of Child-on-Child Abuse.

Bullying is, therefore, behaviour that is:

- Deliberately hurtful.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being deliberately and persistently unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support. We recognise that bullying is a form of Child-on-Child Abuse and therefore support will be managed in accordance with the School Safeguarding Policy.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible.

Staff will be alert to the fact some groups of pupils may be more vulnerable to bullying, such as pupils with a disability and/or special educational need and will respond decisively to safeguard pupils.

The approach used at our school is detailed in our school procedures, see Part D.19.

C.20 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND 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, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of 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 by the local authority and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:
 - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
 - Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.
 - Adjusting uniform requirements for a pupil with sensory issues.
 - Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.
 - Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any proactive support will take into account the specific circumstances and requirements of the pupil concerned.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. The impact of the support must be regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

C.20.a Adapting sanctions for pupils with SEND

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

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?
- Whether the sanction is a proportionate means of achieving a legitimate aim

If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour.

Where a sanction is implemented, the headteacher will assess where appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Headteacher will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

C.20.b Considering whether a pupil displaying challenging behaviours may have unidentified SEND

The special educational needs co-ordinator (SENCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will 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, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

C.20.c Pupils with SEN but without an EHC plan displaying challenging behaviours

For pupils with SEN but without an EHC plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHC needs assessment or a review of the pupil's current package of support.

C.20.d Pupils with an education, health and care (EHC) plan

The special educational provision set out in the EHC plan must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for.

If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and if any additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual

review. Requesting an early annual review should be considered prior to making the decision to suspend or permanently exclude.

The approach used at our school is detailed in the school procedures, see Part D.20.

C.21 Supporting pupils following a sanction

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

The approach used at our school is detailed in the school procedures, see Part D.21.

C.22 Inducting incoming pupils

School staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider school culture.

C.23 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

C.24 Training

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

C.25 Monitoring and evaluating school behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

The data will be analysed from a variety of perspectives including:

- At Trust level.
- At school level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Education Director(s).

The school will work with the Greenshaw Learning Trust Shared Service to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to The Greenshaw Learning Trust Board of Trustees.

C.26 Suspensions and Exclusions

Definitions:

- A **suspension** removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A **permanent exclusion** involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should 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.

The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance, the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

The process:

- When a Headteacher decides to suspend or permanently exclude a pupil they will inform the pupil's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the pupil's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the pupil to return to school. (*This may be by email if they have given written consent for notice to be sent this way*).
- Representations should be made in writing to the Clerk - details of how to do this will be provided in the notification letter.

Review by a Exclusions Committee:

- For:
 - i. a **permanent exclusion**;
 - ii. a **suspension** that would bring the pupil's total number of days out of school to **more than 15 days in one term**; or
 - iii. a suspension that would result in a **pupil missing a public examination or national curriculum test**:

Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.

- For a **suspension** that would bring the pupil's total number of days out of school to **more than 5 but no more than 15 school days** in one term AND the parents/carers **have** made representations:

Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension, or may direct the pupil to be reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.

- For a **suspension** that would **not** bring the pupil's total number of days out of school to **more than 5** school days in one term:

Then an Exclusions Committee will consider any representations from the parents/carers, if any are made, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Exclusions Committee will be arranged by the Clerk, who will communicate with relevant parties including the pupil's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

Following a suspension or permanent exclusion:

- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.

Part D - School Operational Procedures

D.3 School Behaviour Curriculum and School Rules

At Whitleigh Community Primary School we believe that...

All pupils should be [ready, respectful and safe](#)

Staff promote high expectations of the standard of behaviour throughout the school day by:

- being consistent and fair
- setting a good example of politeness, mutual respect and kindness
- focussing attention and praise on those children who are showing good learning attributes and social behaviours
- building relationships and trust with pupils
- ensuring pupils are responsible for their behavioural choices and the consequences of them
- setting the provision of an interesting, relevant, challenging and varied curriculum
- maintaining a calm and focussed school environment

Whitleigh Community Primary School distinguishes between the pupil and the pupil's behaviour. The pupil is encouraged to understand that they control their own behaviour – it is their choice as to how they behave. At all stages the pupils will be reminded that we need all behaviour to enable all pupils to be Ready, Respectful and Safe.

At Whitleigh Community Primary School we deliver our behaviour curriculum through our PSHE curriculum, our collective worship programme and direct instruction in the classroom. It is also modelled by all staff across the school.

Further information about our behaviour curriculum is available on the website here. Classroom rules and expectations of behaviour around the school are clearly displayed on posters, and regularly communicated to pupils.

Our school rules are encapsulated in the words 'Ready' 'Respectful' and 'Safe' – we teach these through our behaviour curriculum.

We are a Rights Respecting School. At the beginning of the new school year, each class agrees to a 'Class Charter' (based on the Convention on the Rights of the Child) which is signed by all class members including the adults. Each class will spend time considering the overarching aim of 'Ready, Respectful and Safe' alongside the CRC. They will use age appropriate ways (discussion cards, diamond 9 activity etc) to discuss the CRC and decide on the most important articles to enable all children to be 'Ready, Respectful and Safe'. Therefore, each class charter may vary in content and appearance; however, all are based on articles from the CRC, and uphold our aim to ensure everyone is 'Ready, Respectful and Safe'.

For some pupils, schools may need to establish alternative formalised procedures, which could be adapted if the whole school support approach does not match the needs of an individual child, including seeking advice from other agencies, a one-page profile and an IBP.

D. 5 Mobile phones

For some pupils, particularly those who walk home without parents, mobile phones are necessary. Children are expected to turn their phone off when entering the school gates and hand their phone to their class teacher who will lock the phone away until the end of the day where children are then able to collect them. This applies to smart watches too.

D.7 Responding to good behaviour

Class Dojos

We believe that there should be no 'invisible' children and that children who are continually demonstrating that they can be 'Ready, Respectful and Safe' should be rewarded for doing so. Children who demonstrate that they are 'Ready, Respectful and Safe' are therefore recognised by being given 3 Dojo Points per day.

Pupils are expected to display appropriate behaviours at all times and are regularly awarded Dojo Points for meeting these expectations.:

Amount of Dojos	Positive behaviours
1	Positive learning behaviours
5	Beyond expected: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.
10	Extraordinary: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.

Children may also be awarded extra Dojo Points for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours. Positive break time and lunch time behaviours will also be awarded with Dojo points.

Children earn Dojo points throughout the year. These points can be accumulated and then spent on various items in our school shop. Some items are physical, such as toys, fidgets, stationery whereas others are time and treats, such as extra play, time with an adult, etc.

SLT will monitor Dojo distribution regularly to ensure equity across classes.

Teams

We have four teams: Walkham (green), Yealm (yellow), Tamar (blue) and Plym (red). Each child contributes towards a house team, with their dojos. Each week the winning team will be celebrated in assembly and there will be a prize and the end of term for the team with the most points.

Reward Time

This is linked to our home learning. Each child can earn up to 30 minutes of Reward Time each week for:

- Reading three times per week = 15 minutes
- Homework completed = 15 minutes

Those children who are unable to complete home learning at home will do this during Reward Time.

Positivity bands

Class teachers will recognise and reward pupils who show exceptional efforts and behaviours during the school day with positivity bands, that they can take home at the end of the day and celebrate with their families.

Headship hot chocolate

Headship hot chocolate is a special recognition time dedicated to pupils who consistently demonstrate positive behaviour and outstanding effort throughout the school week. It celebrates their commitment to our school values and encourages all pupils to strive for excellence in both attitude and learning.

One child per year group will be chosen each week.

Celebrations

Each week, during assemblies, other celebrations take place. These are:

- Awards for Times Tables Rockstars
- Awards for Renaissance Reading
- Spinner Wheel
- Attendance
- Beacon Award (shining example) – celebration of key school values
- House Point Winners
- Birthdays – wear Mufti on your birthday
- Headship Hot Chocolate

Termly assemblies

The Kudos Honours – awarded for demonstrating the school values **KINDNESS, RESILIENCE, INTEGRITY**

Endeavour award – Key Stage – those who have tried hard to achieve something

Homework reward – voucher for homework that is randomly selected

Attendance – Half Term Hero

D.8 Responding to unacceptable behaviour

At Whitleigh Community Primary School, we believe that every single child has two fundamental rights from the moment they walk through our gates:

- The Right to Feel Safe: Every pupil deserves to spend their day in a calm, predictable, and kind environment, free from the fear of physical or emotional harm.
- The Right to an Uninterrupted Education: Learning time is precious. Every child has the right to a classroom where they can focus, explore, and succeed without their progress being hindered by the disruptive choices of others.

We are a school that leads with the heart. We recognise that behaviour is often a form of communication, and we will always go the extra mile to support our children. Whether through mentored check-ins, emotional regulation support, or bespoke pastoral care, we are committed to helping every child understand their emotions and make positive choices.

However, we also believe that clear boundaries are an act of care.

Our 'Core Safety Boundaries'

To protect the safety and the education of our whole community, we have clear "Core Safety Boundaries." While we will always support a child to get back on track, certain behaviours cross a line that compromises the rights of others.

When these boundaries are crossed, firm and consistent consequences will be applied. We do not apologise for having high expectations. We hold these boundaries not to punish, but to ensure that Whitleigh Community Primary School remains a place where every child can flourish, every teacher can teach, and every parent can be confident that their child is safe and learning.

The school utilises a 'Behaviour Curriculum' to explicitly teach, model, and rehearse the routines required for a safe and purposeful learning environment. While this policy outlines standard sanctions, the list is non-exhaustive.

Staff maintain the professional discretion to implement reasonable, proportionate, and age-appropriate corrective measures to reinforce these expectations.

If a child demonstrates behaviour which prevents other pupils or themselves to be ready, respectful and safe, then the behaviour needs to be addressed. Typically, this can be done moving through the recovery strategies outlined in the graduated response. Pupils should move systematically throughout the stages starting at the Low Level and moving up. At all times the focus should be to refocus the pupil onto their learning. Teachers must always consider whether there is something causing the behaviour such as: level of challenge, seating arrangements, pace of lesson, personal issues etc and reasonable adjustments can be implemented. Although this understanding will not excuse poor behaviour it may help to avoid certain situations reoccurring.

There may be times when certain behaviours require an elevated point of entry into the recovery system. This may require bypassing all previous stages of the system to a High-Level approach.

Examples of these are outlined below.

If a pupil's behaviour regularly reaches upper Medium Levels of the chart or above, then the teacher will consider the pupil being placed on an Individual Behaviour Plan. Parents or Carers will be called in for a meeting with the teacher and a senior leader to discuss the implementation of the plan.

Whereas there is not an exhaustive list of challenging behaviours, some behaviours that would be considered extreme and moved to a high-level consequence could include:

- Physical assault on another child
- Physical assault on an adult
- Vandalism
 - Any damage to school property, the school will seek payment from the parents for the damage caused
 - If a pupil vandalises any property but it is not broken, for example, ripping down display boards or throwing chairs etc, it is expected that the child will fix the damage with the support of staff or parents as appropriate
- Spitting
- Bullying – including racial or homophobic language
- Persistent low-level disruption
- Refusal. We recognize that refusal can sometimes be a stress response; staff will use de-escalation and recovery strategies to support the child, but ultimately, following adult instructions is essential for community safety

Parent Conduct

All members of Whitleigh staff have the right to work without fear of violence and abuse so that they can be confident that they are operating within a safe environment.

We expect parents and other visitors to behave in a professional and appropriate way towards members of school staff and work in partnership to support the education of Whitleigh pupils.

Where abusive behaviour towards staff, pupils or other parents is reported, either face to face, over the phone or through electronic communication, we will take necessary steps to address this and prevent it from happening again.

Parents and carers are expected to support this policy and understand their role in working in partnership with Whitleigh Community Primary School to ensure their children behave responsibly during their time at school, in the local community and in preparation for their life at secondary school.

D.16 Removal from classrooms

Pupils will be given verbal reminders about their behaviour. It is anticipated that this should be enough to

refocus a child. If it gets to a third reminder, the pupil will be asked to go to the TAR (Think and Reflect) space in another classroom.

The pupil will be expected to take some time and complete a reflection sheet which will be handed to the teacher. A restorative conversation will take place to support a positive re-integration into class. Some children may require longer than five minutes to be able to be ready, respectful and safe and will remain in TAR until they are ready to return to the classroom.

If the behaviour pattern escalates, they will be asked to revisit TAR. TAR will only be available to a child a maximum of two times in one day. We are aware that some children demonstrate more challenging behaviours and become dysregulated. This puts the learning and safety of themselves and others at risk. Should this happen, it may be deemed that being sent to TAR is not appropriate. In these situations, a child may be sent straight to the The BASE/ Circuit Break space or the Sensory Room to help regulate themselves.

At Whitleigh Community Primary School, we have two sanctions for poor behaviour choices. Circuit

Circuit Break

TAR is designed to give children the opportunity to think about their behaviour choices, reflect on them and then be able to go back to class and be successful. If TaR has happened and behaviour does not improve as a result, the next tier is to be sent to Circuit Break.

Circuit Break is a similar strategy to TaR except it will be completed in the Circuit Break space. This will be for a minimum of thirty minutes and the expectation is that the work will be completed during this time or at home with parents. Parents will be informed on the day either face to face if collecting or by phone call, when their child has been sent to Circuit Break.

If a child has needed to go to Circuit Break during learning time, they will miss 15 minutes of the following playtime.

The Base (Internal Suspension)

After failing to improve behaviour choices having been given three warnings and a visit to 'Think and Reflect' (up to twice in a day) and/or being sent to Circuit Break, children will be sent to The Base. Parents will be informed by a member of SLT.

This is to allow them to regulate, not disrupt other children's learning and to keep both themselves and others safe.

If a child has been sent to The Base on three occasions within a half term, this could result in a suspension. The Base is considered a serious consequence, therefore at every point a child is put in The Base, a meeting is called between parents, teachers and a member of the Senior Leadership Team.

The Base is considered as an Internal Suspension. It is a space for children to work independently in isolation of their peers. Children could be in The Base for either half a day or a whole day. Breaktimes and Lunchtimes will be planned for the children to be had away from the rest of the school. If a child who has been sent to The Base does not engage in the sanction, they will receive a Fixed-Term Suspension.

If a child has needed to go to The Base, they will miss the following break and lunch time on the playground with their peers.

D.17 Detention

Time Out

Our Time Out system is a vital tool for maintaining the rights of all children to be safe during unstructured times.

The Purpose of Time Out

1. To provide a clear, consistent, and predictable consequence for crossing our 'Core Safety Boundaries.
2. To provide a "Reset Period": When an incident occurs—particularly physical aggression—a period of time away from the social space is required to ensure the child is regulated and to maintain the safety of the peer group.

We aim for consequences to be as immediate as possible. However, we recognise that incidents can occur late in a session or at the end of the school day.

- To ensure a purposeful and safe environment, children of any age who have demonstrated behaviour that compromises safety (such as physical aggression or persistent refusal) will lose their social time (break or lunch) at the discretion of the adult managing the situation. This could be on the same day, or the following day, depending on the incident itself and the timing.
- The following day ensures the consequence is fully realised and provides a "fresh start" transition. It serves as a vital reminder of our expectations before the child re-enters the high-stimulation environment of the playground. We make no apologies for this standard; it is an essential measure to protect the physical safety of every child in our care.

When a Time Out is issued, the following school day's social time is restricted:

- Morning Break: The child will be required to spend break time in the designated Time Out space.
- Lunchtime: The child will attend the Time Out space for the duration of their lunchtime under the supervision of the on-duty staff member.

We believe in a "no surprises" partnership. If a child is sent to Time Out, parents will be informed.

We monitor the frequency of sanctions to support children who may be struggling. If a child is issued a Time Out on three occasions within a single half-term, it triggers a Mandatory Parental Support Meeting. This meeting with the Class Teacher and Team Leader is designed to move beyond the sanction to find a proactive solution.

Strategies may include:

- A temporary period of alternative play provision.
- A staggered transition back to the main playground.
- A bespoke "Social Story" or buddy system to teach appropriate interaction.

D.19 Anti Bullying Strategies

Our school ensures a proactive and preventative approach to prevent bullying, as well as responding swiftly to cases where bullying arises. Proactive approaches include direct teaching through PSHE lessons and collective worship lessons. Targeted support for those who have experienced bullying or have shown bullying behaviours include nurture work, peer mentoring, intervention groups and regular check-ins with designated members of staff.

D.20 Recognising the impact of SEND on behaviour

We believe that all staff in our school must take account of the individual needs and circumstances of pupils when implementing behaviour policies. Good practice would be to follow the guidance within this policy and to keep instructions short and clarify understanding by asking pupils to repeat them.

We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special consideration in the type of teaching provision and resources offered to them to ensure they reach their full potential.

All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the school behavioural policy. Internal records will be regularly scrutinised in order to identify trends/ patterns/ antecedents of behaviour and also to monitor the impact of interventions used.

Pupils may be vulnerable at all times or at specific times during their school career. Liaison with the SENCO is advisable if particular pupils experience persistent difficulty in adhering to the school rules. The SENCO may be able to arrange suitable intervention.

D.21 Supporting pupils following a sanction

Following a sanction, it is important to ensure the child is aware that the relationships with staff have not broken down. There needs to be a restorative conversation and sometimes this will be with a member of SLT.

Where appropriate, an Individual Behaviour Plan will be written in agreement with the child and parent to ensure behaviour meets our high expectations and any route to further consequences is prevented. Strategies that we may use may include:

- Reintegration meetings
- Restorative conversations following a reset/reflection time
- Behaviour support plans
- Additional check ins with trusted adult
- Make use of pupil voice – make sure clear about what they perceive their successes and potential barriers