



Whitley Lodge First School

Behaviour Policy

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Statement of intent

The policy has been written using DfE Guidance Behaviour in Schools February 2024. [Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115122/behaviour-in-schools-guidance.pdf)

At Whitley Lodge First School, we believe that good behaviour is central to a good education. We provide a calm, safe, inclusive and supportive environment in which each child develops to the best of their ability. We promote and celebrate excellent behaviour and respectful, positive relationships across school.

We consider both the physical and mental health of our children and aim to nurture resilience, confidence and independence in order to prepare them for the next stage of their education and for life in a modern Britain.

Our aim is that every child and adult appreciate the need for good manners and consideration for others. We treat all children fairly and apply this behaviour policy in a consistent way. The school recognises, promotes and rewards good choices, attitudes and behaviour.

At Whitley Lodge First School, we aim:

- To provide a happy, inclusive and secure atmosphere in which each child develops to the best of his/her ability.
- To present an attractive and stimulating environment in which children take pleasure in their learning and a pride in themselves and their environment.
- To help children acquire knowledge, skills and understanding through a curriculum that is differentiated and has breadth, balance and relevance.
- To foster a lively, enquiring mind in children by stimulating their curiosity and imagination.
- To encourage children to become active, independent learners and to make considered decisions when given choices.
- To promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To maintain and cultivate a sense of partnership and ownership with parents and the wider local community.
- To promote positive values and to make sure there are equal opportunities for all children.
- To celebrate and reward high standards in behaviour including making good choices, doing your best, being kind and supporting each other to be successful.

At Whitley Lodge First School, we reward positive behaviour in a variety of ways:

- Agree and display school rules (called Whitley Lodge Wonders)
- Develop and agree a class code of conduct with pupils
- Set out clear guidelines for children with regards to appropriate behaviour
- Provide a consistent approach
- Use praise and positive reinforcement
- Congratulate children for their good choices
- Award children with Wonder Points

- Award two children with a Wonder Award certificate per week
- Give out tokens/stickers/stamps within lessons
- Use teaching styles that encourage empathy, co-operation, emulation and collaboration
- Provide collective worship opportunities that include themes to promote appropriate behaviour.
- Have regular class discussion with regards to good and not good behaviours
- Teach social and emotional skills through PSHE lessons

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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

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

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding Policy & Child Protection Policy

Roles and responsibilities

The governing body will have overall responsibility for:

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

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

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

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

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

Parents will be responsible for:

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

Definitions

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

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

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

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework

- Disruption on public transport
- Use of mobile phones
- Graffiti

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

Staff induction, development and support

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

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

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

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

Positive Behaviour - Whitley Lodge Wonder League

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Effective classroom management

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

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.

- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Role of School Leaders

- School leadership team should be highly visible, with leaders routinely reinforcing high expectations for behaviours at all times
- Ensure behavioural expectations are shared with all members of staff across school
- Ensure new staff, supply staff, students and volunteers understand the rules, routines and reward system in school
- Support reward system with all equipment required to ensure successful implementation

Role of teachers and support staff

- Develop a positive, calm and safe environment for all pupils
- Set clear boundaries for acceptable behaviour
- seek out and celebrate improvements in learning
- treat children and other adults with respect
- enhance children's self esteem and develop their full potential
- provide a challenging, interesting and relevant curriculum
- use rules and sanctions clearly and consistently

Role of pupils

- adhere to the agreed class code and the school code of conduct
- conduct themselves in a calm and orderly manner in the school and the classroom
- have a positive attitude to learning that allows them and others to learn
- co-operate with staff, following reasonable instructions
- show respect for the opinions and beliefs of others
- take care of everyone's property and the school environment
- develop a resilience to doing their best work

Role of Parents and Carers

- get to know and support the school's Positive Behaviour Policy
- make their children aware of appropriate behaviour in all situations
- show an interest in what their child does in school
- talk to staff if they have any concerns about their child's wellbeing
- respond to concerns raised by staff
- attend meetings, reviews and workshops to support their children to be successful in school

Behaviour expectations and pupils with SEND

- ensure the whole school approach meets the needs of all pupils, including pupils with SEND
- school will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible
- behaviour will sometimes need to be considered in relation to a pupil's SEND
- when a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided
- school should consider whether reasonable adjustments need to be made to the sanction in response to any disability the pupil may have
- school should seek to understand the underlying causes of behaviour and whether additional support is needed.

See Separate Positive Behaviour Policy 2025

Managing unacceptable behaviour

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

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

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

Approach to low level disruption (in class)

- Reinforce positive behaviour and reward it
- Provide gentle reminders if children continue to disrupt
- Teacher offers a warning prior to administering class sanction
- Teacher administers class sanction ie time out of class or missing part of an event

Approach to low level disruption (outside class)

- Reinforce positive behaviour and reward it
- Provide gentle reminders if children continue to disrupt
- Staff offer a warning prior to administering class sanction
- Short time standing with a member of staff. The child is expected to apologise to the adult and/or other children before continuing.
- Child to sit on the chairs in the foyer. Class teacher is notified.
- Sent to Phase Leader/Deputy Headteacher / Headteacher.

Persistent Disruption

If poor choices are regularly and consistently being made or children continue to be disruptive, parents will be informed. School and home will work cooperatively to support the child to make better choices and adhere to school rules on behaviour.

Where sanctions become more frequent, a monitoring plan will be completed by the class teacher and discussed with Key Stage Leads to support positive behaviour strategies where pupils take responsibility to demonstrate behaviour following school guidelines. Parents will

be informed, should this become a pattern. School will work collaboratively with parents to support positive behaviour for learning in line with school expectations.

Serious Disruption

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

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- Staff investigate the incident and decide whether it constitutes unacceptable behaviour.
- If the behaviour is deemed to be unacceptable, they will record the incident book in the Headteacher's office.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom in order to regulate.
- The pastoral lead will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

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

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

Very Serious Breaches of Behaviour

In extreme cases, temporary exclusion from school will be used. Possible reasons might be persistently interfering with the learning of other pupils; indulging in physical and verbal aggression; intimidating other pupils; or rejecting authority:

Very serious breaches of behaviour could include

- Serious incidents of bullying
- Inappropriate contact
- Racial/sexual harassment
- Serious fighting
- Bringing an offensive weapon to school
- Involvement with drugs or alcohol
- Physical aggression to a member of staff will be treated with the utmost severity

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

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

These may result in discussion with the Governing Body and the procedure for Exclusions being followed.

Bullying of any sort will not be tolerated. All incidents of bullying or alleged bullying are reported to the Headteacher. This is referenced in the Anti-Bullying Policy in further detail.

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

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

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

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific

needs and may be delivered in the Haven, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and SENDCO are aware of any pupil that is:

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

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

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

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

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In the most extreme circumstances where a child is at risk to themselves, other pupils, staff or adults – the class or group will be escorted away from the risk.

Physical restraint will only be used where a child poses a significant risk to themselves or others.

Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling Child-on-child Abuse is detailed in our Safeguarding & Child Protection Policy.

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

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

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

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

For further guidance see: ['Searching, screening and confiscation' guidance.](#)

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

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

Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

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

The next scheduled review date for this policy is **1 September 2026**.