

Whitehill Junior School



Positive Relationships and Behaviour Policy

(To be read in conjunction with the School's Anti-Bullying Policy)

Policy Review

This policy will be reviewed in full by the Governing Body every year (Or sooner if significant changes to governing body or legislation).

The policy was last reviewed and agreed by the Governing Body on 12th November 2025

It is due for review in October 2026 (up to 12 months from the above date).

Signature

Date 12th November 2025

Head Teacher

Signature

Date 12th November 2025

Chair of Governors



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1. Aims

Behaviour at Whitehill is shaped by our Core Purpose of Profound Individual Growth. As a school, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We aim to foster positive behaviour by ensuring our staff and pupils understand and know the boundaries of acceptable behaviour and why it is right to behave with respect and care for each other. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

This policy aims to guide staff to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the core purpose and values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equitably to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation and statutory requirements

This policy is 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 at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)



[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on:

[Section 175 of the Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.

[Sections 88 to 94 of the Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

Equality and Equity

To apply a behavioural policy that treats all pupils the same is inappropriate and may be illegal. Whitehill Junior School will make reasonable adjustments to practices and expectations on behavioural matters in a similar way to that which would be made to a child that had a disability. This means that not every child will receive the same treatment or level of support (equality), but all children will be given the necessary opportunities to succeed (equity).

3. Definitions

Positive (valued) behaviour is defined as relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance. This can be characterised by concern for the rights, feelings and welfare of other people and by the absence of anti-social behaviours.

Negative (detrimental) behaviour is defined as behaviours that cause harm to an individual, the community or to the environment (including property) It can cause injury, harassment, alarm or distress and may violate the rights of another person.

Harassment is defined as unwanted behaviour which an individual finds offensive or which makes them feel intimidated or humiliated.

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (Anti-Bullying Alliance Definition of bullying)

Racism is defined as where someone has been treated differently or unfairly because of the way they look, the way they speak or where they have come from.

4. Bullying

Based on the definition above, bullying is therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against.

At Whitehill Junior School, we use the acronym **STOP** – **S**everal **T**imes **O**n **P**urpose – and **STOP** – **S**tart **T**elling **O**ther **P**eople.

Bullying can include but is not limited to:

TYPE OF BULLYING	FOR EXAMPLE
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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)
Sexually 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
Harassment	Unwanted behaviour which an individual finds offensive or which makes them feel intimidated or humiliated

Whitehill Junior School's approach to preventing and addressing bullying is set out below:

Whitehill Junior School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- understands and promotes Whitehill Junior School as a 'Telling' school
- monitors and reviews our behaviour and anti-bullying policy and practice on a regular basis
- supports staff to promote positive relationships, to help prevent bullying
- recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required

- will intervene by identifying and tackling bullying behaviour appropriately and promptly
- ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints
- seeks to learn from good anti-bullying practice elsewhere
- utilises support from the Local Authority and other relevant organisations when appropriate.

4.1 Responding to bullying

As a Telling school, children are encouraged to always tell an adult if they are upset in any way, so that we can act and support students immediately. The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the member of staff who has been approached or witnessed the concern will inform a member of the Senior Leadership Team to follow up.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A member of leadership staff will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Consequences (as identified within the school behaviour policy, section 7.6) and support for all individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children’s services (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours whilst pupils are representing the school, (including cyberbullying), the school will endeavour to investigate. Appropriate action may be taken, including providing support and implementing consequences in school in accordance with the policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Further monitoring and checking in will continue.

4.2 Supporting pupils

Pupils who have been bullied will be supported by:

- reassuring the pupil and providing continuous support
- offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice

- discussing how to respond to concerns and build resilience as appropriate
- working towards restoring self-esteem and confidence
- ongoing support; this may include: working and speaking with staff, offering mentoring or other pastoral support, engaging with parents and carers
- where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have been responsible for the bullying will be helped by:

- discussing what happened, establishing the concern and the need to change
- informing parents/carers to help change the attitude and behaviour of the child
- providing appropriate education and support regarding their behaviour or actions
- if online, requesting that content be removed and, if necessary, reported to the service provider
- issuing consequences in line with policy
- ongoing support; this may include: working and speaking with staff, offering mentoring or other pastoral support, engaging with parents and carers
- where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

4.3 Preventing bullying

The whole school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse)
- openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities
- challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others
- be encouraged to use technology, especially mobile phones and social media positively and responsibly
- work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- actively create “safe spaces” for vulnerable children and young people
- celebrate success and achievements to promote and build a positive school ethos.

4.4 Education and Training

The school will:

- train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and poor behaviour and take appropriate action, following the school’s policy and procedures (including recording and reporting incidents)



- consider a range of opportunities and approaches for addressing bullying and poor behaviour throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.
- provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

5. Roles, rights and responsibilities

5.1 The governing board

The Curriculum Committee is responsible for:

- reviewing and approving this behaviour policy in conjunction with the headteacher
- monitoring the policy's effectiveness
- holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- reviewing and approving this policy in conjunction with the Curriculum Committee
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring that the policy is implemented by staff consistently with all groups of pupils
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- ensuring that the data from the behaviour log on Arbor is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Senior Leadership

Senior leaders will:

- meet and greet learners at the beginning and throughout the day
- be a daily visible presence around the school, including lunchtimes
- celebrate staff, leaders and pupils whose effort goes above and beyond expectations
- regularly share good practice
- support Phase Leaders, Senior Teachers and staff in managing pupils with more complex or entrenched negative behaviours
- use behaviour data to reflect on policy and practice
- regularly review provision for pupils whose needs are beyond the scope of written policies.



5.4 Pupils, Parents and Staff

Pupils, parents and staff all play a vital role in ensuring that behaviour expectations are maintained. These rights and responsibilities should aim at all times to be mutually beneficial for every member of the community and are outlined as follows:

Pupils have the right to:	Pupils are responsible for:
<ul style="list-style-type: none"> • Be valued as members of the school community • Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns • Make mistakes which are an essential step towards successful learning • Be treated fairly, consistently and with respect • Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon • Be taught in a pleasant, well-managed and safe environment • Work and play within clearly defined and fairly administered codes of conduct • Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met • Develop and extend their interests, talents and abilities 	<ul style="list-style-type: none"> • Coming to school on time, with homework completed, and suitably equipped for the lessons in the day ahead • Respecting the views, rights and property of others, including the school itself and everything in it • Behaving safely in and out of class • Co-operating in class with the teacher and with their peers • Putting effort into their learning • Working as hard as they can in class • Conforming to the conventions of good behaviour and abide by all school rules • Understanding that making mistakes is the necessary step towards making progress and that errors are not wrong but a part of school life (Learning to Learn) • Seeking help if they do not understand or are in difficulties • Recognising the difference between right and wrong • Accepting ownership for their own behaviour and learning, and to develop the skill of working independently

Staff have the right to:	Staff are responsible for:
<ul style="list-style-type: none"> • Work in an environment where children and parents are courteous and respectful • Express professional views about a child and discuss opportunities for a child in connection with educational, emotional, social or behavioural developments 	<ul style="list-style-type: none"> • Following the whole school Behaviour policy • Managing behaviour through effective prevention, identification and support strategies • Disciplining pupils whose behaviour is unacceptable, who break school rules or fail to follow reasonable instructions

<ul style="list-style-type: none"> • Receive support and advice from senior colleagues and external professionals • Be treated with care and dignity from all members of our school community • Search a pupil or pupils to ensure that children are kept safe and school policies are upheld • Confiscate pupil's personal property without warning and without parental permission 	<p>(this is a statutory duty: Section 90 and 91 of the Education and Inspections Act 2006)</p> <ul style="list-style-type: none"> • Teachers may implement a range of strategies for pupils where behaviour in or out of school is inappropriate • Not only children in the class but every child in the school, treating all children with <i>equity</i>, irrespective of gender, race, religion, beliefs, sexual orientation, disability and ability • Acting as positive role models • Being sympathetic, approachable and alert to pupils in difficulty • Providing bespoke support for children with SEND • Sharing with parents any concerns they have about their child's progress or development
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Parents have the right to:	Parents are responsible for:
<ul style="list-style-type: none"> • A safe, well-managed and stimulating environment for their child's education • Have their enquiries and concerns listened to and sympathetically and efficiently considered • Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child • Be well informed about their child's progress and prospects at least termly • Be well informed about school rules and procedures • Receive a broad, balanced and appropriate curriculum for their child • Be involved in key decisions about their child's education • Experience a suitably resourced school with adequate and well-maintained accommodation 	<ul style="list-style-type: none"> • Providing the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's general wellbeing and/or medical needs or home circumstances • Supporting the school in the delivery of this policy • Acting as positive role models for their child in their relationship with the school • Attending meetings with the school as and when they are arranged • Ensuring that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead • Being aware of school rules and procedures, and encourage their child to abide by them

	<ul style="list-style-type: none"> • Talking to their child and acting as a positive role model in regard to the school's expectations of behaviour and learning • Not uploading comments or images onto any social platform that are likely to offend the school or anyone within its community • Showing interest in their child's classwork and homework, and where possible, provide suitable facilities for studying at home
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6. School Behaviour Curriculum

6.1 Core Purpose



6.2 Guiding Principles

For pupils, our guiding principles mean that everyone in our school community will:

Be Your Best: *Working hard to be the best you can be*

Be Ready: *Encouraging successful learning*

Be Resilient: *Building self confidence in all*

Be Honest and Respectful: *Seeing the bigger picture*

Be Kind and Generous: *Positive, considerate individuals achieving together*

6.3 Behaviour Curriculum

We have high expectations, and our curriculum is based upon the teaching of routines and habits used to reinforce the behaviours expected of all pupils – “It’s how we do things at Whitehill – The Whitehill Way”.

Positive behaviour choices are taught through:



- the Core Purpose of the school
- referencing the five guiding principles (Be Your Best, Be Ready, Be Resilient, Be Honest and Respectful and Be Kind and Generous) in lessons, during transitions and breaks
- implementing Whitehill Junior School's Behaviour Policy
- teaching routines to pupils
- use of consistent language
- modelling positive behaviour for learning
- assemblies
- encouraging our children to engage in pupil leadership opportunities
- Zones of Regulation: provides a common language and framework to support self-regulation
- **THINK: Is it True, Helpful, Inspiring, Necessary, Kind**
- **STOP-STOP: Several Times On Purpose – Start Telling Other People**
- **RSHE** curriculum – we use the Jigsaw scheme of work

7. Responding to behaviour

7.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour. Classroom management at Whitehill is built on a kind and flexible approach that encourages high personal behaviour expectations in line with the child's individual abilities and vulnerabilities. Pupils in our school are offered a variety of options to help them cope with feelings both big and small that may in turn impact on behaviours and how they communicate with peers and adults. Positive behaviour is achieved through:

- fostering constructive, understanding relationships
- quality first teaching (ordinarily available provision)
- curriculum content
- consistency through investment in staff training
- establishing and displaying daily and weekly routines
- a tidy, purposeful learning environment
- pupils understanding our guiding principles (Be Your Best, Be Ready, Be Resilient, Be Honest and Respectful, Be Kind and Generous)
- translating these principles into practice age-appropriately with their classroom adults
- leadership roles and responsibilities in the classroom
- Zones of Regulation
- being greeted at the door by an adult each day
- a 'soft start' to the day to promote self-regulation.

Concluding the day positively and starting the next day afresh is important, so the day's misdemeanours do not go into the next day, and all children start the day on a positive note.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour choices may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's services is appropriate.

Please refer to our Child Protection Policy for more information.

7.3 Responding to positive behaviour

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

Positive behaviour will be rewarded with:

- verbal praise
- stickers
- house points and rewards
- certificates
- special mentions in assembly
- communicating praise to parents
- being sent to a senior member of staff
- visiting the headteacher
- whole class rewards
- class-based reward systems.

7.4 Responding to negative behaviour

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

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

If a child's behaviour endangers the safety or wellbeing of others the class teacher may stop the activity and prevent the child from continuing in that task for a period of time. If a child threatens, hurts or bullies another child, the class teacher will record the incident on Arbor and act in accordance with the appropriate behaviour or anti-bullying policy.

When managing behaviour, staff may:

1. Redirect - by gesture or voice
2. Remind - of what adults want to see
3. Reprimand - articulating the poor behaviour choice
4. Reflect - time **in or out** of the classroom to think (co-regulation with an adult as appropriate)
5. Refer - to other adults

6. Repair and restore - understand how we got here
7. Re-set and move on - every day is a new start.

7.5 De-escalation

De-escalation techniques can be used to help prevent further behaviour issues arising. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support, so that the pupil can get back on track without giving attention to the negative behaviour. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

7.6 Behaviour types and possible Consequences/Actions

Behaviours that are considered unacceptable within the school environment and the principles guiding the school's response include, but are not limited to:

- Disruption to learning, including persistent talking, refusal to follow instructions, or interfering with others' work
- Defiance or non-compliance with staff direction
- Use of inappropriate or offensive language
- Physical aggression or threatening behaviour towards peers or staff
- Bullying or harassment in any form, including verbal, physical, or online abuse
- Damage to property, theft, or bringing prohibited items onto school premises
- Discriminatory remarks or actions based on race, gender, disability, religion, or sexual orientation.

The school's response to unacceptable behaviour will be contextualised and proportionate. Consideration will be given to the frequency, intensity, and nature of the pupil's actions, as well as any underlying factors that may influence behaviour. Responses may range from verbal reminders and restorative conversations to internal sanctions, parental involvement, and, in serious or repeated cases, suspension (internal or external) or permanent exclusion. All decisions will be made in accordance with statutory guidance and with the aim of promoting a safe, respectful, and inclusive learning environment for all pupils.

7.7 Restorative Conversations

Following an issue, a restorative conversation could take place between the two parties. This should take the form of a coaching conversation for the student which allows them to reflect on their actions and how they impacted on others, fostering empathy and growth to prevent future incidents. **(See appendix 3)**

7.8 Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. Dependent on the incident and consequence, this could include measures such as:

- reintegration meetings following suspensions and internal exclusions
- daily contact with the class teacher or a senior leader
- personalised behaviour goals or plan
- a pastoral support plan (PSP) for pupils at risk of permanent exclusion.

7.9 Use of Physical Restraint (Reasonable Force)

Use of physical restraint covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- causing significant disorder
- hurting themselves or others
- damaging property
- committing an offence.

Incidents of 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 the headteacher immediately after the situation has been resolved
- be reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. There are members of the Senior Leadership Team who are trained in 'Positive Handling'.

7.10 Searching, screening and confiscation

If appropriate, staff may search a pupil or pupils to ensure that the school community are kept safe and school policies are upheld. If this is necessary, a second member of staff will be present. Wherever possible, it will be carried out sympathetically and by someone of the same gender. Confiscated items may be retained or disposed of by the teacher but such circumstances should be reported to the Headteacher and a dialogue held with the pupil's parents about whether the item will be returned and under what circumstances.

7.11 Inappropriate conduct beyond the school gate

IN accordance with the Education Act 1996 (negative behaviours which bring the school into disrepute), consequences may be given where a pupil has behaved inappropriately off-site when representing the school, such as:

- 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.

Consequences may also be given where a pupil has behaved inappropriately off-site, at any time, whether or not the conditions above apply, if leaders deem the behaviour:

- could have repercussions for the orderly running of the school



- poses a threat to another pupil
- could adversely affect the reputation of the school.

7.12 Inappropriate conduct online

The school can issue behaviour consequences to pupils for inappropriate behaviour online 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.

7.13 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, the member of the senior leadership team 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 consequences, 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 services, if appropriate.

7.14 Harassment and Harmful Sexual Behaviour (HSB)

Verbal, physical, sexual or visual harassment is unacceptable at Whitehill Junior School. On the principle that, "it could happen here" examples of harmful sexual behaviour and harassment may include:

- using racist slang phrases or nicknames
- physically blocking or impeding a person's physical movement
- unwanted touching, making derogatory gestures or intentionally breaking into a person's social space
- pressure to do things a child does not want to do
- hurting someone
- sexualised comments or name calling
- radicalisation of others around extremist views that do not fit within our British Values
- Upskirting (now a criminal offence and has reporting requirements).

In cases where harmful sexual behaviour is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. We define sexual harassment as: The unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated,



degraded or humiliated and/or create a hostile, offensive or sexualised environment. There may be the need to consider particular factors that may influence the situation including:

- The ages of the child/ren who have displayed the sexualised behaviour

As children grow up they develop sexually. What is developmentally typical sexual behaviour for a 15-year-old may be problematic or harmful for an eight-year-old. The school will consider the child's developmental stage as well as their chronological age.

- The age of the other children who have been involved in the situation

If the children involved are the same age or developmental ability the behaviour may be considered developmentally typical. But if the children are of different ages or developmental abilities, the behaviour might be problematic or harmful.

- Is the behaviour unusual for that particular child or young person?

If a child's behaviour is out of character, it's important to take time to consider why the child is behaving unusually.

- Have all the children or young people involved freely given consent?

If the behaviour involves coercion, intimidation or forcing others to take part, it should be considered harmful.

- Are the other children or young people distressed?

If the behaviour is upsetting others, this could indicate it is problematic or harmful.

- Is there an imbalance of power?

If the child displaying the behaviour is in a more powerful position than the other children involved, this indicates it is problematic or harmful. This might happen if there are significant differences in age, size, power or developmental ability.

- Is the behaviour excessive, degrading or threatening?

Excessive behaviour means behaviour that is obsessive, persistent, and compulsive or has been going on for a long time. Any behaviour that involves force, coercion, bribery or threats is harmful.

- Is the behaviour occurring in a public or private space?

Some behaviours might be considered developmentally typical if they are being carried out in private, but if they are being displayed in public, they would be considered problematic or harmful. Other behaviours might give cause for concern if they are particularly secretive or are being carried out in private after intervention from adults.

- Is there a power imbalance between the children?

For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

- Is the alleged incident a one-off or is there a sustained pattern?

- Any other issues relating to the wider context of the children involved.

Any form of harassment will be taken seriously with staff responding to such occurrences following the *'Recognise, Respond, Record'* system in place within our safeguarding practices.

Children can from time to time carry out a range of sexualised behaviours that can be normal but inappropriate. This may include consensual, mutual and reciprocal behaviours where there has been a shared decision between the children involved for example. Actions following an allegation of sexual peer on peer abuse will be based on a case-by-case basis but may require one or more of the following responses:

- Manage the situation internally: The school may take the view that the child/ren concerned are not in need of early help.

However, Whitehill Junior School may:

- Listen to what the child is saying and respond calmly and non-judgmentally.
- Talk to children about sexual development and healthy relationships. This might include having discussions with older children and young people about behaving responsibly and safely.
- Talk to parents and carers about developmentally typical sexualised behaviours and explain how they can have discussions about appropriate sexual behaviour with their children.
- Let children and young people know they can always talk to a trusted adult in the Whitehill Junior School team if they are ever worried about anything.
- Remind children and young people they can contact Childline if they need confidential help and advice. Calls to 0800 1111 are free and children can also contact Childline online or get information and advice on the Childline website.

In this situation it is likely that the safeguarding lead will write a risk assessment that considers the specific circumstances of the children and what actions need to be taken to reduce the risks identified. Risk assessments will always be kept under review and updated when changes occur.

- Consider Early Help: Additional support can frequently make a difference for some children and their families. It may be that by involving outside groups and support networks that the risks to the child are mitigated.
- Referrals to Children's Services: Where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to Children's Services. At the point of referral to children's social care, we will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk).
- Reporting to the Police: This will take place where a crime is believed to have taken place. When considering this as a response, the law stipulates that the age of criminal responsibility starts at 10. If the alleged perpetrator is under 10 then the initial principle of reporting to the police will remain.
- Unsubstantiated, unfounded, false or malicious reporting: If a review identifies that an allegation was submitted that is unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation is in need of support. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it.

8 Racist Behaviour

At Whitehill Junior School, racial discrimination or racism is defined as where **'someone has been treated differently or unfairly because of the way they look, the way they speak or where they have come from for example.'**



Any type of racism or racial discrimination is abusive and distressing for children and young people who experience or witness it. Instances of bullying that are racially motivated are considered racist incidents.

In investigating any incident as defined above the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion. In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend to upset others.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

9. Responding to negative behaviour from pupils with SEND or other vulnerabilities

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

When dealing with negative behaviour from pupils with SEND, especially where their SEND affects 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 behaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Our approach may include:

- Personalised timetables
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload
- Interventions such as social skills groups, Zones of Regulation etc.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural consequence 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.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

We understand that all behaviour is a form of communication. Where there are SEND concerns, the school's special educational needs co-ordinator (SENCO) 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 other professionals 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.

9.4 Pupils with an education, health and care (EHC) plan

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 may contact the local authority to make them aware of the issue. If appropriate, the school may request an emergency review of the EHC plan.

10 Suspension and Permanent Exclusions

There are many different consequences that are available to use with children who are not following school expectations on behaviour. Exclusion is a last resort and is only used in exceptional and extreme circumstances. In all cases, Whitehill Junior School will balance the interests of the pupil against the mental and physical health of the whole school community. The school has adopted the standard national list of reasons for exclusion along with the guidance, statutory guidance and regulations on exclusion. This guidance is referred to in any decision to exclude a child from school. This document can be found at: <https://www.gov.uk/government/publications/school-exclusion>

However, the Headteacher may decide that an exclusion is an appropriate action to take. Suspensions may be internal or fixed term and could lead to permanent exclusion depending on the frequency and/or severity of the incident(s).

- Internal suspension is where a child is isolated from other children for a period of time and receives 1 to 1 support.
- External suspension may be an exclusion of up to 5 consecutive days and no more than 45 days in any one academic year.
- A permanent exclusion is where the child is removed from the school roll and is no longer a member of the school.

Behaviour(s) that are deemed to be serious or extremely serious may, at the discretion of the Headteacher, lead to an exclusion.

If the Headteacher excludes a child, he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school will inform the parents how to make any such appeal.

The Headteacher informs the LA and the governing board (through the Chair of Governors) about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing board itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing board would form a discipline committee made up of between three and five members. This committee will consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher will comply with this ruling.



11. Monitoring

Monitoring behaviour

Records will be kept relating to behaviour incidents and concerns which the Headteacher will monitor. The Headteacher will produce a termly report to the Governing Body detailing the number of incidences of anti-social behaviour recorded, exclusions and racial incidents.

Monitoring this policy

The policy will be reviewed and approved by the Headteacher and Senior Leadership Team at least annually and every three years with the governing body, or sooner if need arises.

12. Links with other policies

This policy should be read in conjunction with the school's Anti-Bullying Policy, Child Protection Policy, Restrictive Physical Intervention Policy and Inclusion Policy.

Appendices

Appendix 1: Written statement of behaviour principles

Behaviour Statement Rationale

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

- This is a statement of principles, not practice.
- Practical applications of these principles are the responsibility of the Headteacher.
- The statement has been adopted by the Governing Board as a whole, following consultation with the Headteacher, parents, staff and pupils.

The Governors at Whitehill Junior School believe that high standards of behaviour lie at the heart of a successful school, enabling children to make the best possible progress in all aspects of their school life.

At Whitehill Junior School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency.

We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The Governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school.
- Whitehill Junior School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.
- The school rules (Pupil Code of Conduct) should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around School.
- Consequences for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual student and the Headteacher is expected to use his discretion in their use. Consequences should however be applied fairly, consistently,

proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

- The Governors feel strongly that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the School premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance on the use of reasonable force within the Behaviour Policy.



Appendix 2 - Strategies to Support Behaviour

1. The Never Say No

Sometimes we have to say “No” but for those other occasions, try this: “Yes as soon as you have ...” “Can I go on the computer?” “Yes as soon as you’ve finished the next two questions.”

2. The Nice and Nice

For children reluctant to start a task:

“Are you going to use the blue or purple pencil?”

“Where are you going to sit, on that table or in the quiet area?”

“Shall we start with question one or question two?”

“Are you going to tidy your table on your own or do you want some help?”

3. Use Condition (“when... Then...”)

“When I can see everybody ready, then we can go out for lunch.”

“When your hand is up, then I can answer you.”

“When you are sat in the chair, then I can listen.”

4. The Bogus Note (the ultimate distraction technique)

Used sparingly, this strategy can be very effective. Use for those times when the child’s behaviour is bubbling. If you get in early, this can prevent crisis level behaviour. It can also be a special job e.g. Child is becoming unsettled. You can see behaviour is beginning to escalate. You think some movement may do them good... “Can you take this note to ... please?”

5. The Thanks not Please

Say please too often and you may sound like you are pleading! Try “Name... instruction... Thanks” e.g. Holly is fiddling with something inside her pocket - “Holly, take your hands out of your pockets, thanks.” Krish has arrived wearing a hat - “Krish, hat off, thanks.” The thanks implies you expect the child to comply.

6. The Or

Using a matter of fact, non-emotive tone of voice.

“Either you complete your work now or it will have to be finished during break time.”

“The tables will need to be tidied up now, or after the lesson.”

7. Take Up Time – Give instruction then walk away

This sometimes works well with the Thanks, Not Please. It gives the child time to comply. Confidently give the instruction, turn and walk away (or give your attention to other children) – with the expectation that the child will comply.



8. Tactical Ignoring

Tactical ignoring is choosing not to attend to an unwanted behaviour and works well when combined with Proximity Praise.

(Child calling out) “Miss, Miss, Miss” (Adult ignores)

“Thank you for putting your hand up Stephen.”

“Remember everyone, it’s hands up to get attention” – immediately attend to child as soon as they put up their hand.

9. Ear-Shotting – Speaking aloud within the child’s ear shot

This technique can be used in a variety of ways. The adult speaks out loud to another adult in the room within the child’s ear shot. e.g. A child is reluctant to start a task – “Mrs Jones, Zac has worked so hard this morning. When he’s finished his two sentences I’m going to let him go on the computer.”

e.g. For a child who rises to a challenge but is reluctant to start – “Mrs Watkins, I think this is actually Y7 work, so it might be too difficult for Lucy, I will see how she gets on” – with the right child this can be highly motivating. This also gives the child permission to fail, and therefore the child may be more willing to try.

10. Proximity Praise

e.g. You are waiting for the class to settle. Natasha is talking. Next to her Serenna is sat patiently waiting. –

“That’s really quiet sitting Serenna, thank you” “Serenna’s ready, Kelly’s ready, George is ready. Just waiting for one more”

11. Don’t say Don’t – Frame instruction positively

Try not to give the child ideas by telling them what you don’t want them to do! Try this especially when restating rules:

“Walk in the corridor, thank you” rather than “Don’t run!”

(When lining up for Assembly) “In our class, we stand in line without talking to our friends.”

(Children calling out) “In our class, we put our hands up and wait.”

12. Don’t Lose Face – The “Ask permission Before Doing”

With impulsive children it can be hard, initially, to stop them doing things they want to do. Initially (where appropriate) try to say yes as much as possible so the child gets used to the idea that asking permission is needed to get what he/she wants. This is one step towards regulating impulses, in that it can be used to bridge the gap between saying no outright (and then the child doing it anyway), to yes but only with my permission. If used carefully, this can prevent the adult losing face.

DO NOT describe child’s behaviour to another adult in front of the child

Appendix 3 – Dialogues to de-escalate

<p>'I notice you are... I wonder if...' 'You are not showing our school value...' 'You have chosen to...' 'Do you remember when you...(positive remark)' (If child responds) 'Wonderful choice, this is who I need to see today, thank you.'</p>	<p>Learner's name XXX I can see something has happened I am here to help Talk and I will listen Come with me and we can... I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be... I know that you can make better choices. Thank you for listening.</p>
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Validate (use because instead of but)

- "It makes sense that you are angry right now because the noise in the room was really getting to you."
- "If that had happened to me, I'd be upset too because it's not nice when we have a fight with someone we care about."
- "I can see that you are feeling really agitated because we had to change our plans."

Show Empathy

- "This is so upsetting for you right now. It is so tough."
- "You wanted to carry on playing that game because you were enjoying it. It seems unfair that the time ran out."
- "It seems to you like [name] doesn't want to know you and I know you really like [name] so it must be so confusing for you."
- "You are absolutely right. It is really annoying when other people wind you up."
- "You don't need to explain. I understand."
- "You are having a really tough time right now. I am here when you are ready to talk."

Reflect

- "So, what I am hearing is...."
- "So, what you're saying is that..."
- "I heard...Have I got that right?"
- "Let me see if I've understood you correctly."

Be Curious

- "I wonder if..."
- "I'm thinking that..."
- "I've noticed that..."
- "I'm guessing that..."

- “It seems like...”

Repair and restore starters:

1. What has happened? (Neutral, dispassionate language.) (If another child is mentioned, say I promise I'll speak to them as soon as I can)
2. What/How were you thinking/feeling at the time?
3. What have you felt since?
4. How do you think this made..... feel?
5. Who has been affected by this?
6. What do you think caused this?
7. How can we put things right?
8. If this happens again, how could we do things differently?



Appendix 4 – Behaviour Blueprint

At Whitehill, we have high expectations for behaviour, learning and respect for each other, and this underpins all we do.

Our school aims to develop independent, articulate, confident thinkers and learners, who strive for **PROFOUND INDIVIDUAL GROWTH** and are proud to belong to Team Whitehill.



Our guiding principles The 5 "Bs"

- Be** your best
- Be** ready
- Be** resilient
- Be** honest and respectful
- Be** kind and generous

You are encouraged to...

- Talk about your feelings to someone.
- Use the Zones of Regulation to support self-regulation.
- Use our soft start to the day to get in the learning zone.
- Use mindfulness and other regulating techniques.
- Notice support and praise others.

Our graduated response to poor behaviour...

- Redirect - by gesture or voice
- Remind - of what adults want to see.
- Reprimand - articulating the poor behaviour choice.
- Reflect - time in or out to think.
- Refer - to other adults.
- Repair & Restore - understand how we got here.
- Reset & Move On - every day is a new start.



What adults might say to help you feel better...

- "Name..."
- I can see something has happened.
- I am here to help.
- Talk to me, I am listening.
- Come with me and...



Here are some ways we might Praise and Reward you

- Verbal and written praise
- House points
- Certificates
- Stickers, such as "Caught Being Kind"
- Head Teacher's award.
- Weekly "Achievement Assembly"
- Wall of Fame
- Awards, such as sports awards
- A call or message home to your family.

Adults in school will...

- Meet and greet you at the door.
- Model positive behaviours.
- Build relationships with you.
- Praise in public, remind in private.
- Plan lessons that engage, challenge and meet everyone's needs.
- Be calm, consistent, kind and positive.
- Support you to co and self-regulate.

