WHOBERLEY HALL
PRIMARY SCHOOL

# Behaviour Policy

**Implemented by school on: Autumn 2026**

**Review by: Autumn 2027**

Believing Achieving Learning for Life

**Statement of Behaviour Principles**

Whoberley Hall is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially, physically and emotionally. We are committed to our school being a safe and inclusive place, where learning is nurtured and encouraged in a happy, caring and fun environment.

We believe that relationships are the foundation of our school. Staff, children and families work together to make Whoberley Hall a happy and safe place to be, maintaining good order, a working atmosphere and attitudes of courtesy and respect throughout our school community.

All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010

All Whoberley Hall staff have an unconditional, positive regard for every child. Staff use 'Connection Before Correction' and follow the principles of the PACE model (see appendix 1)

In managing behaviour at Whoberley Hall, we consider three distinct areas:

1. **The School Ethos**
   The way in which children react and behave within a school has very much to do with the 'ethos and atmosphere' of the school. The policy on behaviour has a direct influence on this ethos and, if it is to be effective, needs to be relevant, consistent and understood by teachers, support staff, parents and pupils alike.

2. **Classroom Management**
   The effectiveness of the teacher depends not only upon the mutual respect within the classroom, but also upon the routines, the classroom arrangement, the lesson content and the levels of acceptable behaviour within the classroom. All of these will in some way affect the learning process.

3. **All behaviour is a form of communication. Challenging behaviour can often be in response to an unmet need and communicating an underlying issue.**

**AIMS**

1. All members of the school community will be clear about what is and is not acceptable behaviour at Whoberley Hall.
2. We will create an ethos based on tolerance and mutual respect which is conducive to the learning and social development of all pupils.
3. We will create an atmosphere in which every child feels confident and valued, where positive self-esteem is nurtured.
4. All adults will follow the behaviour policy consistently.
5. There will be clear communication between school and home.
6. There will be an expectation that all adults involved with children will work in partnership in a supportive manner.
7. We will encourage a feeling of pride in the school.

**OBJECTIVES**

At Whoberley Hall, we seek to ensure that every child will:

1. Have the opportunity to receive a broad and balanced education in a well-ordered, pleasant environment.
2. Have the right to not have their learning disrupted by others.
3. Feel safe and valued.
4. Understand that all actions have consequences, which can impact on themselves and others.

**SCHOOL ETHOS**

As part of the school ethos, we believe that all children and adults within the Whoberley Hall community have the right to:

- be free from physical harm
- be free from intimidation and fear
- be recognised as an individual
- feel a sense of belonging
- be able to learn
- have their feelings and aspirations acknowledged

Following training from the Coventry Primary Mental Health team, we have adopted the PACE model of behaviour management 'connection before correction'. (see Appendix 1)

**Pupils want teachers to:**
Treat them with respect and allow them to work towards individual and group rewards.
Provide a fun and safe learning environment where they can learn to be the best they can be.

**We expect every adult to:**
1. Meet and greet at the door.
2. Refer to 'Be Ready, Be Respectful, Be Safe, Be the best you can be.' (appendix 3)
3. Model positive behaviours and build relationships where children feel safe enough to make informed choices.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Use positive behaviour management through our dojo point system.
6. Be calm and give 'take up time' when going through the escalation steps. Consider prevention prior to sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are making the wrong choice

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

**We expect every senior leader to:**
1. Take time to welcome learners at the start of the day.
2. Be a visible presence around the site and especially at transition times.
3. Celebrate staff, leaders, and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Use behaviour data (recorded on CPOMS/Insight) to target and assess school wide behaviour policy and practice.
6. Regularly review provision for learners who fall beyond the range of written policies.

**CLASSROOM MANAGEMENT**

All school staff will seek to establish a positive relationship with their classes based on mutual respect. When children are treated positively, they learn to be positive.

***Classrooms should be:***

*Physically comfortable*
*Welcoming*
*Relaxing*
*Reassuring and emotionally safe*
*Stimulating and motivating*
*Informative*
*Interactive*
*Attractive and cheerful*

All school staff recognise the importance of classroom management as a vital element to good behaviour and discipline and will ensure that:

- There is good, clear communication
- Equipment is readily available
- Work is set at an appropriate level
- The parameters of behaviour are explained and known to the children
- The golden rules are explained clearly
- Lessons are planned to promote an effective learning atmosphere
- There is a controlled movement of pupils around the classroom and the rest of the school
- Positive behaviour is acknowledged to reinforce expectations
- Low level disruptive behaviour is addressed quickly to minimise the negative impact on learning
- Be aware of a lack of active engagement in learning
- Incidents of low-level disruptive behaviour will be recorded in the class behaviour log
- Incidents of more serious behaviour (such as bullying, racism and homophobia) are investigated, recorded on the school's CPOMS system and parents/carers are notified
- School staff will monitor parts of the routine where there is the potential for disruptive behaviour to occur. For example, transitions between lessons, break times and assemblies
- Children are encouraged to become independent learners.

***Routines***

School staff and children will establish clear routines at the start of each school year which will be reinforced regularly to ensure they are understood.

Routines will be reviewed and adapted if appropriate.

***Whoberley School Values***

Whoberley school values are displayed in every classroom and are an intrinsic part of the school behaviour system. Our children are encouraged to be:

- Compassionate
- Determined
- Inventive
- Respectful
- Courageous

Children are reminded of our values regularly through assemblies and staff modelling behaviour.

## Positive Behaviour

At Whoberley Hall, we are committed to promoting a positive approach to behaviour in order to create and maintain a caring, inclusive and effective learning environment for all.

From the moment they join our school, children are taught the importance of self-regulation and are encouraged to make positive choices. By being safe, ready to learn and respectful towards others, pupils help to create a happy and successful school community for themselves and those around them.

To support and celebrate positive behaviour, Whoberley Hall Primary School follows four simple expectations: Be Ready, Be Respectful, Be Safe, and Be the Best You Can Be. These core principles apply across all areas of school life and are explicitly taught, modelled and reinforced by staff.

Each class develops age-appropriate classroom rules in partnership with the class teacher. These rules are used alongside our school values (previously mentioned) to promote positive behaviour. Class rules are regularly reviewed to ensure they continue to support a positive learning environment.

Guidance on responsible use of technology can be found in the school's Online Safety Policy.

### Rewards

We believe that recognising and celebrating positive behaviour is essential in creating a culture where all children feel valued, motivated and successful. We aim to reinforce our school values and behaviour expectations through a consistent and meaningful rewards system.

### Class Dojo

Our primary method of recognising positive behaviour is through Class Dojo. Pupils are awarded Dojo points for demonstrating positive attitudes, behaviours and achievements linked to our school values and behaviour expectations: **Be Ready**, **Be Respectful**, **Be Safe** and **Be the Best You Can Be**.

Dojo points are awarded by staff to celebrate behaviours such as:

- Demonstrating our school values
- Showing kindness and respect towards others
- Being ready to learn and engaged in lessons
- Following school rules and routines
- Producing high-quality work and demonstrating effort
- Showing resilience, responsibility and independence

Children can collect and save their Dojo points before exchanging them for a range of exciting rewards and privileges. This system helps to motivate pupils, celebrate success and reinforce positive behaviour choices across the school.

### House Points

In addition to Class Dojo, pupils can earn House Points for demonstrating exemplary behaviour, effort and attitude around the school community. House Points are awarded by all members of staff, including teachers, support staff, lunchtime supervisors and members of the Senior Leadership Team.

House Points are particularly used to recognise positive behaviour outside of the classroom, including:

- Excellent conduct during playtimes and lunchtimes
- Demonstrating exceptional manners and respect
- Showing kindness and helpfulness towards others
- Representing the school positively
- Going above and beyond expectations

House Points contribute towards each house's overall total throughout the year. The winning house receives a special reward experience, which may include activities such as an additional playtime, a film afternoon, ice lollies, or another agreed celebratory event.

**Awards Assembly**

Positive behaviour, effort and achievement are also recognised through our weekly celebration assemblies. These assemblies provide an opportunity to celebrate pupils who consistently demonstrate our school values and behaviour expectations, as well as those who have produced exceptional work or shown significant improvement in their learning and attitudes.

Children may receive certificates or special recognition for:

- Outstanding effort and achievement in learning
- Consistently demonstrating our school values
- Exemplary behaviour and conduct
- Showing resilience, perseverance and determination
- Acts of kindness, responsibility and citizenship
- Significant personal progress or improvement

Celebration assemblies help to foster a sense of pride, belonging and achievement across the school community, whilst encouraging all pupils to strive to be the best they can be.

Through Class Dojo, House Points and our weekly celebration assemblies, we aim to ensure that positive behaviour, effort and achievement are consistently recognised and celebrated. By focusing on and rewarding positive choices, we promote a culture where all children feel valued, motivated and inspired to uphold the values and expectations of Whoberley Hall Primary School.

**Sanctions and Consequences**

At Whoberley Hall Primary School, we believe that clear, consistent and proportionate consequences help children to understand expectations and make positive behaviour choices. Our approach is centred on supporting pupils to reflect on their behaviour and make improvements, whilst maintaining high standards across the school.

Where behaviour falls below the expectations outlined in our school values and behaviour rules, children will receive warnings linked to the expectations to Be Ready, Be Respectful, Be Safe and Be the Best You Can Be.

**The Warning System**

Children are given opportunities to recognise and correct their behaviour before further consequences are applied.

**Step 1: Chance**

If a child displays inappropriate behaviour, they will receive a verbal reminder, known as a 'chance'. This provides an opportunity for the child to reflect on their behaviour and make a positive choice.

**Step 2: Warning**

If the behaviour continues, the child will receive a warning. Warnings are recorded by the class teacher and monitored to identify patterns of behaviour and provide appropriate support where needed.

**Communication with Parents**

Should a child accumulate a specified number of warnings within a week, parents or carers will be informed by the class teacher:

Key Stage 1 pupils: Parents will be contacted after 5 warnings.
Key Stage 2 pupils: Parents will be contacted after 3 warnings.

For pupils with Special Educational Needs and Disabilities (SEND), a personalised approach may be taken. The number of warnings given before parent contact may be adjusted according to individual needs and circumstances. This decision will be made at the professional discretion of the class teacher, in consultation with relevant staff where appropriate.

**Recording and Monitoring**

All warnings are logged on Bromcom to ensure consistency and enable monitoring by the Senior Leadership Team (SLT). This allows the school to identify trends, provide additional support and ensure that behaviour expectations are applied fairly across the school.

Warnings are reset at the beginning of each week, ensuring that all children are given a fresh start and the opportunity to demonstrate positive behaviour.

**Senior Leadership Team Involvement**

The Senior Leadership Team closely monitors behaviour records throughout the school. Where a pupil receives more than five communications home regarding behaviour during a term, a member of SLT will arrange to meet with parents or carers to discuss concerns, identify any underlying barriers and agree strategies to support improvements in behaviour.

Our aim is always to work collaboratively with pupils and families to support children in making positive choices and achieving success both socially and academically.

***Early Years Foundation Stage (Nursery and Reception)***

Children in EYFS will follow the same behaviour expectations, rules and sanctions as the rest of the school. Positive behaviour will be encouraged through frequent praise and recognition, with children awarded Dojo points for demonstrating excellent behaviour linked to the school behaviour rules. At the start of each day, all children begin on the green area of the behaviour chart. Children who consistently demonstrate exceptional behaviour, kindness and effort may move up to the gold rainbow sections as a reward. Positive communication with parents will take place regularly to celebrate successes, while parents will also be informed of any undesirable behaviour so that home and school can work together to support the child.

**Higher Tariff Behaviours**

Some behaviours are considered more serious and require immediate intervention from the Senior Leadership Team. In these cases, the school's warning system may be bypassed, and the incident will be referred directly to a member of SLT.

SLT will investigate the incident and determine an appropriate sanction based on the nature, severity and circumstances of the behaviour. Sanctions will be proportionate and may include restorative conversations, loss of privileges, internal sanctions, suspension, or other measures deemed appropriate in line with the school's Behaviour Policy and statutory guidance.

Parents or carers will be informed of any higher tariff behaviour incidents and the actions taken by the school. Where appropriate, meetings may be arranged to discuss concerns, agree support strategies and work collaboratively to improve future outcomes for the child.

Examples of higher tariff behaviours may include, but are not limited to:

- Physical aggression towards pupils or staff
- Deliberate damage to property
- Bullying, including online bullying
- Discriminatory language or behaviour
- Refusal to follow reasonable instructions that compromises safety
- Serious breaches of the school's behaviour expectations
- Any behaviour that poses a risk to the safety, wellbeing or learning of others.

The school recognises that each incident is unique and will consider individual circumstances before determining an appropriate response. Our aim is to maintain a safe and respectful environment for all members of the school community while supporting pupils to learn from their mistakes and make positive choices in the future.

This fits naturally with the rest of the sanctions section and gives SLT discretion without locking the school into a rigid list of consequences.

**SERIOUS BEHAVIOUR INCIDENTS (including INCIDENTS INVOLVING BULLYING, RACISM OR HOMOPHOBIA, SEXUAL VIOLENCE AND SEXUAL HARRASSMENT)**

Serious breaches of the school's behaviour expectations will be managed by a senior member of staff. In most cases, this will be the Head Teacher or, in their absence, another member of the Senior Leadership Team (SLT).

All serious incidents will be thoroughly investigated before any decisions are made. This investigation will take account of the circumstances surrounding the incident and the views of those involved. Once all relevant information has been gathered, appropriate action will be taken in a fair, proportionate and consistent manner.

Where a suspension is deemed necessary, the pupil's return to school will be carefully planned and supported. Prior to returning to class, the pupil and their parent or carer will attend a reintegration meeting with a member of the Senior Leadership Team. The purpose of this meeting is to discuss the circumstances of the incident, clarify expectations moving forward and agree strategies to support a successful return to school. Where appropriate, a phased return may be considered.

All incidents involving bullying, discriminatory behaviour, racist incidents, homophobic language or behaviour, or any other form of prejudice-based behaviour must be recorded on CPOMS as soon as

possible after the incident has occurred. This ensures that members of the Senior Leadership Team are informed promptly and can oversee the school's response.

Parents or carers will be informed of such incidents at the earliest appropriate opportunity. Communication may take place by telephone, in person, via Class Dojo, or through another agreed method of contact.

Further information regarding the prevention, reporting and management of bullying can be found in the school's Anti-Bullying Policy, which outlines both the proactive work undertaken to promote positive relationships and the procedures followed when incidents occur.

**BEHAVIOUR LOGGED ON CPOMS**

All staff have access to CPOMS, which is used to record significant behaviour concerns and parental communications relating to behaviour. Teachers will log each occasion where a behaviour-related message is sent home to ensure there is an accurate record of concerns, actions taken and communication with families.

Behaviour records on CPOMS are monitored regularly by the safeguarding and leadership teams. This enables the school to identify patterns, trends or potential underlying needs that may be impacting a child's behaviour. Any concerns arising from this monitoring will be shared with the relevant members of the Leadership Team so that appropriate support and intervention can be put in place.

**RISK ASSESSMENTS/HANDLING PLANS**

At Whoberley Hall, we understand the importance of an individualised child centred approach to dealing with challenging behaviour. Any children who exhibit behaviours that could potentially necessitate the use of physical intervention will have a Handling Plan. Their plan will be written and reviewed regularly by all adults involved with the child and the child themselves.

Behaviour Support Plans will detail typical behaviours for the child, any triggers identified and appropriate staff responses.

**The school behaviour system will be adapted to meet the behavioural and emotional needs of any children with Handling Plans.**

**USE OF PHYSICAL INTERVENTION**

At Whoberley Hall, we are committed to ensuring that all adults deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort. Where at all possible, we attempt to de-escalate situations. If used at all, physical intervention will be in the context of a respectful, supportive relationship with the child.

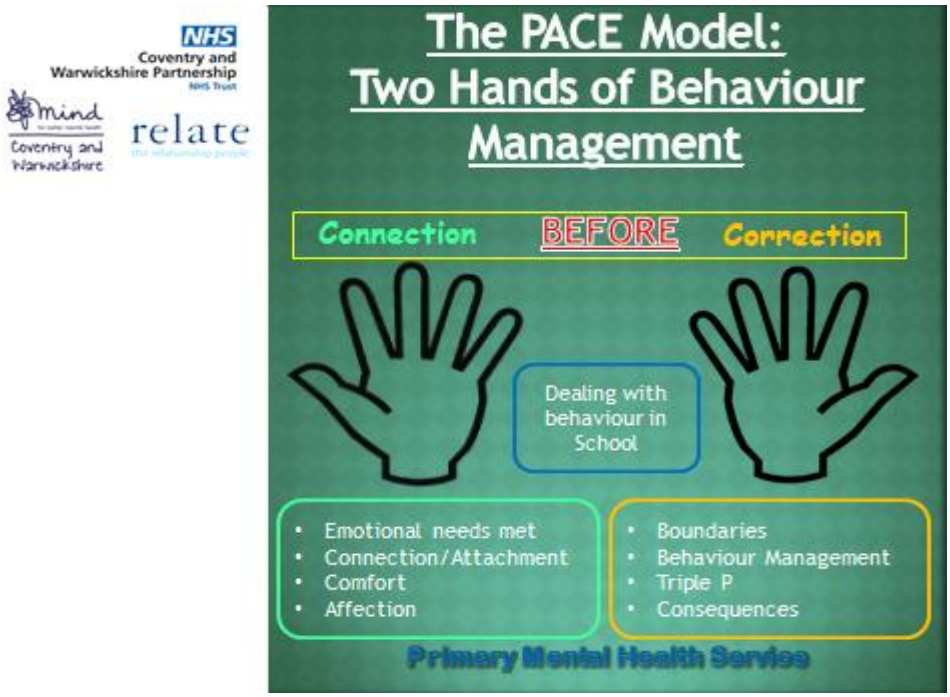
We recognise that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to our children, staff and/or property. Members of Whoberley Hall staff have received Team Teach training. All new members of staff will attend a Team Teach course as soon as it is reasonably practicable.

We will always aim to ensure minimal risk of injury to children and adults. This does not prevent in an emergency a member of staff taking immediate action by using physical intervention as a first resort. Members of staff are advised that unless absolutely necessary, they should avoid intervening alone. They should aim to call for assistance from other members of staff.

If members of staff physically intervene with a child, then they must record full details of the incident on the CPOMS system as soon as possible, but always on the same day. Parents/carers must be informed on the same day also.

Where a child assaults or attempts to assault a member of staff or child, then an Assault Form should be completed (available from the admin office).

## *Appendix 1*




PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

*Appendix 2*

## Positive Behaviour Management

*Be very clear about the behaviours that are acceptable and in some cases provide the role model from which the children can learn.*

### Seating arrangements

- Make sure that you are in charge of where pupils sit.
- Have at least one isolation space
- No put down zone
- Do not allow any sneers, laughs or giggles about what other pupils say or do

### Punctuality

- Try to make this the norm in the classroom. You must arrive on time and so must your class.

### Marking

- Use this as a means to raise self-esteem. Where possible refer to the child by name

### Displaying work

- Displays should be stimulating and relevant to the work that is going on in the classroom
- Make sure over a period of a term everyone has had a piece of work displayed
- Try where possible to display a variety of subjects

### Noise level

- Be clear about your expectations here and be consistent

### A happy classroom

- Pupils who are happy are less likely to be disruptive.
- Ask the children how you could make the classroom happier

### Distractions and diversion

- Speak to the pupil using their name
- Stop speaking to gain attention
- Send to do a job
- Change activities
- Eye contact
- Non-verbal signs – body language
- Tone of voice

### Tactical ignoring

- Ignore secondary behaviours

### Non-verbal or privately understood messages

- Nod, wink, shake head, thumbs up, written / picture message

### Rule reminders

- Reminder or reinstatement of the class rule
- Highlight positive / negative consequences

***Appendix 3 – Whoberley Hall Behaviour Rules***

# Whoberley Hall Behaviour Rules

