



Whitegrove Primary School

Behaviour Policy

Policy owner	Headteacher
Operational lead	Headteacher / All staff
Last updated	September 2026
Next review	September 2027
Approved by whom and Date	Headteacher 25.09.26
Applies to	All pupils, staff, visitors, contractors and other persons on the school site
Related documents	Statutory Guidance: DfE Behaviour in Schools (February 2024), Keeping Children Safe in Education (2026), and Suspension and Permanent Exclusion Guidance (July 2026)
Changes from Previous Version	Updated to reflect Whitegrove's vision and values through the revised Whitegrove Way, enhanced recognition and rewards, clearer behaviour sanctions, strengthened anti-bullying and inclusion procedures, and alignment with current statutory guidance and legislation.

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1. Aims of the Behaviour Policy

At Whitegrove Primary School, we believe that positive behaviour is essential to effective teaching, learning and safeguarding. We have high expectations of behaviour and conduct and recognise that children need to be explicitly taught, supported and encouraged to meet these expectations.

This policy aims to:

- promote a calm, safe and positive school environment;
- establish clear and consistent expectations for behaviour;
- teach pupils the behaviours, attitudes and social skills they need to succeed;
- recognise and celebrate positive behaviour;
- provide fair, consistent and proportionate responses when expectations are not met; and
- ensure that behaviour is managed fairly, taking account of age, developmental stage, SEND, disability, safeguarding and individual circumstances.

The school will apply this policy in accordance with relevant legislation, statutory guidance and its wider safeguarding responsibilities.

2. Related Policies and Guidance

This Behaviour Policy should be read alongside the following school policies and guidance:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Equality Information and Objectives
- Online Safety Policy
- Mobile Phone Policy, where applicable
- Data Protection Policy
- Attendance Policy
- Complaints Policy
- Staff Code of Conduct
- Use of Reasonable Force and Physical Intervention guidance, where applicable
- Suspension and Permanent Exclusion procedures

These policies work together to support a safe, inclusive and positive school environment. Where a behaviour incident raises a safeguarding concern, the school's safeguarding procedures will take precedence, and the Designated Safeguarding Lead (DSL) will be consulted.

3. Whitegrove Vision and Values

At Whitegrove Primary School, our approach to behaviour is underpinned by our vision that *"Together, we make learning irresistible"* and by our core values of Compassion, Curiosity, Excellence, Integrity, Respect and Trust. These values shape the expectations we have for every member of our school community and provide the foundation for positive relationships and conduct.

We expect pupils to demonstrate compassion through kindness and consideration for others; curiosity through active engagement in learning; excellence through striving to do their best; integrity through honesty and taking responsibility for their actions; respect for themselves, others and the environment; and trust by acting in ways that are reliable and trustworthy. [

Staff explicitly teach, model and reinforce these values through daily interactions, the curriculum and the wider life of the school. By embedding these values, we promote a safe, inclusive and aspirational environment where all pupils feel valued, supported and able to thrive.

4. Behaviour Expectations: The Whitegrove Way

At Whitegrove Primary School, we have high expectations for behaviour, conduct and attitudes to learning. We recognise and celebrate pupils who demonstrate positive behaviour, effort and achievement, while responding consistently and proportionately when behaviour does not meet our expectations.

We believe that behaviour is learned and that pupils should be explicitly taught what good behaviour looks like. Staff will model the standards expected, establish clear routines and provide appropriate support and reminders to help pupils meet those standards.

Our approach is based on The Whitegrove Way, which sets out the standards of behaviour and conduct expected from everyone within our school community.

Through The Whitegrove Way, pupils are expected to:

- Be respectful, kind and considerate towards others.
- Show good manners and treat everyone with courtesy and dignity.
- Follow reasonable instructions promptly and respectfully.
- Take responsibility for their actions and be honest when mistakes are made.
- Demonstrate self-discipline and make positive choices.

- Work hard, participate positively in learning and strive to achieve their best.
- Allow others to learn without unnecessary disruption.
- Look after the school environment and take pride in their school.
- Act safely and contribute to a calm, orderly and inclusive environment.
- Show resilience, perseverance and a positive attitude towards learning.
- Treat others fairly and respect differences between people.
- Behave appropriately when representing the school or taking part in school activities, including educational visits and sporting events.

These expectations apply throughout the school day and, where appropriate, when pupils are representing the school or participating in school-related activities. They may also apply to behaviour outside school, including online behaviour, where the school has lawful grounds to intervene because the behaviour affects the school community or the safety, wellbeing or education of others.

The school will ensure that behaviour expectations are communicated clearly to pupils, staff and parents/carers and are applied consistently.

5. Roles and Responsibilities

5.1 Board of Governors

Where responsibilities have been delegated to the Board of Governors, the Board of Governors is responsible for:

- Monitoring the implementation and effectiveness of the school's behaviour policy.
- Holding the Headteacher to account for the implementation of the policy within the school's delegated responsibilities.
- Ensuring that appropriate arrangements are in place to promote high standards of behaviour.
- Reviewing relevant behaviour information and trends as part of its monitoring role.
- Ensuring that the school complies with its legal and statutory responsibilities.

5.2 Headteacher

The Headteacher is responsible for:

- Establishing and promoting high standards of behaviour throughout the school.
- Ensuring that the Behaviour Policy is implemented consistently and fairly.
- Ensuring that staff understand their responsibilities and are appropriately trained and supported.

- Ensuring that behaviour expectations are clearly communicated to pupils, staff and parents/carers.
- Ensuring that behaviour incidents are responded to appropriately, proportionately and in accordance with this policy.
- Ensuring that safeguarding concerns arising from behaviour are identified and managed appropriately.
- Ensuring that the school considers its legal duties relating to equality, SEND and safeguarding when making behaviour decisions.
- Monitoring behaviour information and using this to identify trends, evaluate the effectiveness of provision and inform school improvement.
- Working with pupils, parents/carers, governors and relevant external agencies to promote positive behaviour.
- Ensuring that the policy is reviewed in accordance with the school's governance arrangements.

5.3 Senior Leadership Team

The Senior Leadership Team is responsible for:

- Supporting the consistent implementation of the Behaviour Policy.
- Modelling and promoting The Whitegrove Way.
- Monitoring behaviour, rewards, consequences and patterns of behaviour.
- Using behaviour information to identify trends and inform appropriate action.
- Supporting staff to implement behaviour strategies consistently.
- Providing appropriate coaching, guidance and training for staff.
- Supporting pupils who require additional behavioural, pastoral or safeguarding support.
- Working with parents/carers and external agencies where appropriate.
- Ensuring that relevant behaviour information is appropriately shared with staff who need it to support pupils.

5.4 Teachers and Support Staff

All staff are responsible for:

- Modelling The Whitegrove Way and maintaining high expectations.
- Establishing clear routines and consistent expectations.
- Creating a calm, orderly and positive learning environment.
- Explicitly teaching and reinforcing expected behaviours.
- Using praise, recognition, reminders and appropriate consequences consistently and proportionately.
- Responding to behaviour calmly and professionally.

- Considering the individual circumstances, age, developmental stage, SEND and other relevant needs of pupils when responding to behaviour.
- Identifying and reporting safeguarding concerns in accordance with the Safeguarding and Child Protection Policy.
- Recording significant behaviour incidents appropriately and accurately.
- Communicating with parents/carers where appropriate.
- Implementing agreed support strategies, behaviour plans and risk assessments where required.
- Seeking support from colleagues or leaders when behaviour presents a significant or ongoing concern.

5.5 Parents and Carers

Parents and carers are expected to:

- Work in partnership with the school to support their child's behaviour and wellbeing.
- Support their child in understanding and following The Whitegrove Way.
- Reinforce the school's expectations for respectful and safe behaviour.
- Inform the school of relevant circumstances that may affect their child's behaviour or ability to meet expectations.
- Communicate concerns with the school appropriately and respectfully.
- Support agreed strategies and interventions designed to improve their child's behaviour.
- Engage constructively with the school following significant behaviour incidents.
- Treat school staff and other members of the school community with courtesy and respect.

The school recognises that parents and carers may have different views about individual incidents and will provide appropriate opportunities for concerns to be raised through the school's established procedures.

5.6 Pupils

Pupils are expected to:

- Follow The Whitegrove Way.
- Treat others with kindness, respect and courtesy.
- Follow reasonable instructions from adults.
- Take responsibility for their actions and learn from mistakes.
- Make positive choices and behave safely.
- Work hard and allow others to learn.
- Look after the school environment and resources.

- Tell an adult if they are worried about their own safety or the safety of another pupil.
- Contribute positively to a safe, respectful and inclusive school community.

6. Safeguarding

At Whitegrove Primary School, we recognise that changes in a pupil's behaviour may indicate that they are experiencing difficulties, may have an unmet need or may be at risk of harm.

Behaviour concerns will therefore be considered alongside the school's safeguarding responsibilities. Staff will remain alert to the possibility that behaviour may be a sign of a safeguarding concern and will follow the Safeguarding and Child Protection Policy where appropriate.

Where a safeguarding concern is identified, staff will report this to the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures.

Depending on the circumstances, the school may provide pastoral support, consider early help, involve other professionals or make a referral to Children's Social Care or another appropriate agency.

The school's response to behaviour will not prevent or delay appropriate safeguarding action. The school will maintain a child-centred approach and consider what is in the best interests of the pupil while also ensuring the safety and wellbeing of other pupils and members of the school community.

7. Recognition and Rewards

At Whitegrove Primary School, we believe that positive behaviour should be recognised and celebrated. Staff will use praise, recognition and appropriate rewards to reinforce positive behaviour, effort, achievement and demonstration of The Whitegrove Way.

Recognition may include:

- Verbal praise.
- House points.
- Positive verbal or written feedback.
- Stickers and classroom rewards.
- Certificates, including Star of the Day and the weekly Above and Beyond Award.
- Celebration of achievements in assemblies and weekly newsletters.

- Positive communication with parents or carers, including telephone calls, emails or messages.
- Opportunities for responsibility and leadership, such as Year 6 Ambassadors and Year 5 Peer Mentors.

Rewards will not be used in a way that unfairly disadvantages pupils because of SEND, disability or other individual circumstances. Staff will consider appropriate and accessible ways for all pupils to experience success and recognition.

Recognition is intended to reinforce the behaviours and attitudes that contribute to a positive school culture. It will be balanced with the school's responsibility to teach pupils appropriate behaviour and respond consistently when expectations are not met.

8. Behaviour Stages and Consequences

Whitegrove Primary School uses a staged approach to responding to behaviour that does not meet our expectations. The purpose of this approach is to provide consistency while recognising that pupils are individuals and that the appropriate response will depend on the circumstances of each incident.

Our approach focuses on:

- maintaining a safe and orderly environment;
- reinforcing and teaching expected behaviour;
- preventing escalation wherever possible;
- helping pupils understand the impact of their behaviour;
- supporting pupils to regulate their behaviour and make positive choices; and
- ensuring that consequences are fair, reasonable and proportionate.

Staff may use reminders, redirection, de-escalation, restorative conversations and other appropriate strategies before applying a consequence, where this is appropriate and safe to do so. However, staff are not required to follow every stage sequentially. The response will depend on the seriousness and circumstances of the behaviour. Serious incidents may require an immediate consequence or escalation.

When determining an appropriate response, staff will consider:

- the nature and seriousness of the behaviour;
- the impact on others;
- whether the behaviour was repeated;

- the pupil's age and developmental stage;
- the pupil's individual circumstances;
- any SEND or disability;
- any known safeguarding or welfare concerns;
- whether the pupil has previously received support or interventions; and
- whether reasonable adjustments are required.

Consequences will be reasonable and proportionate to the behaviour and will not be humiliating, degrading or discriminatory.

The behaviour stages and examples of consequences set out in this policy are intended to provide a consistent framework but are not exhaustive. Staff will use professional judgement within the framework of this policy and will seek support from a senior leader where necessary. Where behaviour indicates that a pupil may have an unmet need, the school will consider whether additional assessment, support or intervention is required rather than relying solely on increasingly severe consequences.

Stage	Behaviour	Staff response
1 Reminder	Low-level disruption, calling out, minor unkindness, not following routines.	Reminder → redirect → praise/reteach → appropriate minor consequence
2 Repeated concern	Repeated disruption, refusal, inappropriate physical behaviour, conflict or technology misuse	Reflection → restorative conversation → parent contact where appropriate → targeted support
3 Serious/ persistent	Aggression, threats, leaving the school site, significant disruption, property damage.	SLT involvement → parent contact → behaviour support → appropriate senior leadership intervention, including temporary removal from the classroom or suspension where appropriate.
4 – Serious incident	Violence, weapons, discriminatory abuse, serious bullying, sexual harassment/violence or behaviour that may constitute a criminal offence.	Immediate safeguarding/safety response → SLT/Headteacher → parents → appropriate external agencies → suspension/exclusion where lawful

Stages are not sequential. Staff may move directly to a higher stage where the seriousness or circumstances of the behaviour require it. Responses will be reasonable, proportionate and

take account of age, developmental stage, SEND, disability, safeguarding and individual circumstances.

Behaviour incidents will be addressed fairly, consistently, and proportionately, with staff supporting pupils to understand expectations, take responsibility for their actions, repair relationships where appropriate, and successfully re-engage with learning in line with The Whitegrove Way.

The school recognises that behaviour is learned and that pupils may require different levels of teaching, support and intervention to meet expectations. Responses to behaviour ensure that behaviour is managed fairly, taking account of age, developmental stage, SEND, disability, safeguarding and individual circumstances.

9. Bullying

Bullying is not tolerated. The school recognises that bullying may be physical, verbal, relational, discriminatory or online and may involve repeated behaviour or behaviour that causes ongoing harm.

All allegations of bullying will be taken seriously, investigated promptly and addressed appropriately. The school will work with pupils, staff and parents to prevent bullying, support those affected and apply appropriate sanctions where necessary.

Through our curriculum, assemblies, school values and the Whitegrove Way, pupils are taught the importance of kindness, respect, inclusion and responsible behaviour. Bullying incidents are recorded, monitored and reviewed by school leaders to ensure that all pupils feel safe and able to thrive.

We are committed to preventing bullying through:

- A clear curriculum that promotes respect, diversity and equality.
- Regular teaching of online safety and responsible digital behaviour.
- Assemblies, themed events and awareness raising activities.
- Encouraging pupils to speak to a trusted adult if they are worried about themselves or others.
- Staff training to identify and respond effectively to bullying concerns.

Any pupil who experiences or witnesses bullying is encouraged to report it immediately. We want all children to feel confident that concerns will be listened to, acted upon and resolved swiftly.

Bullying incidents will be monitored by school leaders and governors to identify patterns, evaluate the effectiveness of interventions and ensure all pupils feel safe, included and able to thrive.

10. Use of Reasonable Force

In accordance with Section 93 of the Education and Inspections Act 2006, school staff have a legal power to use reasonable force where necessary. This may include preventing a pupil from:

- causing injury to themselves or others;
- committing an offence;
- damaging property; or
- causing serious disruption to the good order and discipline of the school.

Reasonable force will only be used where it is necessary and proportionate to the circumstances. Staff will use the minimum amount of force necessary for the shortest time necessary to achieve the required outcome.

Staff will, wherever practicable and appropriate, use preventative and de-escalation strategies before physical intervention. However, there may be circumstances where immediate physical intervention is necessary to prevent harm, damage or serious disruption. The decision to use reasonable force will take account of the individual circumstances of the pupil and the incident. Staff will not use force as a punishment.

Where physical intervention is required, staff will act in accordance with the school's procedures and relevant Department for Education guidance.

Any use of reasonable force will be recorded and reported to the Headteacher or appropriate senior leader. Parents or carers will be informed where appropriate and in accordance with the school's procedures.

Where a pupil has known behavioural, medical, SEND or other additional needs that may increase the likelihood of physical intervention being required, the school will consider whether an individual risk assessment, behaviour support plan or other appropriate provision is required.

The school will ensure that staff receive appropriate training and guidance where the use of physical intervention is identified as a foreseeable requirement.

11. Screening, Searching and Confiscation

Whitegrove Primary School follows the Department for Education's Searching, Screening and Confiscation guidance. The school will exercise its legal powers to search pupils and their possessions where the relevant conditions are met.

An authorised member of staff may search a pupil or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item or an item prohibited by the school's rules.

Before a search takes place, the member of staff will explain to the pupil why the search is necessary, how and where it will be carried out and, where appropriate, give the pupil an opportunity to ask questions and cooperate voluntarily.

Prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

The school may also search for items that are prohibited under the school's rules.

Searches of pupils will be carried out in accordance with the legal requirements regarding the sex of the person conducting the search and the presence of a witness. A pupil will not be required to remove clothing other than outer clothing.

If a pupil refuses to cooperate with a search, staff will consider the circumstances and the reasons for the refusal. Where a search remains necessary, staff will follow the school's procedures and the relevant DfE guidance. Reasonable force may only be considered in accordance with the legal powers that apply to searches.

The school may confiscate items where it has the legal power to do so. Items may be confiscated where they are prohibited, pose a risk to others, are evidence of an offence or where confiscation is otherwise permitted under the school's behaviour rules and relevant legislation. Confiscated items will be retained, returned, disposed of or passed to the police as appropriate and in accordance with relevant guidance and legislation.

Parents or carers will be informed when their child has been searched for a prohibited item and will be informed of the outcome of the search, unless there is a specific safeguarding or other lawful reason why this would not be appropriate.

Where a search identifies a safeguarding concern, the matter will be referred to the Designated Safeguarding Lead (DSL) without delay. All searches and confiscations will be recorded appropriately in accordance with the school's behaviour, safeguarding and data protection procedures.

12. Off-Site Behaviour

Pupils are expected to follow The Whitegrove Way when representing the school, including on educational visits, sporting events and other school activities. The school may respond to behaviour outside school where it has lawful grounds to do so, particularly where it affects the safety, wellbeing or education of members of the school community.

13. Online Misbehaviour

Pupils are expected to behave respectfully and safely online. The school may investigate and respond to online behaviour that affects the safety, wellbeing or education of pupils or staff, including behaviour that takes place outside school where there are lawful grounds to do so. Serious concerns will be managed through safeguarding procedures and may be referred to the police or other agencies where appropriate.

Pupils will receive age-appropriate education about online safety, respectful online behaviour and how to report concerns. Pupils are encouraged to speak to a trusted adult if they experience or witness harmful online behaviour.

14. Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

Whitegrove Primary School does not tolerate sexual harassment or sexual violence. All concerns will be taken seriously and responded to promptly in accordance with the school's Safeguarding and Child Protection Policy and relevant statutory guidance. Responses will take

account of the age, developmental stage, circumstances and individual needs of the pupils involved.

15. Suspension and Permanent Exclusion

The school may use suspension and, where appropriate, permanent exclusion in response to serious breaches of the Behaviour Policy or persistent breaches where other appropriate strategies and interventions have not been successful.

A suspension may also be appropriate where the seriousness of an incident means that it is necessary to maintain a safe, calm and orderly environment.

Permanent exclusion is the most serious sanction available to the school and will only be used as a last resort. It may only be imposed where the statutory requirements for permanent exclusion are met.

Any decision to suspend or permanently exclude a pupil will be made in accordance with the relevant legislation and the current Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement statutory guidance.

Decisions will be lawful, reasonable, fair and proportionate and will take account of the individual circumstances of the pupil, including:

- the nature and seriousness of the behaviour;
- the impact on others;
- the pupil's age and developmental stage;
- SEND or disability;
- safeguarding concerns;
- whether the pupil has a social worker;
- whether the pupil is looked after or previously looked after;
- any relevant mitigating circumstances; and
- the support and interventions that have been provided.

The school will fulfil its legal duties under the Equality Act 2010 and will have regard to relevant statutory guidance when making decisions about suspension or permanent exclusion.

16. Supporting Pupils Following a Suspension

The school recognises the importance of supporting pupils to return successfully following a suspension and of addressing the behaviour that led to the suspension.

The school will have a clear reintegration process following suspension. This may include a meeting involving the pupil, parents/carers and relevant members of staff and, where appropriate, other professionals or agencies.

The reintegration process will provide an opportunity to:

- welcome the pupil back to school;
- review the circumstances that led to the suspension;
- ensure the pupil understands the school's expectations;
- identify factors that may have contributed to the behaviour;
- consider whether additional support or adjustments are required;
- review existing behaviour or support plans where appropriate; and
- agree clear expectations and strategies for the pupil's successful return.

The school will work in partnership with parents and carers to support the pupil and reduce the likelihood of further incidents.

Where appropriate, the school will review the support, provision or interventions in place and consider whether further assessment or external support is required.

17. Pupils with Special Educational Needs and Disabilities (SEND)

Pupils with SEND are expected to meet the school's behaviour expectations. However, the school will consider whether SEND or other additional needs may have contributed to behaviour and whether reasonable adjustments are required. Where behaviour is persistent or challenging, the school will review the pupil's needs, provision and support and involve the SENCO, parents/carers and relevant professionals where appropriate.

18. Pupil Transition

The school will support pupils as they join Whitegrove Primary School, move between year groups and prepare for their next stage of education.

New pupils will be given appropriate opportunities to become familiar with the school, its routines, expectations, values and The Whitegrove Way. Where appropriate, additional transition arrangements will be put in place for pupils who require further support.

At the end of each academic year, pupils will have opportunities to meet their new teacher and become familiar with their new classroom and routines. Pupils who would benefit from additional transition support will be invited into school during the September INSET day to meet their teacher again and become familiar with their new classroom and surroundings.

Teachers will share relevant information with the pupil's new teacher, including information about behaviour, relationships, additional needs, successful strategies and support or interventions currently in place.

Information about a pupil's behaviour needs will be shared with relevant staff where this is necessary to ensure continuity of support and consistent expectations. Information will be shared appropriately and in accordance with safeguarding, confidentiality and data protection requirements.

The school will work closely with parents/carers and other professionals where additional transition support is required.

19. Staff Training

The school recognises that effective behaviour management depends on staff having the knowledge, skills and confidence to establish positive relationships, maintain high expectations and respond consistently to behaviour.

As part of induction and ongoing professional development, staff will receive appropriate training and guidance in managing and supporting behaviour. This may include:

- reading and understanding the Behaviour Policy and other relevant school policies;
- establishing positive relationships and creating a positive classroom culture;
- effective classroom and behaviour management strategies;
- consistent application of school routines, expectations and consequences;
- de-escalation strategies;
- restorative approaches where appropriate;
- supporting pupils to develop self-regulation and positive behaviour;
- understanding the diverse needs and circumstances of pupils;
- recognising and responding appropriately to behaviour linked to SEND or other additional needs;

- safeguarding considerations relating to behaviour;
- searching, screening and confiscation procedures where relevant to staff roles;
- the appropriate use of reasonable force and physical intervention;
- responding appropriately to bullying, child-on-child abuse, sexual harassment and sexual violence; and
- recognising when behaviour may indicate a safeguarding concern or unmet need.

Training will be reviewed regularly to ensure that staff are supported to respond consistently and effectively to behaviour and that practice reflects current statutory guidance and the needs of the school community.

Appendix 1 – Legislation, Statutory Requirements and Guidance

This policy has regard to relevant legislation and Department for Education guidance, including:

- Behaviour in schools: Advice for headteachers and school staff – Department for Education, February 2024.
- Searching, screening and confiscation: Advice for schools – Department for Education.
- School suspensions and permanent exclusions: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – Department for Education, July 2026.
- Keeping Children Safe in Education 2026 – Department for Education.
- Use of reasonable force in schools – Department for Education.
- Mobile phones in schools – Department for Education, June 2026, where applicable.
- SEND Code of Practice: 0 to 25 years.
- Equality Act 2010.
- Education and Inspections Act 2006, including Section 93.
- Education Act 1996, where applicable.

- Relevant regulations relating to suspension, permanent exclusion and pupil movement.

This policy will be reviewed in accordance with the school's governance arrangements and updated where legislation, statutory guidance or the school's circumstances change.