



Good Behaviour, Care and Respect Policy

Approved by Governors

September 2025

To be reviewed: September 2027 (or in light of new legislation)

Good Behaviour, Care and Respect Policy

Overview

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

Behaviour in schools: Advice for headteachers and school staff (September 2022)

This policy outlines the principles that underpin our procedures for fostering respectful attitudes and responsible choices with regard to children's behaviour. Good behaviour, care and respect is central to all we do in this school; developing high levels of respect and responsibility are two of our core school values. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. We will work in partnership with parents to ensure that the school's values will become central to the lives of learners.

Context

This policy should be read in conjunction with the policies listed below:

- Rewards and Sanctions Policy
- Health and Safety Policy
- Safeguarding Child Protection Policy
- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Home School Agreement
- Inclusion Policy
- Prevent Policy
- Online Safety policy

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the 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 88-94 of the Education and Inspections Act 2006, which require 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.

Objectives

1. To create an ethos of good behaviour care and respect in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and good relationships are promoted.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour, care and respect.
4. To build a school community which values kindness, care, understanding and empathy for others.
5. To use good behaviour to promote community cohesion.
6. To promote care for oneself, care for each other and care for the environment in which we live.
7. To create a culture of staff, adults and children showing respect for each other.

Rewards

Our emphasis is on rewards to reinforce positive behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to all individuals and groups of pupils. This is achieved by the maintenance of high expectations and display of School Values.

Sanctions

- A clear verbal warning must be given as to what the inappropriate behaviour is and what the outcome will be, should the inappropriate behaviour continue.
- It must be clear why the outcome is being applied - which expectation has not been met.
- It must be made clear what changes in behaviour are required to avoid future repetition.

Strategies to promote positive behaviour across school:

1. Class rules will be devised in each class by the children at the beginning at each year (September). These will be promoted at all times by staff and children
2. Personal behaviour system will be used in each class for children to rewards (Dojo points, golden tickets, dip jars etc).
3. All will be taught to treat everyone with respect and their behaviour will reflect this through our school values.
4. Our school values will be consolidated in weekly assemblies and in daily Collective Worship to promote positive behavior, care and respect at all times.
5. Any behaviour concerns are logged on CPOMS, where unacceptable behavior to be monitored by the Headteacher. If a child's name appears twice in any half term, the Headteacher will make the decision if parental involvement is required or if the child needs to go on a Report Card. Further support maybe required from specialist settings to help mange the individual needs of a child.
6. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
7. Children will be taught to be polite, respectful, well-mannered and well - behaved.
8. The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.
9. Children with SEND needs with have 1:1 support systems to manage their behaviour effectively.
10. Playground rules are in place for all to follow.

Our Playground Rules

We have.....

Kind hands



Kind feet

Kind words

We are kind friends!



Behaviour that threatens the emotional and physical wellbeing of others

We recognise that some children will experience difficulty in managing their emotions which may result in more extreme behaviour. During these times we are committed to working with the child, parents / carers and external agencies to help them improve their behaviour.

During incidents which threaten the wellbeing of others (at school or online) every action must be taken to safeguard other children and adults. Action for addressing severe behaviour incidents will be dealt with outside of the agreed sanctions for behaviour and these sanctions will be agreed by the Headteacher. All sanctions must be shared with parents / carers.

Outcomes for Poor Behaviour

- Verbal apology to the harmed (verbal or physical injury)
- Letter of apology to the harmed
- Missed playtime/Golden Time (to be supervised in class by the teacher)
- Request to parents for a contribution towards the cost or replacement of damaged property by their child resulting from poor behaviour.

Continued Unacceptable Behaviour

- When a child's behaviour is a persistent cause for concern, there are a range of behaviour modification programmes, which can be used in partnership with parents, carers and children.
- If a child continues to demonstrate poor behaviour following unsuccessful interventions set out in this policy, there should be consultation with specialist outside agencies to seek further advice and help.
- If the behaviour continues and all approaches been met with little success, the advice of the Governing Body/LA should be sought.

Escalation of interventions

1. A clear verbal warning is given.
2. Names will be moved down on class systems/Dojo removed
4. The child will be sent to the Headteacher/Deputy to work for a short period of time.
5. The behaviour will be discussed to reflect upon the issues and what they can do to improve them.
6. Speak to parents
7. A daily report card to be completed and shared with parents
8. Internal suspension
9. Suspension (fixed term/permanent)

Relationships and Respect

We firmly believe in developing excellent relationships at Whitefield. This is the basis for a productive school where all can work together profitably.

Relationships between staff and pupils must be built on trust and respect.

Children are taught the difference between right and wrong through positive relationships that are incorporated into all that we do. Where relationships break down and bullying occurs, we are committed dealing with this and the school values and curriculum is designed to minimise the possibility of it occurring (See Anti-Bullying policy). We define bullying as;

'repeated behaviour (within a short time scale) against the same children or the same child frequently using unacceptable behaviour to intimidate or hurt different children'.

Procedures are in place for quickly dealing with any incidents of bullying between peers in our policy.

Child on Child Abuse

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. (Read this in conjunction with our safeguarding and child protection policy.)

Some forms of child on child abuse;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying / online bullying
- Youth produced sexual imagery- popularly known as 'Sexting'
- Prejudiced Behaviour

Any child on child allegation must be referred to the Designated Safeguarding Lead immediately. Where a concern regarding child on child abuse has been disclosed to the Designated Safeguarding Lead advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be a response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with appropriate support to prevent any reoccurrence of improper behaviour.

Racially motivated behaviour

Whitefield Infant School is committed to the equality of all children and adults and behaviour that is believed to be racially motivated is not tolerated. Any incidents thought to be racially motivated must be dealt with by the headteacher.

Safe Handling of Children

In our school we do not have a no contact policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or preventing them taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force to safely restrain children. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force (Safe Handling Policy)

Prohibited Items

The Headteacher and staff have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item listed in paragraph 3 in Searching, Screening and Confiscation (DfE 2022, Page 7).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. At Whitefield Infant, The Headteacher and Deputy Headteacher are the authorised people who can conduct a search.

School support systems

As a fully inclusive school, we recognize that for some children additional or different action may be necessary as a result of special educational need and/or disability. This is in accordance with the SEND code of practice. We recognize that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEND list. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our learning mentor and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force to safely handle children.

Roles and responsibilities

We expect all staff and pupils to adhere to this policy.

We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the Headteacher.

Consultation, monitoring and evaluation

The policy will be reviewed annually with all staff at the start of each academic year with mid-year reviews where monitoring indicates that this is required.

Following the annual review of this policy, parents will be advised on any adaptations or changes through the school newsletter. The school newsletter and website will also be utilized to ensure the principles of the behaviour policy remain high profile for the whole school community.

Complaints procedure

This section should be read in conjunction with the school's complaints procedure. A full copy is available from the school office.

- All complaints about the use of force/safe handling should be thoroughly, speedily and appropriately investigated
- Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations is true - it is **not** for the member of staff to show that he/she has acted reasonably
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive safe handling is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate

- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide pastoral care to all members of staff

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they will enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and mission statement. It will be used to promote community cohesion.

The effectiveness of this policy will be underpinned by a strong visible presence of the Senior Leadership Team around school at all times.

Appendix 1

Promoting Positive Behaviour Management

The following list is not exhaustive but has been compiled by staff currently working at the school. The rewards listed should not be regarded as the only ones to be used but are suggestions of the types of reward systems that have been found to be effective.

Verbal praise

Stickers

Celebration display boards including traffic lights

Celebration assembly

Sharing successes with parent

Small certificates designed for particular behaviours

Star charts

Star of the day/week

Whole class rewards and incentives etc

Appendix 2

Unacceptable Behaviour

Deliberately damaging property

Name calling / hurtful words

Intimidating behaviour - using verbal /physical means

Deliberately hurting another person e.g.hitting, kicking

Stealing

Swearing

Fighting

Verbal abuse

We accept children experience different expectations of what is acceptable behavior outside of school and the school acknowledges it has a responsibility to make these explicit in an appropriate way e.g. through circle time or when specific incidents occur.

Appendix 3

Agreed Sanctions for Unacceptable Behaviour

Minor Incidents

Whole class learning time

- Verbal reminder of the rule being broken
- Child's name moved down the traffic light/dojo removed
- Child to miss 5 minutes of Golden Time
- Miss a playtime
- Child to the headteacher

Playtimes and lunchtimes

- Verbal reminder of rule being broken
- 5 minutes timeout on a designated playground area
- Child sent to the headteacher
- Report card is issued - Parents informed

Major Incidents

Whenever a 'major incident' has occurred the child needs to be taken to the headteacher and this must be reported on CPOM's.

The child will miss Golden time for breaking a rule and a report card will be issued. *The class teacher/Headteacher informs parents of incident at the end of the day.*