



Behaviour Strategy/Policy
Walton Holymoorside Primary
School



Behaviour Handbook | Contents Page

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Appendix

Behaviour Playbook



Behaviour | Vision and Values

Our vision for the school for the needs our pupils

Walton Holymoorside Primary & Nursery School's Vision

Welcoming, Helping, Progressing, Smiling

Celebrating Diversity

Physical & Emotional
Wellbeing

Independence

Communication &
Conflict Resolution

Welcoming: Celebrating Diversity

Celebrate each
other's individuality

Demonstrate
empathy for others

Learn about a diverse
range of people

Helping: Physical and Emotional Wellbeing

Understand how to
keep our bodies
healthy

Comprehend and
manage emotions

Know who to go to if
help is needed

Progressing: Independence

Employing resilience
in difficult situations

Working towards self-
sufficiency

Being able to
complete tasks on
our own

Smiling: Communication and Conflict Resolution

Expressing ourselves
confidently and with
assurance

Explaining and
listening effectively

Solving problems
through conversation



Leaders communicate, demonstrate and refer to the vision and values constantly



Behaviour | Culture of High Expectations

The underlying culture of the school

Consistent, Explicit, High Expectations

At WHPS, we try to remember the 4Rs and always be:



Respectful

I listen to others and use my manners.



Resilient

I always try my hardest, even when things are difficult.



Responsible

I take responsibility for my learning, our school and everything in it.



Ready

I have everything I need and I am focused on my learning.




Our school culture is built around ensuring children, and staff, try their utmost to exhibit the 4Rs.

Children are reminded of the 4Rs regularly and are explicitly told what these look like in action at our school

These are broken down into smaller steps when needed

Children are praised for showing these qualities through our various rewards

When behaviour has not met the required standard, we explore how this could be improved

 Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



Behaviour | Teaching Behaviour

How are learning behaviour made explicit and taught?

At WHPS, we teach behaviour through the following Walkthrus strategies, allowing our children to enjoy a consistent and coherent learning environment for their journey through school .

B&R | 38

ESTABLISH YOUR EXPECTATIONS



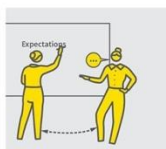
TEACHING WALKTHRUS

ESTABLISH YOUR EXPECTATIONS

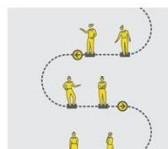
1 2 3 4 5



DECIDE YOUR EXPECTATIONS



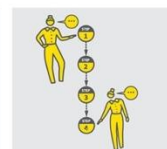
COMMUNICATE YOUR EXPECTATIONS



REINFORCE YOUR EXPECTATIONS



REDIRECT, CORRECT OR CHALLENGE



SUSTAIN YOUR EXPECTATIONS

B&R | 40

SIGNAL, PAUSE, INSIST



TEACHING WALKTHRUS

SIGNAL, PAUSE, INSIST

1 2 3 4 5



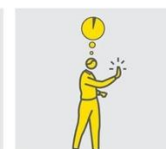
CHOOSE A SIGNAL



REHEARSE THE SIGNAL



GIVE THE SIGNAL



PAUSE



INSIST

B&R | 42

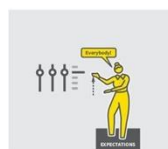
POSITIVE FRAMING



TEACHING WALKTHRUS

POSITIVE FRAMING

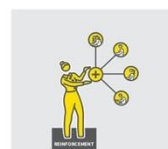
1 2 3 4 5



ESTABLISH YOUR EXPECTATIONS



AFFIRM POSITIVE RESPONSES FIRST



FRAME CORRECTION AS POSITIVE REINFORCEMENT



GIVE THE BENEFIT OF THE DOUBT



ASSUME CONFUSION OVER DEFIANCE

B&R | 44

REHEARSE ROUTINES



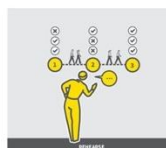
TEACHING WALKTHRUS

REHEARSE ROUTINES

1 2 3 4 5



DESIGN YOUR ROUTINES



WALK THROUGH EACH ROUTINE



TEACH THE SIGNALS



MAKE ROUTINES ROUTINE



REFRESH OR REBOOT

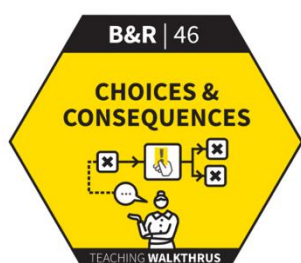
● ● ● ● Staff teach learning behaviours and promote strategies that reinforce positive behaviour management, alongside managing misbehaviour



Behaviour | Teaching Behaviour

How are learning behaviour made explicit and taught?

At WHPS, we teach behaviour through the following Walkthrus strategies, allowing our children to enjoy a consistent and coherent learning environment for their journey through school .



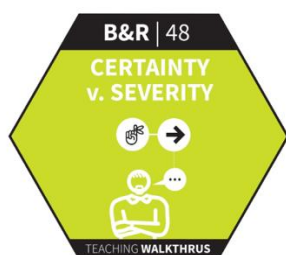
CHOICES & CONSEQUENCES

1. ESTABLISH THE RANGE OF FORMAL CONSEQUENCES
2. USE ASSERTIVE CHOICE DIRECTION
3. NARRATE THE CONSEQUENCES
4. MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY
5. USE CONSEQUENCES JUDICIOUSLY



LESSON DISRUPTION

1. EVALUATE THE SITUATION
2. TACKLE IT; DON'T TOLERATE IT
3. TAKE THE LEAST INTRUSIVE APPROACH FIRST
4. ENACT AND NARRATE CHOICES AND CONSEQUENCES
5. RE-FOCUS THE LEARNING



CERTAINTY v. SEVERITY

1. ESTABLISH EXPECTATIONS
2. ESTABLISH KNOWN CONSEQUENCES
3. FOLLOW THROUGH
4. MAINTAIN PERSONAL CONSISTENCY
5. DE-ESCALATE & DEFUSE



ASSERTIVENESS

1. PROJECT NON-VERBAL CONFIDENCE
2. PROJECT YOUR VOICE CALMLY, FIRMLY
3. MAINTAIN EYE CONTACT
4. BE INSISTENT
5. CHALLENGE AND AFFIRM

● ● ● ● Staff teach learning behaviours and promote strategies that reinforce positive behaviour management, alongside managing misbehaviour



Behaviour | Responsibilities

How are staff at all levels responsible for behaviour?

At Walton Holymoorside Primary and Nursery School, teachers take great pride in creating a calm and purposeful environment where all children can thrive. Senior Leaders assist in behaviour management in the following ways-



Mr Holmes- Headteacher

Mr Holmes has an encompassing overview of the behaviour at school. He undertakes regular behaviour walks, checking in on staff and children.



Mr Macnamara- Deputy Headteacher/S ENDCo. Mr Macnamara bridges the link between behaviour and SEND.



Mr Fowkes- Behaviour Lead (NPQLBC) and Phase Leader. Mr Fowkes oversees and implements the behaviour strategy.



Mrs Harrison- Phase Leader. Mrs Harrison oversees the behaviour management within the Upper Juniors..



Miss Young- Phase Leader. Mrs Harrison oversees the behaviour management within the Foundation Stage.



Miss Clifford- Phase Leader. Miss Clifford oversees the behaviour management within Key Stage One.



Ms Marsden- Nursery Manager Leader. Ms Marsden oversees behaviour management in nursery.

●●●● Staff are held accountable for their part in the maintenance of the school's systems and processes

●●●● Designated leaders and managers have clearly assigned responsibilities for maintaining an effective behaviour culture



Behaviour | Rewards

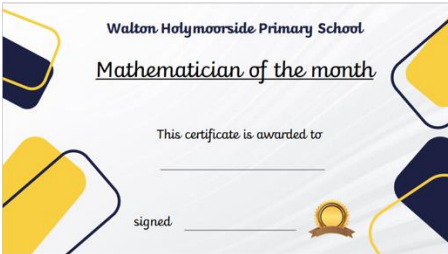
How are learners who maintain high expectations rewarded?

At Walton Holymoorside Primary and Nursery School, we use a praise-based behaviour management strategy. Children are encouraged to earn stickers, dojos (also house points), star cards, weekly Star Award, Blogger of the Month (KS2), Times Table Rockstar of the Month (Y3/Y4) and Mathematician of the Month. They children also complete collectively to be House Champions and to win the Attendance League.



House Points!

Hipper
Somersall
Harewood
Chander



PAC (Premier Attendance Championship)
Monday 22 January 2025

	WFS	MY TEAM	STANDINGS	SCHEDULE
Group A	PLD	PTS	GD	
1	Eagles	0	0	0
2	Finches	0	0	0
3	Falcons	0	0	0
4	Woodpeckers	0	0	0
5	Swallows	0	0	0
6	Wrens	0	0	0

AEL (Attendance Excellence League)
Monday 22 January 2025

	WFS	MY TEAM	STANDINGS	SCHEDULE
Group A	PLD	PTS	GD	
1	Hammers	1	3	1
2	Robins	1	3	1
3	Kingfishers	1	1	0
4	Larks	1	1	0
5	Hawks	1	0	-1
6	Falcons	1	0	-1



Pupils or groups who demonstrate ‘good’ behaviour are celebrated and praised



Behaviour | Response to Incidents

What support is available for staff where pupils are struggling to meet expectations?

Step	Child-led factors			Adult-led factors	
	'Best fit' description of observed behaviour	Examples of observed behaviour may include (reasonable adjustments always made for neurodiverse children)	Repetition	Restorative actions (How?)	Possible sanction/s (best fit)
Reminder (Warning)	Low-level disruption	Not listening / distracting others / not completing the expected amount of work or lack of care in work / refusing to engage with work, including talking 'off-topic' or inappropriately / shouting out / walking away when an adult is speaking / not following instructions / running in a corridor / Playing roughly or recklessly / using equipment inappropriately / being disrespectful / being inside at playtimes without permission or restricted parts of school / pushing into lines	Two reminders within session (lesson, play time etc.)	Positive framing reminder given & link to 4Rs or WHPS	Verbal reminder Timeout for EYFS and KS1 children if they reach 'a two' during dinner-time play-time.

● ● ● ● Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture



Behaviour | Response to Incidents

What support is available for staff where pupils are struggling to meet expectations?

Step	Child-led factors			Adult-led factors	
	'Best fit' description of observed behaviour	Examples of observed behaviour may include (reasonable adjustments always made for neurodiverse children)	Repetition	Restorative actions (How?)	Possible sanction/s (best fit)
Yellow Card or Thinking time (EYFS)	Persistent low-level disruption [Preventing others from learning] or more serious isolated incidents	As above, three times in one session OR Instant yellow card/ thinking time (EYFS) for: risky/dangerous behaviour, being rude to/shouting at adults, damaging school/ others' property, swearing, behaving recklessly / Causing minor damage to property / Refuse to put objects that could cause harm down / Refusing to go to a safe space / Refusal to follow adult instructions to keep them and others safe	Two reminders in the session have led to having to be spoken to for a third time about the same thing	Specific to actions, with class teacher & link to 4Rs or WHPS	Specific to actions, with class teacher during one play time, using 'restorative action' sheets Consideration of the introduction of a 'Choices Chart' if similar behaviours have been previously displayed. Consider whether an IBP is needed if three yellow cards are issued within a half-term





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 Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture



Behaviour | Response to Incidents

What support is available for staff where pupils are struggling to meet expectations?

Step	Child-led factors			Adult-led factors	
	'Best fit' description of observed behaviour	Examples of observed behaviour may include (reasonable adjustments always made for neurodiverse children)	Repetition	Restorative actions (How?)	Possible sanction/s (best fit)
Red Consequence	Unacceptable behaviours that put yourself or others at risk	Verbally aggressive or threatening behaviour against pupil or adult / Using threatening or abusive language / Causing intentional harm to someone through action (including, but not limited to) hitting, punching, throwing, spitting / Causing serious damage to property / Sharing inappropriate images / Absconding the site / Exposing private parts (age and level of understanding dependant) / Discriminatory language towards those with protected characteristics	Once	Specific to actions, with Headteacher & link to 4Rs or WHPS Consider whether an IBP or programme with FSW is needed.	Specific to actions, with Headteacher (i.e. loss of a day's playtimes) Consideration of Internal or External Suspension.

    Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture



Behaviour | Response to Incidents

What support is available for staff where pupils are struggling to meet expectations?

Step	Child-led factors			Adult-led factors	
	'Best fit' description of observed behaviour	Examples of observed behaviour may include (reasonable adjustments always made for neurodiverse children)	Repetition	Restorative actions (How?)	Possible sanction/s (best fit)
Red Consequence +	Persistent Unacceptable behaviours that harm yourself or others including those that pose significant risk	Repeated incidents of Red Consequence Behaviour / Actions which result in significant danger or harm to themselves or others / Use or threat of use of an offensive weapon or prohibited item.	Once	Specific to actions, with Headteacher & link to 4Rs or WHPS IBP is needed.	Internal or External Suspension

Full sanctions ladder available upon request.



Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture



Behaviour | Reflection

How does the school manage 'reflection time' consequences?

If a child receives a yellow card, teachers manage breaktime loss with children. They then help the child reflect on the event in a restorative way, using the reflection sheet if needed. Yellow cards are logged on Arbor so analysis can be made and the physical card given to the Head. Children are then ineligible to represent the school at sports events for a calendar month.

Instant ☐ 1,2,3 ☐

Name: _____

Location/time: _____

Staff: _____

Incident: _____

Action: _____

Behaviour Reflection

Welcoming, Helping, Progressing, Smiling

Celebrating Diversity Physical & Emotional Wellbeing Independence Communication & Conflict Resolution

Did my behaviour today follow the 4Rs. Why not?

Who has been affected by what I have done and why?

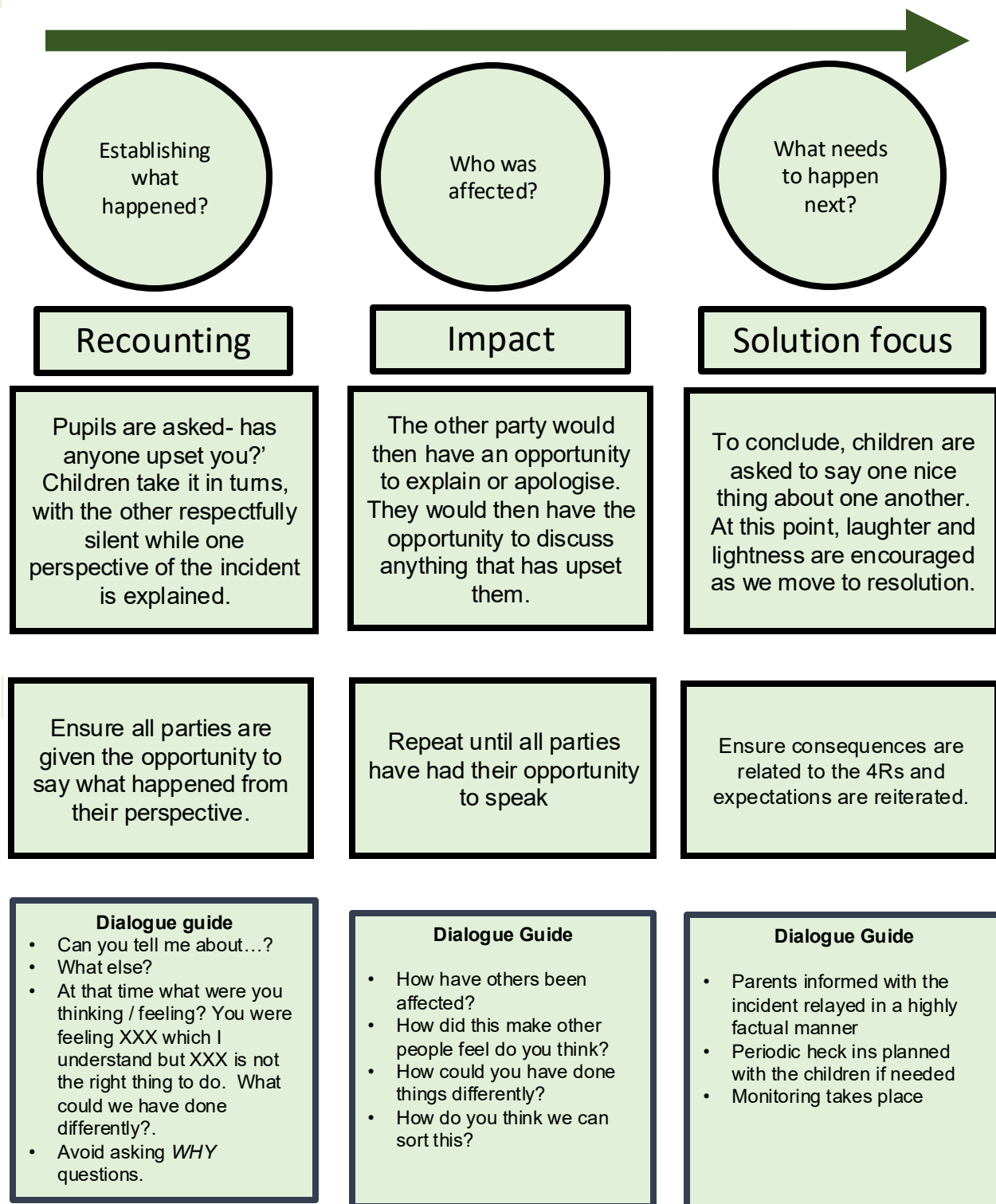
What do I need to do to make this right?

Detentions or in-school behaviour provision provide opportunities for reflection, allow pupils to continue meaningful study and to return to mainstream lessons as soon as appropriate



Behaviour | Conversations & Reflections

Discussing Incidents





Behaviour | Graduated Response

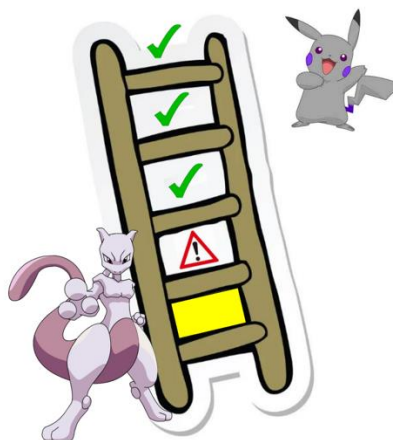
How are all staff supported in the principles of 'praise in public' and 'reprimand in private'?

At Walton Holymoorside Primary and Nursery School, our praise-based behaviour management strategy is rooted in the principles of 'warm assertiveness'. Within this, staff always aim to 'praise in public, reprimand in private'.

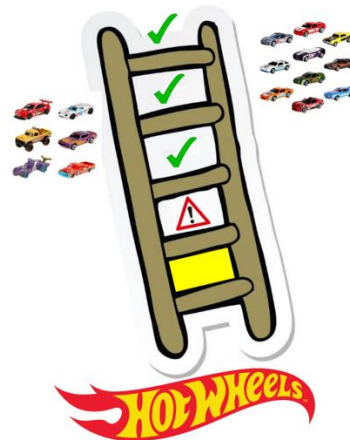
When negative behaviour occurs, we aim to help children as effectively as possible. As a bridge between the behaviour strategy and 'Individual Behaviour Plans' (covered later), children may also be given a 'Choices Ladder' or 'Choices Sheet' to encourage progress towards identified individual behaviour targets. This is put in place when a child has had multiple yellow cards within a half-term.

This is used discreetly, to help children make good choices within the existing structure. Examples are featured below-

Good Choices Ladder



Good Choices Ladder



Good Choices Sheet

Task 1	Task 2	Task 3	Task 4




● ● ● ● Leaders model the effective use of public praise and private reinforcement for staff and pupils



Behaviour | Individual Behaviour Plans

How does the school implement individual behaviour plans?

Individual Behaviour Plan



Name: XXX
Year: XXX
Start date: XXX
Review date: XXX (6 weeks)

Individual Behaviour Plan

Why is an Individual Behaviour Plan Implemented?
Our school's behaviour policy is designed to meet the needs of all pupils. However, any policy in any school can only meet the needs of most pupils. Our set of shared values and expectations enable most pupils to succeed. This, together with our promise of Quality First Teaching, ensures that pupils are given the best chances to succeed with their behaviour, and develop good habits of learning and social behaviours.

Every so often, the adults in our school will identify a very small number of children who require reasonable adjustments beyond the parameters of the behaviour policy.


In order to support children to work towards displaying the 4Rs, an Individual Behaviour Plan may be introduced as a bridge between the behaviour policy and SEND provision.

How is an Individual Behaviour Plan Implemented?

- We use Individual Behaviour Plans to outline reasonable adjustments as a supportive strategy to help the pupil/s display the 4Rs
- Thoroughly planning consistent mechanisms of support for behaviour and evidencing this.
- IBPs inform parents / carers of the support that is being put in place.
- IBPs provide a useful source of information for external agencies to use if escalation is necessary.

What is an Individual Behaviour Plan?

- An IBP is a tailored set of reasonable adjustments that are preferably agreed by the pupil, parents and staff.
- The use of an IBP Target Card is used to carefully give clear structures of support and carefully monitor the progress of the pupil.
- The IBP Target Card gives the pupil a visual reminder of targets, and splits up the day into manageable chunks (goals).



Name: XXX Year: XXX

Identifying Triggers

What time(s) of day is a trigger?

Highlight as appropriate	Arriving at school	Morning Lessons	Morning Break
	Lunchtime	Afternoon Lessons	Afternoon Break
End of the School Day	Assembly Time	Transitions	Other (specify)

Trigger Assessment

What are the (known) triggers?


Highlight as appropriate	Not being first	Transitions	Demands
	Friendships	Change of routine	Change of adult
Hunger	Sleep	Specific subjects (specify)	Other (specify)

What patterns of behaviour have we seen? (Reference to CPOMS categories where appropriate)

Highlight as appropriate	Swearing/offence language	Rudeness towards adults	Threatening others
Physical abuse of pupils	Physical abuse of adults	Damaging property and equipment	Rudeness towards pupils
Running / climbing	Other (specify)		

Which areas does the child need to work on? Highlight as appropriate

Respect	Resilience	Responsibility	Readiness
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As a bridge comprising of reasonable adjustment between the behaviour strategy and SEND considerations, children may also be given an Individual Behaviour Plan. This is implemented in the instance of three yellow cards being received within a half-term. For this, the following steps are taken:

- Parents are called to meet with Headteacher and Class Teacher.
- Triggers and issues are discussed
- Targets set
- Reviews planned for six weeks' time



Individually challenging learners have IBPs in place and strategies to support them



Behaviour | Parental Engagement

How is behaviour communicated with parent?

Sharing behaviour expectations

At WHPS, we believe in fostering effective relationships with parents and carers. We openly share our expectations of behaviour through...

Sharing Policy

Newsletter

Parent Meetings

Celebrating Successes

Certificates

Seesaw

Parent Meetings

We ensure parents are informed of the successes their child is having in terms of improving their behaviour

Communicating School Concerns

There may be times where the school has concerns about children's behaviour. These will be shared with parents so we can work together to solve problems

Phone Call

Face to Face

Seesaw/
Text Message





Sharing Parental Concerns





Message on Seesaw

Phone and leave a message

Talk to us at the door

We encourage parents to discuss any incidents and encourage them to do this at the earliest possible point to avoid escalation.

    Parents/carers and staff hold mutual respect for each other and actively support the work of the school


    Staff communicate effectively with parents/carers regarding pupils' achievements, wellbeing and mis-behaviour in line with the school policy

Behaviour | Support for Individuals

How does the school support those identified in the data?

Class Teachers, Teaching Assistants, Phase Leaders, SENDCo and the Headteacher will work together to address and put in place support for individual pupil needs through:

Additional support in school on offer – Nurture group through FSW, consideration of choices charts or IBPs	Strategies discussed and shared with child, staff and families	Appropriate risk assessments carried out where necessary
Involvement and support from outside agencies e.g. Educational Psychologist Service, Inclusion Support Advisory Service, CAMHs, Family Support Worker.	Reasonable adjustments put into place to support children with individual needs.	IEPs – IEPs identify specific SEMH targets to support their SEMH development and provisions to help support this.
Regular contact with parents to keep communication with child's family.	IBPs for individuals who need them.	Applications for additional funding through Inclusion Panel Funding, EHCP or Stability Funding Requests.

 Designated staff work together to share information and build appropriate support structures for pupils and the staff who support them



Behaviour | Mental Health and Wellbeing

How does this strategy support mental health and wellbeing?

Our school supports the **mental health and well-being** of it's pupils through its **behaviour policy** by ensuring that it is **supportive, inclusive, and proactive** rather than purely punitive.

Positive and Restorative Approach

We employ positive reinforcement over punishment

When incidents occur, we use restorative work to repair relationships

We give out lots of praise and recognition

Clear and Supportive Expectations

We communicate expectations to pupils

We ensure these are easily understandable

We teach techniques for self-regulation

Emotional Regulation and Mental Health Support

We help children cultivate and maintain strong relationships

We ensure we provide bespoke early interventions where needed


Our Family Support Worker works with children when concerns

Relationships and Wellbeing Culture

We ensure relationships in school are effective and productive

We encourage children to take care of their emotional wellbeing

We endeavour to make the relationship between school and home a positive one

 Leaders communicate, demonstrate and refer to the vision and values constantly



Behaviour | External Agencies

How and when does the school collaborate with external agencies to support pupil behaviour?

SENDCo & SLT

Concerns regarding pupil behaviour are raised by class teachers and TAs are raised with the SENDCo and Senior Leaders in school.

Family Support Worker

Our Family Support Worker can help us work in partnership between families and school, offering Early Help Assessments.

CAHMS

Contact CAHMS outreach for advice and tailored CPD for staff involved.

Educational Psychologist


Referral made to the Educational Psychologist after conversation and consent sought from parents.

External Agencies

Refer out to external agencies for support such as Elm Foundation, Stop, Breathe, Think after conversation and consent given by parents / carers.

Social Care

If escalation is needed, refer to Derbyshire Starting Point for Social Care.

 The school engages with external agencies to support good behaviour including the development of risk assessments where appropriate



Behaviour | Behaviour Data

How is the behaviour data used?

Behaviour data is monitored closely by senior leaders at the school to ensure that behaviour issues that arise are addressed at the earliest opportunity. Support and provisions can then be put in place as necessary to support the children to help them to be successful.

From the incidents that all staff report on RM Integris and CPOMs, as a school we are able to generate reports and analyse trends and patterns. We do this so that we can:

Identify trends and patterns.

Identify needs of pupils quickly.

Provide training & support to teachers.


Identify areas for improvement in the curriculum.

Provide bespoke support for pupils.

We look for patterns in a range of areas including:

- Time of day
- Day of the week
- Low-level incidents
- Severity of incident
- Pupils Involved
 - Year group
- Class groups
- Rule broken

Behaviour is an agenda item on each week's phase meeting agenda to allow staff to escalate concerns / share information / seek support from other adults working in school. This is discussed weekly in the SLT meeting. Each year we ask all stakeholders to complete a pupil, parent and staff questionnaire. These responses helps us to address areas of concern and identify areas of development areas for us as a school.

 Leaders and managers monitor and analyse behaviour data and take swift, reasonable action to address issues



Behaviour | Exclusion

How and when does the school use exclusion to support learners?

WHO?

Only the headteacher has the power to suspend or exclude a pupil from the school and is able to decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds.

WHY?

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil (FULLY DETAILED ON THE SANCTIONS LADDER):

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse

WHAT?

The school has a duty to inform:

- Parents immediately and in writing
- Local Authority Exclusions Team
- Social Care/ virtual schools where applicable


LEARNERS' Trust – Suspension and Exclusion Policy

For legal duties, process and model letters and agendas, please see the full

LEARNERS' Trust – Suspension and Exclusion Policy

[HERE](#)



 School use of suspension, including the reasons, patterns and rates of suspension, is robust



Behaviour | Reintegration

How are pupils reintegrated following an exclusion?

WHY?

Exclusions are difficult on the child, parents and school. Hence the need for the reintegration meeting.

The main purpose of reintegration is to look at how parents, the child and the school can all work together to prevent further exclusions

WHO?

It is important to have the right people in the meeting without being overbearing on the parents. However, it likely to involve a combination of:

- Parents and Pupil (for part of the meeting)
- Headteacher/ SLT
- Class teacher
- SENDCo/ Learning mentor

HOW?

it is important that all parties remain professional by:

- Allowing all people to have a voice
- Sticking to the agenda
- Not speaking over others
- Remaining calm

WHAT?

Meeting Structure

- School - Reason for suspension and unacceptable behaviours in school including impact on others
- Share chronology – CPOMs
- Impact on the pupil, staff, other pupils
- Parents - opportunity to ask questions about the above and to outline any behaviours at home and how they manage this
- Opportunity for child to come in at this point and share their views
- How can school and parents help with behaviours in school?
- Current support and actions and next steps in school, discussed and agreed as a group
- Parents to reinforce the message



School's work to follow up and support fixed-term suspended pupils is effective



Behaviour | Managed Moves

When and how would the school use a managed move to support a learner?

Schools have two further options to prevent the possibility of permanent exclusion:

Managed
Move

Off Site
Direction

What is a managed move or off-site direction?

A managed move is used to initiate a process that leads to the permanent transfer of a pupil to another mainstream school. **Managed moves** should be voluntary and agreed upon with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then **offsite direction** should be used.

Managed moves are frequently used as an alternative to permanent exclusion; as a result, no exclusion is formally recorded on the pupil's education record.


Further guidance about managed moves and off-site direction can be found [HERE](#)



Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Guidance for maintained schools, academies, and pupil referral units in England

September 2023

 If managed moves have been used, there is clear evidence that this has been done in the best interests of the child, and not the school.



Behaviour | Anti-Bullying

How does the school's approach to preventing bullying?

We provide an environment that is:

Safe

Caring

Nurturing

Statement of Intent

At WHPS, bullying of any form is not tolerated in our school, whether carried out by a child or an adult. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed and then discussed with the headteacher. A clear account of the incident will be recorded. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

Definition of Bullying



At WHPS, we use the acronym S.T.O.P to help children understand the definition of bullying.

Types of Bullying

Emotional

Physical

Verbal

Extortion

Online


Sexual

Racist

Discriminatory

Bullying and 'Keeping Children Safe in Education'

At WHPS, we take bullying extremely seriously, and we understand that bullying can be a form of peer-to-peer abuse. The school's headteacher will be involved in all cases of bullying. The school aims to be a 'zero-bullying school' and this is celebrated with the children.

 Strategies to prevent all forms of bullying, are included in the school's behaviour policy



Behaviour | Dealing with Bullying

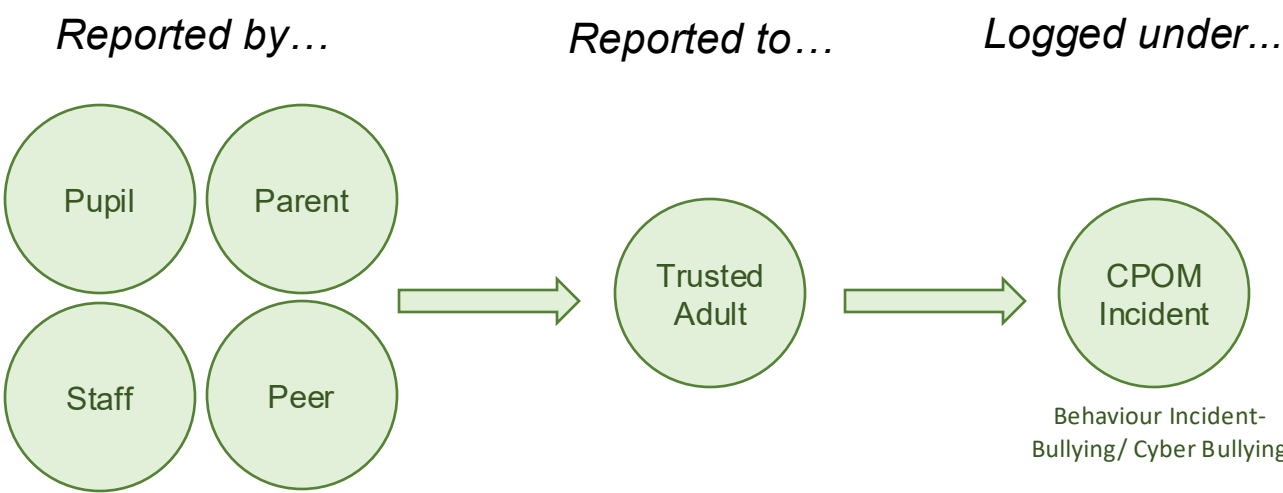
How does the school deal with incidents of bullying?

Preventing Bullying

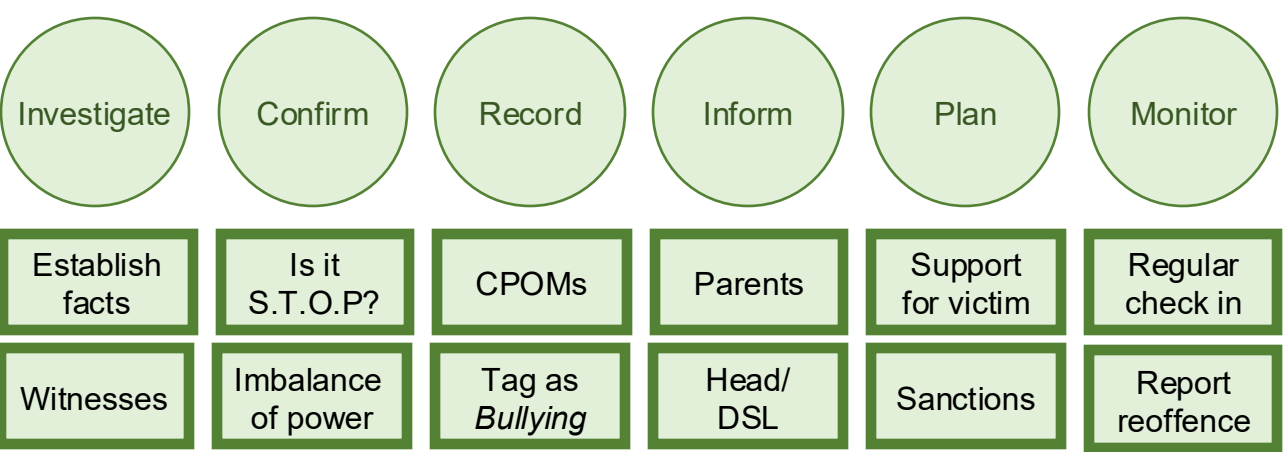
At WHPS, we believe in proactive measures to ensure we remain a ‘zero-bullying school’. We invest time to teach children about the impacts of bully through:



Reporting Bullying



Responding to Bullying



Staff understand the school’s definition of bullying, and implement measures to tackle bullying effectively if it becomes a problem



Behaviour | Racial and Derogatory Language

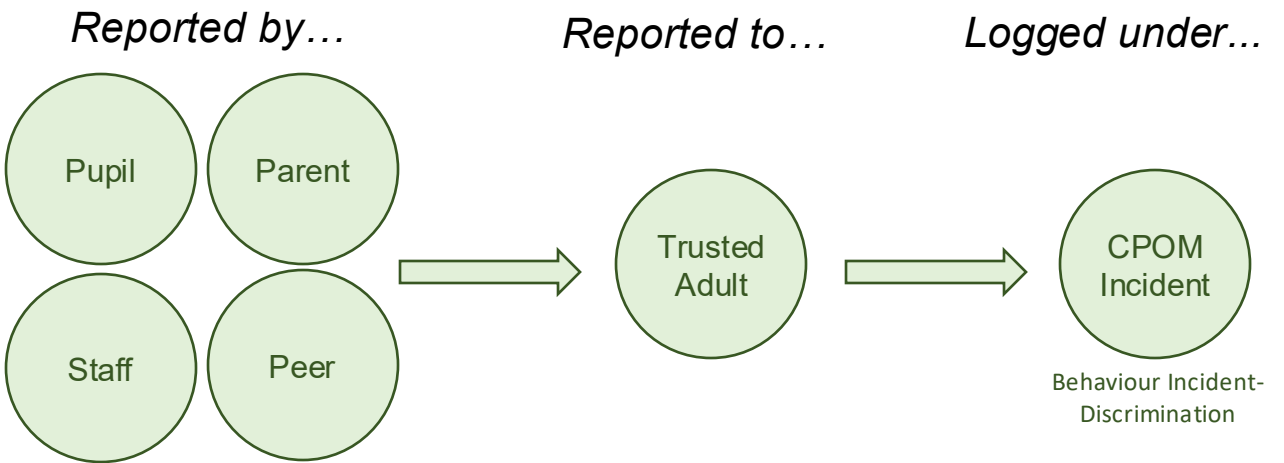
How does the school tackle incidents of racial or derogatory language?

At WHPS, bullying of any form is not tolerated in our school, whether carried out by a child or an adult. This includes any form of Discrimination.

Protected Characteristics

Age	Gender reassignment	Marriage	Pregnant
Disability	Race	Religion	Sex and sexual orientation

Reporting Discrimination



Responding to Discrimination

Investigate	Confirm	Record	Inform	Plan	Monitor
Establish facts	Allegations Founded?	CPOMs	Parents	Support for victim	Regular check in
Witnesses	Discriminatory?	Tag as <i>Discrimination</i>	Head	Sanctions	Report reoffence

●●●● Staff are quick to tackle the rare use of derogatory or aggressive language



Behaviour | Staff Workload

How is this strategy conscious of staff workload?

What takes time? What have we done about it?

What takes time?

Why is it important?

How do we help workload?

Establishing expectations and routines

Teaching expectations of behaviour & the routines the children need to follow.

Consistent approaches used and shared across the school.

Consequences

Spending time with children to undertake restorative conversations & consequences. Education & intervention sessions.

Utilising the support of the Family Support Worker where appropriate. Including children in Nurture / ELSA provisions within school to support.

Recording incidents

Recording behaviour incidents to identify need and intervention where needed

All staff use RM Integris to record behaviour incidents, CPOMS system to record incidents of concern.



Behaviour | New Staff Induction

How are new staff inducted into this strategy?

ECTs

- Behaviour linked to the ECT Induction Policy
- Protected ECT time allowing for opportunities to develop knowledge by observing experienced practitioners, visiting other school settings, research and reading.
- ECT Mentor time to help support ECT in developing behaviour approaches and practise within their classroom and the wider school environment.
- ECT module on behaviour.

New Staff Induction

- Our behaviour policy is part of our School Staff Induction Policy and Induction Checklist.
- New staff are assigned a mentor within school who they can refer to for support and guidance in the first instance.
- Phase Leaders and Headteacher are available to support new staff to develop their knowledge and understanding and application of the school's policy.
- We ensure that all staff are aware of the processes, rules and routines of our school.

Ongoing Support

- Ongoing staff CPD on relationships and behaviour.
- Access for Behaviour Leads to the Trust Network meetings, working with other schools from across the Trust.
- Access to all the Teacher Walkthru materials to access ongoing professional development tailored to specific areas of need.
- Support from Senior Leaders in school with behaviour and support where pupils or staff have been identified as needing additional support or guidance.

● ● ● ● New staff receive information on systems, rules and routines before taking up position

● ● ● ● New staff supported to successfully implement good behaviour culture by assigned mentors who are able to model best practice

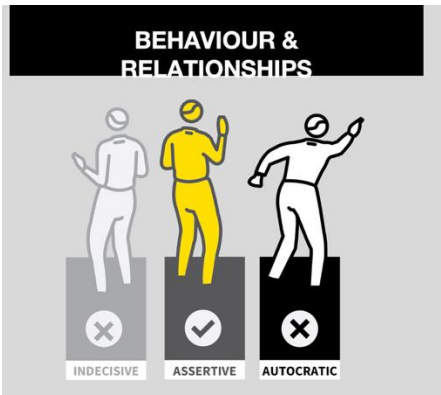
● ● ● ● New staff are inducted into the behaviour culture of the school (and/or MAT) and arrive 'ready' to run their classroom/area and to engage in the whole-school approach



Behaviour | Whole Staff Training

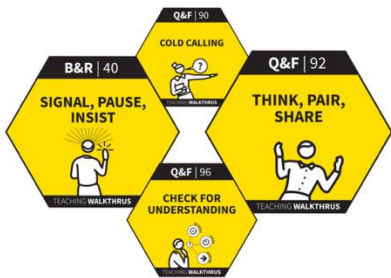
How do all staff remain up to date with this strategy?

Staff Meeting Input



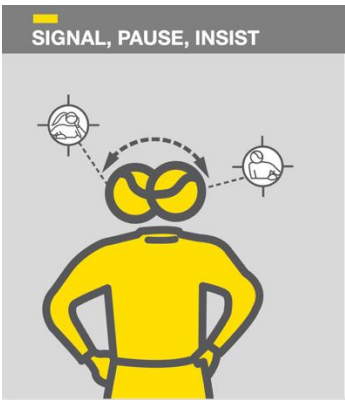
Each year, staff are refreshed on the key aspects of behaviour management from the WALTHRUS practice guide.

Coaching



Coaching for staff is done through the WALKTHRUS strategies with coaching sessions taking place every half-term

INSET Input



REHEARSE ROUTINES

DESIGN YOUR ROUTINES

WALK THROUGH EACH ROUTINE

TEACH THE SIGNALS

MAKE ROUTINES ROUTINE

REFRESH OR REBOOT

WALKTHRUS
BEHAVIOUR & RELATIONSHIPS
A|D|A|P|T

- Routines are the bedrock of a positive behaviour management system.
- If everyone knows what to do and what happens in various situations, then it allows the focus to be on learning.
- Establish them and rehearse them so that they are known, understood and enacted consistently.

●●●● All staff receive annual refresher training on the school's behaviour policy



Behaviour | Transition to the School

How are the expectations of this strategy shared with new pupils and families?

Transition Stage	Transition into Nursery	Transition to Reception	Transition to Year 3	Transition to Secondary School
All Pupils	- Stay and play sessions with parents.	- Home visits or phone calls from teachers.	- Two transition days with their new teacher and class in July Visit to new classroom before transition.	- Open evenings and school tours.
	- Gradual settling-in period.	- Welcome meeting and staggered start dates.	- Introduction to new routines and teachers.	- Transition weeks.
	- Visual timetable and familiar toys.	- 'Starting School Pack' sent home about school life.	- Buddy system with older pupils.	- All Y6 staff meet with secondary staff and visits from them.
Extra Transition for Anxious Pupils	- Additional short visits with key workers.	- Extra school visits with a trusted adult.	- Social stories about changes.	- Peer mentoring or buddy system.
	- Comfort objects allowed in setting.	- Small group transition activities.	- Lunchtime visits before transition.	- Extra visits focusing on key areas (e.g., canteen, lockers).
	- Tailored support from Nursery Manager.	- Visual schedule of school day.	- Quiet spaces for emotional regulation.	- Transition booklets with photos of staff and rooms.
Transition Ideas for Pupils with SEND	- Individualized transition plans.	- Multi-agency meetings with key professionals.	- Extra time to explore new environments.	- Key worker assigned for support.
	- Social stories and visual supports.	- Additional visits at quieter times.	- Personalised resources (e.g., sensory map).	- Access to quiet zones and SEN support.
	- Familiar staff introduction before transition.	- Communication passport shared with new staff.	- Parent-teacher meetings to discuss needs.	- Clear breakdown of changes in routine.

●●●● The school runs transition events where pupils and families hear the expectations and are walked through the routines



Behaviour | Overall Impact

What has been the impact of this behaviour strategy?

Reporting Behaviour Data

Individual behaviour is monitored weekly with whole-school behaviour trends being analysed half-termly. Senior Leaders look for patterns in terms of where, when and who incidents are related to.

Pupil Survey Result:
I am happy at school

93%

Pupil Survey Result:
I feel safe when I am at
school

95%

Pupil Survey Result:
Children behave well around
school

90%

Pupil Survey Result:
I know what to do if I'm
being bullied

96%

Parent Survey Result:
My child feels safe in school

99%

Parent Survey Result:
Behaviour at school is of a
good standard

99%

Parent Survey Result:
The school deals with
bullying effectively

99%

Parent Survey Result:
My child is encouraged to
help others

99%

Staff Survey Result:
Pupils at my school are safe

100%

Staff Survey Result:
Any unacceptable behaviour
by pupils is consistently well
managed:


100%

Staff Survey Result:
My school runs smoothly on
a daily basis

94%

Staff Survey Result:
My school is well led and
managed

94%

 Summary Statement: Leaders and staff create a positive about school culture and practice in relation to pupils' behaviour, support for staff and other systems



Behaviour | Playbook – Explicit Routines

Listening

First

Teachers use their class signal

Then

Teachers pause until all children are ready

Next

Teachers insist that everyone is ready to continue

Finally

Teachers correct any issues, as per 'Signal, Pause, Insist' from Walkthrus

●●●● Pupils respond quickly to instructions and requests from staff

Entering School after Playtimes and Lunchtimes

First

First whistle- children put anything in their hands down, come off equipment and 'freeze'.

Then

Second whistle- children line up in their class line

Next

Third whistle- children ensure they you are silent, smart and in a straight line

Finally

Teachers come out and lead their class inside, insisting on a calm and orderly line

●●●● Pupils conduct themselves well at breaktimes and lunchtimes

Coming into assembly

First

Class line up in line order, within their classroom

Then

Teacher reminds class of expectations

Next

Teacher leads the line into the assembly and ensures they are in the right place

Finally

Teacher ensures line smart corrects

●●●● Pupils have a good understanding of rules, routines and consequence systems



Behaviour | Playbook – Explicit Routines

Entering School

First

Children wait in the correct space

Then


Teacher greets pupils at the door as they enter, looking for any children who may need support

Next

Children sort their equipment for the day (i.e. lunchboxes, snack, water bottle)

Finally

Children quickly and efficiently undertake the morning job, which will be on the board

 Pupils have a good understanding of rules, routines and consequence systems

Leaving School

First

Teacher dismisses a table of children at a time to collect belongings

Then

Children wait in their places during this time

Next

Teacher shares positive messages about the day and anything children need to know for the following day

Finally

Teachers move to the specific class exit point and say goodbye to the children, ensuring exit is without issue

 Pupils conduct themselves well at breaktimes and lunchtimes

Walking Through School

First

Adults lead the line

Then


Children walk silently, keeping the arms to themselves

Next

Children keep to the left and let people pass

Finally

Children use Makaton to say 'thank you', 'hello' and 'good morning' to each other and adults

 Pupils have a good understanding of rules, routines and consequence systems



Behaviour | Playbook – Explicit Routines

Communicating with those around them

First

We always try and speak to everyone around us with respect

Then


The children are reminded to think before they speak- is this kind? is this true? Does this need to be said?

Next

The children are also reminded to count to 5 in their head- between breaths- before they say something that may regret.

Finally

Everyone in school greets each other warmly and- when asked how they are- answers honestly and then returns the question

 Pupils have a good understanding of rules, routines and consequence systems

Solving a dispute

First

Children are asked- in turn- if anyone has done anything that has upset

Then


We listen respectfully when someone is explaining what upset them.

Next

Children are given a chance to explain or apologise before making sure everyone has had their turn

Finally

We all say something nice about the other person and move forward

 Pupils conduct themselves well at breaktimes and lunchtimes

Leaving School

First

Children make sure they have everything they need

Then


Children are reminded about expectations- in an age-appropriate way

Next

Children leave the classrooms quietly and make sure they go to where they need to promptly

Finally

A member of SLT ensures all children are safely off-site

 Pupils have a good understanding of rules, routines and consequence systems