



BEHAVIOUR POLICY

The Whiteoak Academies of Hannah More Infants and Grove Juniors

Planting dreams. Nurturing hearts. Growing minds.

Contents

1. Rationale	2
2. Aims.....	2
3. Legislation and guidance.....	2
4. Our School Rules	2
5. Keeping the rules	3
6. When the school rules are broken.....	4
7. Pupils on the SEND register or those with SEMH difficulties.....	5
8. Anti-Bullying.....	5
9. Roles and Responsibilities.....	5
10. The Six Principles of Nurture (Nurture UK).....	6
11. Monitoring & Review	7
12. Equal Opportunities	7
13. Links with other policies.....	7
Appendices.....	8-10

“Visible consistency with visible kindness allows exceptional behaviour to flourish”.

(Paul Dix, Pivotal Education)

Planting Dreams. Nurturing Hearts. Growing Minds.

1. Rationale

At the Whiteoak Academies, we aim to create an environment where exemplary behaviour is at the heart of great learning. Everyone in our community of schools is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our behaviour policy reflects our school motto '**Planting Dreams, Nurturing Hearts and Growing Minds**' and is underpinned by our school values (belonging, courage, resilience, friendship and kindness), British values and the six principles of Nurture; it aims to promote respectful behaviour and positive relationships between everyone in our school.

Our behaviour policy applies to all aspects of school life, including outside of the school gates when a pupil is:

- Taking part in any school-organised or school-related activity, or
- Wearing school uniform, or
- In some other way identifiable as a pupil at the school.

Or, when a pupil's behaviour:

- Could have repercussions for the orderly running of the school, or
- Pose a threat to another pupil or member of the public, or
- Adversely affect the reputation of the school.

2. Aims and purpose of the policy

- To outline clear and consistent behaviour expectations that align with our school rules of 'Ready, Respectful and Safe'.
- To have the highest expectations of pupils' behaviour ensuring the highest standards of learning can take place.
- To create a culture in which pupils are supported to make appropriate behaviour choices and are equipped to accept responsibility for their behaviour and the consequences of it.
- To form an active partnership with parents/carers to encourage good behaviour and to establish improved patterns of behaviour where there are difficulties.
- To provide clear communication of the actions that will be taken when the school rules are persistently broken.

3. Legislation and guidance

This behaviour policy is aligned with the school's legal duties and standards as set out in the following documents:

- [Behaviour in Schools; Advice for headteachers and school staff](#)
- [Keeping children safe in education \(KCSIE\).](#)
- [Behaviour and discipline in schools](#)
- [Section 89\(1\) of the Education and Inspections Act 2006.](#)
- [Sections 88\(2\) and 89\(2\) of the Education and Inspections Act 2006.](#)
- [Education \(Independent School Standards\) \(England\) Regulations 2014, Schedule 1, paragraph 9.](#)
- [Education \(Independent School Standards\) \(England\) Regulations 2014, Schedule 1, paragraph 10.](#)
- [Mental health and behaviour in schools guidance](#)
- [Special educational needs and disability 0-25 years code of practice.](#)
- [Section 89\(6\) of the Education and Inspections Act 2006.](#)
- [School Information \(England\) Regulations 2008.](#)

4. Our School Rules

We aim to help all members of our school community know, understand and live our school rules. Our school rules are displayed around our school and in every classroom. All adults regularly discuss the meaning of our rules and help pupils to understand the importance of following them. Our school rules are set within the context of our school motto and are followed as '*The Whiteoak Way*':

- ☺ **We are READY** – to learn, to listen, to work hard and to be the best we can be.
- ☺ **We are RESPECTFUL** – to each other, to adults, of school and people's property and of our school uniform policy.
- ☺ **We are SAFE** – when playing, in our actions, in the choices we make and in our communication with others.

5. Keeping the rules (rewards)

At the Whiteoak Academies, we look for the behaviours we want to see and promote and reward positive behaviour and achievement in the following ways:

- Verbal and non-verbal praise e.g. smiles and thumbs-up;
- Positive written comments;
- Stickers;
- House points;
- Hot Chocolate Friday (for those who consistently follow the school rules and/or go above and beyond);
- Certificates of achievement and 'values in practice' awarded in our celebration assembly;
- Praise postcards.

House points are collected on a weekly basis and rewards are as follows:

- ✓ Weekly winners – extra playtime/turn on climbing equipment.
- ✓ Termly winners – non-uniform day.
- ✓ Yearly winners – special treat on the last day of the summer term.

Supporting children in their efforts to follow and keep the rules

In addition to the rewards detailed above, we promote good behaviour and a warm and respectful atmosphere in school in the following ways:

- Class time, including PSHE lessons, to enable pupils to discuss problems with each other in a calm, supportive atmosphere;
- Explicitly teaching positive behaviour and school expectations;
- School Council meetings to enable pupils to make suggestions and offer opinions on school improvement;
- One to one discussions with adults on behaviour and friendships;
- Whole school and class assemblies that promote our core values and British values, the school's motto and rules;
- House Captains and Year 6 Play Leaders who provide positive role models for other children;
- A team of Anti-Bullying Ambassadors to support and guide positive relationships between their peers;
- A team of Wellbeing Warriors who are there to help children have positive playtimes and lunchtimes.

We also recognise that consistency lies in the behaviour of the adults in school. Therefore, all staff will:

- 1) **Meet and greet** from the playground or at the classroom door.
- 2) Refer to being **Ready, Respectful and Safe**.
- 3) **Model** positive behaviours and build relationships.
- 4) **Plan** lessons to engage, challenge and meet the needs of all pupils.
- 5) **Praise** the behaviour we want to see.
- 6) Be **calm** and aim to prevent rules being broken before sanctions are needed.
- 7) **Follow up** every time sanctions are needed.
- 8) **Never ignore** or walk past pupils who are not following our school rules - we reinforce the behaviour we expect to see and link it directly to our 'Whiteoak Way' using consistent micro scripts.

"Behaviour management is a team sport. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important."

(Paul Dix, Pivotal Education)

Supporting adults to be consistent – the use of a 'micro-script'

This **clear, low-load micro-script** uses short sentences, familiar structure, and a calm reset cue.

- "Stop. Show me the Whiteoak way."

Tips for use

- Keep **tone neutral and calm**.
- Say it **once**, then wait.

- Pair with a **gesture** (reset hand signal, thumbs-up when corrected).
- Use the **same phrase daily**—predictability reduces processing.

Whole-School Consistency Rules

- Same words, every adult
- Say it once, then wait
- Less talking = more compliance
- Correct → praise immediately

Example praise:

- ‘That’s the Whiteoak way.’
- ‘Thank you for resetting.’
- ‘Good choice.’

6. When the school rules are broken (sanctions)

For the vast majority of pupils, a gentle reminder in the right direction is all that is needed. (See step one of our ‘Behaviour Steps’ – **Appendix 1**). However, sometimes things do not always go so well and the school rules are broken. When pupils have been given the support and opportunities to make the right choices and do not modify their behaviour, staff follow a consistent approach using the procedures set out in our Behaviour Steps. A record of the behaviour will be also recorded on CPOMS and parents may be informed.

Sanctions are applied fairly and consistently, taking account of the pupil’s age, individual needs and any special educational needs or disabilities, and are used to support positive behaviour and learning.

What sanctions could be issued?

- Reminder / verbal warning - a calm reminder of expectations and the relevant rule.
- Warning system step - moving through the behaviour steps (**appendix 1**).
- Time out within the classroom - short, supervised time to reflect and calm down.
- Loss of privileges - e.g. missing an aspect of free/less structured time or a class reward.
- Change of seat or group - to reduce distraction or disruption.
- Reflection time / restorative conversation - completing our ‘Think Sheet’ (**appendix 2**) and discussion with an adult.
- Missed playtime (part of break or lunchtime) - used proportionately and never removing the whole break.
- Repairing harm - apologising, tidying, or making amends where appropriate.
- Adult-led supervision during break/lunch - staying close to staff for support and monitoring.
- Loss of access to a specific activity - e.g. representing the school or taking part in a special event.
- Internal exclusion - working in another classroom or with a senior member of staff for a short period.
- Behaviour report / monitoring card - daily or weekly targets reviewed with staff and parents.
- Meeting with parents/carers - to agree support strategies and next steps.

When the school rules are persistently broken

In situations where behaviour has been of a level that is of concern, or school rules are persistently broken, the pupil will be sent to the appropriate member of the Senior Leadership Team (SLT) and the reasons for behaviour will be discussed. The pupil will then complete a behaviour think sheet (**Appendix 2**). A formal record of the behaviour will be recorded on CPOMS and parents will be informed.

The following incidents will be logged on CPOMS:

1.	bullying (of any type)	9.	harming self/others
2.	persistent disruptive behaviour	10.	targeted verbal abuse (including sexism, racist, homophobic abuse)
3.	swearing	11.	stealing
4.	fighting	12.	persistent defiance
5.	spitting	13.	dangerous behaviour
6.	hitting	14.	behaviour affecting the safety, learning, or welfare of others

7.	biting	15.	sexual misconduct
8.	damaging school property	16.	any other incident deemed serious enough to warrant SLT involvement.

It may be necessary to invite parents into school to further discuss the issues and to work together to try and find a mutually acceptable solution to improve the pupil's behaviour. Details of incidents and actions and/or sanctions taken by the school will be shared with parents and next steps agreed.

Permanent and fixed term exclusions

The Executive Headteacher, or Executive Deputy Headteacher with agreement of the Headteacher, may decide that a pupil's behaviour has been extreme enough to warrant an internal exclusion or a fixed term suspension. Permanent exclusion will only be considered as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, in accordance with the Education Act 2002 and statutory guidance on school exclusions. In such cases, the school will follow guidance and policy from the Trust and Local Authority and will also refer to the DFE document 'Mental Health and Behaviour in Schools' to ensure we 'balance the interests of the pupil against the mental and physical health of the whole school community'.

7. Support and Interventions (particularly for pupils with SEND or those with SEMH needs)

If the behaviour of a pupil with the above needs, in particular, begins to escalate and frequent incidents occur, parents will be invited to attend a meeting with the class teacher, Headteacher and/or SENDCo, in order to discuss the strategies that might be put in place at school, and at home where appropriate. This may involve writing a Pastoral Support Plan (PSP) and identifying the triggers for the pupil's behaviour along with potential resolutions. School staff will also work with parents to support the writing of personalised 'behaviour steps' (see **Appendix 1 [a]**) which may involve phone support from parents if the child reaches a particular step during the day.

If a pupil is having difficulty with social interactions with other pupils or perhaps with self-esteem or another aspect of social communication, they may receive an appropriate intervention, either 1:1 with an adult or as part of a group session. Pupils who continuously display challenging behaviour may be referred to outside agencies for assessment or for additional support. In this instance, parents of the pupils involved will be informed and may need to give consent for external agency involvement.

8. Anti-Bullying and Peer on Peer Abuse

As a school, we work to prevent bullying by the nature of our behaviour policy. Staff are vigilant to the signs of bullying and peer on peer abuse and work to ensure that such instances are resolved as quickly as possible whilst offering support to those involved.

All forms of bullying are unacceptable in school. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour and will follow the guidance and procedures set out in our Anti-Bullying Policy.

9. Roles and Responsibilities

Pupils are expected to:

- Follow the school rules and behave in a way that keeps everyone safe and happy
- Treat others with kindness, respect and fairness
- Use polite language and good manners
- Try their best with learning and behaviour
- Listen carefully to adults and follow instructions
- Take responsibility for their actions and choices
- Tell a trusted adult if they are worried, upset, or see behaviour that is unkind or unsafe
- Look after school property and the school environment

All **staff** are responsible for:






- Providing a safe, caring and inclusive learning environment
- Teaching and modelling positive behaviour at all times

- Treating pupils fairly, consistently and with respect
- Setting clear expectations for behaviour and learning
- Praising and rewarding positive behaviour
- Responding promptly and appropriately to inappropriate behaviour
- Using behaviour strategies consistently in line with the school policy
- Supporting pupils to understand and improve their behaviour
- Communicating with parents/carers about behaviour when appropriate
- Recording and reporting behaviour incidents in line with school procedures

Parents and carers are expected to:

- Support the school’s behaviour policy and expectations
- Encourage their child to follow school rules and behave respectfully
- Talk to their child about the importance of positive behaviour
- Work in partnership with the school to support their child’s behaviour
- Treat school staff and other families with respect
- Raise concerns calmly and appropriately with the school
- Inform the school of any issues that may affect their child’s behaviour or wellbeing

10. The Six Principles of Nurture at The Whiteoak Academies

Principle	What this looks like at Whiteoak / How we embed it
<p>1. Children’s learning is understood developmentally</p> 	<p>We recognise that children develop socially and emotionally at different rates. Staff adapt expectations, support, and teaching accordingly. Our explicit teaching of the correct behaviours helps children build habits — but we also remain sensitive to their individual readiness, maturity, and needs. This includes additional support for those with SEMH / SEND.</p>
<p>2. The classroom offers a safe base</p> 	<p>We maintain a consistent, predictable, and caring environment through structured routines and ‘visible consistency with visible kindness’ from all staff. Classrooms (and the whole school) should feel safe emotionally and physically, so that pupils are free to learn, take risks, make mistakes and grow.</p>
<p>3. The importance of nurture for the development of wellbeing (self-esteem, emotional health, resilience)</p> 	<p>We value and build children’s self-worth, confidence and emotional regulation. Through regular check-ins, reflection, and positive reinforcement (praise, stickers, house points, postcards home), we support wellbeing as a foundation for academic and social success. Mistakes are ‘marvellous’ — part of learning.</p>
<p>4. Language is a vital means of communication</p> 	<p>We use clear, respectful, supportive language. We encourage children to express feelings, thoughts and concerns, and adults model positive, calm, non-judgemental communication. We provide opportunities for dialogue: in class, in nurture / pastoral support, and in reflective reset / recognition sessions.</p>
<p>5. All behaviour is communication</p> 	<p>We view misbehaviour not simply as defiance to be punished, but often as a sign that a pupil is struggling — emotionally, socially, or developmentally. While we maintain high expectations and clear boundaries, we respond first with curiosity, support and an attempt to understand, before resorting to sanctions (unless behaviour is unsafe).</p>

6. Transitions are significant in children’s lives



We recognise that transitions (big or small) — between lessons, classes, school years, after-school clubs, trips, home–school, or changes in a pupil’s life — can be challenging. We embed predictable routines, provide additional support around transitions, check in emotionally (e.g. mood meter, journaling), and plan for smooth re-integration after resets / periods of internal exclusion or nurture support.

This nurturing foundation sits beneath and strengthens our school values and routines, ensuring that behaviour management is not solely about compliance, but also about relationships, emotional growth, inclusion and long-term wellbeing.

11. Monitoring and Review

The implementation of this policy is monitored on a day-by-day basis by the Executive Headteacher and Senior Leadership Team who report to the Governing Body about its effectiveness. This Behaviour Policy is the Executive Headteacher’s responsibility and a review will take place every two years.

12. Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils with equity and apply this policy without prejudice in a consistent, non-judgemental way.

13. Links to other policies

This policy has links to many of the other Whiteoak policies, such as; Safeguarding and Child Protection, Anti-Bullying, Mental Health and Wellbeing and Special Educational Needs and Disability, all of which can be found by visiting the [policies page of our website](#).



Policy update:	January 2026
Next review:	January 2028



Behaviour Steps CLASSROOM VERSION

*Adults are calm, consistent and predictable.
We first praise the behaviours we want to see.
We do not give fame to those who choose not to meet our high standards.*

Step	What do we give?	What do the adults say?	How?
1.	A quiet reminder	You know the school rules, thank you for showing me you are ready....	Quietly, privately.
2.	A quiet warning	This is now your warning; you have had a reminder. I expect you to..... <i>(reiterate our three rules)</i> so that you are....	Again, quietly and privately as much as possible.
3.	Last chance	You have now had a reminder and a warning; this is your last chance. I am going to move you to xxx (a different space within the classroom) so that you can.....	Privately, where possible. Given an opportunity to engage by moving within the classroom. <i>This step must feel different.</i>
4.	Thinking time	You are now going to have some thinking time in xxx class.	Time out in another class. Take 'Think Sheet' with them to complete (KS2). Amount of time decided by teacher. Receiving teacher needs to direct them to a space, quickly and calmly. No need for large interaction.
5.	Repair	Let's talk through your behaviour and why you had to have thinking time. What could you do differently next time? How can you repair this today? (Complete missed work at playtime, apologise to those affected etc.)	Use SLT to cover your break duty/class to enable this conversation to take place or for you to have a quick break following the repair. Use questions from the Think Sheet where appropriate.

N.B.

- If a pupil reaches step 4 more than once within a day, parents will be spoken to (face to face or on the phone after school). Further playtimes will be missed and/or other sanctions, as appropriate.



Behaviour Steps

PLAYGROUND VERSION

*Adults are calm, consistent and predictable.
We first praise the behaviours we want to see.
We do not give fame to those who choose not to meet our high standards.*

Step	What do we give?	What do the adults say?	How?	
1.	A quiet reminder	You know the school rules, thank you for showing me you are being safe...being respectful.	Quietly, privately. Pupil then carries on playing.	
2.	A quiet warning	This is now your warning; you have had a reminder. I expect you to..... <i>(reiterate our three rules)</i> so that you are....	This is likely to be about safety, treating others kindly and playing sensibly. Pupil then carries on playing.	
3.	Last chance	You have now had a reminder and a warning; this is your last chance. I am going to ask you to stand xxxx (different in each Key Stage) for a few minutes.	Privately, where possible. In KS1, pupil comes to stand next to an adult for a few minutes. In KS2, pupil stands by the railing for a few minutes. <i>This step must feel different.</i>	
4.	Thinking time	You are now going to have some thinking time on the bench (KS2). You are now going to have some thinking time – come and stand next to me until we talk about your behaviour. (KS1)	Time out in a different area. Take ‘Think Sheet’ with them to complete (KS2). Amount of time decided by adult. In KS1 pupil would come and stand next to an adult again but for a longer period of time.	
5.	Repair	Let’s talk through your behaviour and why you had to have thinking time. What could you do differently next time? How can you repair this today? (Miss some of tomorrow’s playtime, apologise to those affected etc.)	In KS2, use the pupil’s Think Sheet responses to support this conversation.	In KS1, this conversation would take place verbally during the thinking time (above), using the questions from the Think Sheet.

- N.B.
- If a pupil is behaving dangerously or highly inappropriately on the playground and you feel the stages above need to be skipped, do not hesitate to use the walkie-talkies to **call SLT for assistance**.



Behaviour Steps

AMENDED

Adults are calm, consistent and predictable.

We first praise the behaviours we want to see.

We do not give fame to those who choose not to meet our high standards.

Step	What do we give?	What do the adults say?	How?
1.	A quiet reminder	You know the school rules, thank you for showing me you are ready/respectful/safe....	Quietly, privately.
2.	A quiet warning	This is now your warning; you have had a reminder. I expect you to..... <i>(reiterate our three rules)</i> so that you are....	Again, quietly and privately as much as possible.
3.	Final opportunity	You have now had a reminder and a warning; this is your final opportunity to make a change. I am going to give you a timer and your calm pack. I will come back in 10 minutes. I will expect you to be ready to learn and respectful when I return.	Privately, where possible. Given an opportunity to have a calming break in preparation to re-engage. <i>This step must feel different.</i>
4.	Thinking time	After 10 minutes... If you are still not ready to learn, you may continue with your calm pack. However, there is no further time today to complete this learning and so it will need to be done at home.	Learning is quietly but visibly added to a home learning folder. No need for any further interaction.
5.	Repair	After break/lunch, the next lesson is 'xxx'. Your now job will be... Your next job will be... Let's make a positive start back and get this next piece of learning done in class.	Conversation to set up a successful next session is held quietly. Any work returned from home is acknowledged without over praising or further reprimand. Child and adult feel a sense of repair.

N.B.

- If R reaches step 4 more than once within a day, the second piece of work will then be taken to the Hive to be completed (under the supervision of SLT, if necessary). The first piece of missed learning will still be taken home for completion. Parents will be informed of this.



Behaviour steps – Classroom version



1. A quiet reminder

“You know the school rules, thank you for showing me you are being ready / being respectful / being safe”



2. A quiet warning

“This is now your warning; you have had a reminder. I expect you to... (reiterate our three rules) so that you are...”



3. Final opportunity

“You have now had a reminder and a warning; this is your final opportunity to _____. I am going to move you to _____ (a different space within the classroom) so that you can...”



4. Thinking time

“You are now going to have some thinking time in _____ class.”



5. Repair

“Let’s talk through your behaviour and why you had to have thinking time. What could you do differently next time? How can you repair this today?” (Complete missed work at playtime, apologise to those affected etc.)

Behaviour Think Sheet

Our school rules are **Be Ready, Be Respectful, Be Safe** and you have made choices that need you to 'stop and think'.

Name: _____

Date: _____

1) What happened? What did I do?

2) Why did I do this?

3) How did my behaviour make others feel?

4) What could I have done differently?

5) How can I make this better?
