



Whitstable Junior School

BEHAVIOUR POLICY

Governors' Committee Responsible: Full Governing Body

Policy Originator: Headteacher

Status: Statutory

Review Period: 3 Years

Date approved: January 2025

Next review date: January 2028

Signed: _____ **Chair of Governors**

Signed: _____ **Headteacher**

Rationale

Whitstable Junior School Community Code and vision

- Be Safe
- Be Kind
- Be Responsible

At Whitstable Junior school we believe every child has the right to learn in an environment where they can thrive both educationally and emotionally so that they are prepared for life tomorrow. We believe that to thrive children must feel **safe** and experience **kindness**. Therefore, there is an expected standard of behaviour and conduct which all members of our community are committed to upholding. Our pupils are taught to take **responsibility** for all aspects of their learning and this extends to the choices that they make about their behaviour. Staff understand the need to balance a consistent approach to behaviour management with responding to and nurturing the individual needs of every child and, therefore, this policy is not a manual for behaviour management, merely a set of agreed principles and procedures that have been formed in conjunction with staff and pupils.

At Whitstable Junior School, we are committed to ensuring that all children have the opportunity to thrive, achieve success, and be nurtured throughout their educational journey. This policy aims to foster a positive culture that encourages exemplary behaviour, thereby enabling all pupils to learn in a calm and secure environment with the support of consistent and caring adults. The objective of this policy is to establish a consistent approach to behaviour management based on a trauma-informed, relational framework that caters to the needs of all children enrolled at our school. Additionally, the policy outlines the methods by which we assist children in making appropriate decisions and provide opportunities for reflection as well as the restoration of relationships affected by instances of misconduct.

At Whitstable Junior School, we recognize that behaviour serves as a form of communication. Therefore, we take responsibility for understanding the needs a child is expressing through their behaviour while establishing clear boundaries and expectations. We also acknowledge the importance of teaching children to self-regulate and embedding nurture principles throughout the school. This approach ensures that children have access to nurture spaces both in the well-being team rooms and within their classrooms.

We recognize that not all children start their school day prepared to learn, and we adapt our teaching methods to support them in achieving their fullest potential. Additionally, we assist children in understanding and expressing their own emotional states using the zones of regulation framework, and we encourage them to communicate this understanding respectfully.

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations. Children's behaviours are not excused but are seen as an integral area of learning which they all need to develop to become successful adults.

The aims of our behaviour policy are to:

- Establish and uphold a positive and secure school climate conducive to effective learning, where all students can develop socially, emotionally, and academically,

ensuring mutual respect among all members of the school community, including respect for personal belongings and the school environment.

- Cultivate a culture of exemplary behaviour that promotes lifelong learning through a positive and safe school climate.
- Provide a nurturing environment and restorative practices to encourage appropriate behaviour.
- Promote self-awareness, self-discipline, and accountability for one's actions through explicit curriculum experiences.
- Ensure that all staff uphold high expectations and consistently enforce agreed-upon boundaries.
- Offer students exemplary role models.
- Foster a school atmosphere that is consistent, safe, and caring.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This Policy should be read in conjunction with the following policies:

- SEND Policy
- Anti-Bullying Policy,
- Relationships and Sex Education Policy
- Acceptable Use of Mobile Devices at WJS
- Searching and Confiscation Policy
- Suspension and Permanent Exclusion Policy
- Anti-Bullying Policy

- Child Protection and Safeguarding Policy
- Children's Mental Health Policy
- Equality Information and Objectives Policy
- Physical Intervention and Contact with Children Policy

Roles and responsibilities

The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the [governing board/committee name]
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Policy in Practice: What we do

The Rules

Our school behaviour policy is centred around three main rules which we believe are the staple for a successful and thriving school environment:

- Be kind

- Be safe
- Be responsible

Children are taught how these rules look and feel in all areas of the curriculum, with a particular focus in RSE and in assemblies. To further embed this, adults use the language of the rules in discussion with children when promoting positive behaviour, as well as when highlighting behaviour moments to be reflected upon or improved.

“That was so kind! Thank you”

“Is that the safest way to play that game?”

“Our responsibilities in this lesson are...”

Relentless Routines

Our consistent whole school routines help our children understand expectations, manage anxieties, and prepare themselves both mentally and physically for their day. This enables them to engage more fully with learning, manage their emotions effectively, and communicate positively. We explicitly teach behaviour for learning routines rather than assuming our pupils are already familiar with them.

We implement routines that are consistent across the school, such as using the first whistle to signal freezing at the end of break and lunch, followed by a second whistle to line up, ready to re-enter the building. Additionally, we establish routines within individual classrooms that accommodate the specific needs of the students and respect the available space. Our goal is to ensure transitions are as calm and orderly as possible.

Values

Our values underpin our curriculum and are the focus of assemblies.

Respect: We foster an understanding among children of their role in a diverse community, encouraging them to respect the faiths and beliefs of others.

Responsibility: We emphasize the importance of recognizing the balance between rights and responsibilities. Our goal is for children to collaborate as a team and take pride in their school.

Fairness: We advocate for fairness throughout the curriculum and in all aspects of life, dedicating time to explore ways to enhance the equity of our efforts.

Caring: We promote a culture where children care for one another, for the environment, and for the community.

Determination: By setting high expectations, we help children grasp the significance of determination—learning to overcome setbacks and celebrate achievements.

Trust: We encourage children to engage in open communication and build trusting relationships, understanding the value of honesty and the importance of making and keeping commitments.

Praise!

The vast majority of children in our school show our values and keep to the school rules in all of their behaviours and we praise accordingly.

In class	Board of brilliance (names on the wall for achieving specific class targets) House points Stickers A chance to go to SLT or a subject lead with wonderful examples of work
In assembly	Weekly house point totals Average house points per class with the winning class getting a small reward like craft time or extra play Images on the board of children who have been sent to SLT with their amazing work Super speller for each class, each week Bookmark awards for when they are completed TT Rockstars class of the week Star of the week Head Teacher's award twice a term
At home	Written postcards for star of the week children Positive noticing calls or conversations at home time

We also have specific reward programs for certain groups like those who have improved attendance. These reward times are held with our well-being team.

Scripts

On occasion, children need to be reminded of expectations and refocused. To ensure that all members of staff can manage challenging behaviours in a calm and consistent manner, we have a set of scripts which underpin behaviour conversations. We use scripts to aid our consistency as we respond to crisis moments.

Our *drive-bys* (short behaviour reminders which are used to refocus and acknowledge the children's individual needs) start with non-verbal signals but when children need a bit more support, adults can utilise the following script:

- I've noticed that...
- You know the school rules, be kind, be safe, be responsible...
- Remember when I phoned home about ...*positive noticing*... how did that make you feel?
- I expect you to...
- You have a few minutes to make your choice.
- Thank you for listening, I know you can do it.

The script is delivered in a calm, quiet and private way to ensure trust is maintained with the child. On occasion, wondering questions can be used instead to help the children express the feelings behind their behaviours verbally. "I wonder if..."

Sometimes, when a child is clearly struggling to express themselves and make safe choices, this script may be used:

"I can see you're struggling. I am here to keep you safe and give you time until you feel ready to talk."

Restorative Conversations

Even with strong relationships and boundaries, conflicts and harm can still occur. Children displaying harmful behaviour from strong emotions need skillful co-regulation to calm down and learn self-regulation. Our crisis response is coordinated, clear, and communicated to ensure everyone's safety.

We support our children in repairing harm through restorative conversations. These involve SLT, the well-being team, and the main adults involved to heal relationships. The script for our restorative conversations is as follows, but can be amended based on the needs of the individual child involved.

- Start by recognising their feelings and showing some empathy (if necessary and relevant)
- What happened?
- How did it make feel?
- How do you feel?
- How can we fix this?
- What would you do next time/differently?

We firmly believe that it is essential for children to clearly associate specific behaviours with their respective consequences. We achieve this through using restorative language. There may be instances where a child requires additional reflection time. During such periods, we provide guidance and support to enhance the child's awareness of their behaviours with one of our highly trained members of the well-being team.

After a child completes reflection time, we aim to restore the staff-child relationship and address any harm caused to others. We acknowledge positive behaviours at the earliest opportunity to shift focus away from any management of feelings and communication in a non-positive manner. We reassure the child that the issue has been addressed and that all parties will move on and start anew.

Ladder of Support

We do understand that some children require additional support to stay focused on their learning; not all children begin the school day in the same way. Before school begins, the children have several meet and greet opportunities: with SLT on the gate as they enter then with their teachers and LSAs in their classroom. In addition to this, we provide 'hot chocolate club' in the mornings which is a well-being team led support enabling the children to co-regulate and remove anxiety before they head to class to begin their day.

Once in the classroom, there are stages of support given to children outlined in our ladder of support (See Appendix 1). Notice, Assess and Adapt are the most important steps and are given the greatest thought. During Assess, staff consider movement breaks, the nurture space and book corners. We validate the child's mood and ensure they know we are here to work with them, not against.

In times of emergency, steps can be escalated to SLT or well-being as needed.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Sanctions

On occasion, behaviours will require sanctions beyond time in our reflection space. These sanctions may be decided by the class teacher or a member of SLT and communicated with parents (for example, a period of time in a different classroom or in an internal suspension with SLT to complete work). We believe communication with parents/carers is vital to discuss displayed behaviours/reactions and ways to move forward. This is undertaken by all staff supporting the child: teachers, well-being team and SLT.

Critical Incidents

In cases of absconding, assault, bullying (including cyberbullying), damage to property, racism, and homophobia, it is essential to determine the child's reasoning and level of understanding. The incident will be recorded on CPOMS, and the safeguarding team and/or Senior Leadership Team (SLT) will inform the parents or carers. We ensure that reflection takes place.

Pupils can be issued with reflection time during break or lunchtime. The school will decide whether it is necessary to inform the pupil's parents/carers.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time, in line with our ladder of support.

Pupils who have been removed will continue to receive education in another class or with a senior member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspensions and Exclusions Policy for more information

The incidents and subsequent steps will be discussed with a member of the SLT, and parents or carers will be updated accordingly. Formal procedures may need to be followed in accordance with the guidance provided by the Local Authority. This may result in a fixed term suspension or permanent exclusion.

Recording Incidents

At Whitstable Junior School, we use CPOMS to track child incidents. This helps us identify concerns and tailor support, which may involve the well-being team, family collaboration, or our nurture provision. (The nurture provision is for children needing help with self-regulation to access school effectively, not a behaviour management space.)

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These are also in line with the Kent Mainstream Core Standards.

Our approach includes measures such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of wellbeing and sensory spaces where pupils can regulate their emotions during a moment of sensory overload
- Individual Pastoral Support Plans for those children with high level of need and support

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Safeguarding Duties

At Whitstable Junior School, all staff are responsible for assessing whether any changes in behaviour indicate that a child may be suffering or at risk of significant harm. If such assessments are made, we follow the school's safeguarding procedures.

We also evaluate whether ongoing disruptive behaviours might be due to unmet educational or other needs. In such cases, we consider implementing support systems and determine if it is necessary or appropriate to liaise with external agencies, while referring to the Safeguarding and Child Protection Policy.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- o De-escalation
- o Restorative conversations
- o Attachment and trauma awareness
- o The needs of the pupils at the school
- o How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- o Behavioural incidents, including removal from the classroom
- o Attendance, permanent exclusions and suspensions
- o Incidents of searching, screening and confiscation
- o Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- o At school level
- o By age group
- o At the level of individual members of staff
- o By time of day/week/term

- o By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body every three years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body

Appendix 1

Steps	Method	Actions
Notice	Quickly refocus with a positive drive-by.	Drive-by
Assess	What's up with the child? Are they displaying common behaviours that need a gentle reminder 1:1? Are they displaying unusual behaviours that could require additional support?	Gentle reminder Conversation to address underlying upset
Adapt	Engage in a private 'I have noticed...' conversation Adapt task and give clear options. Provide take up time, possibly with the use of a sand timer if appropriate. End with praise and encouragement. Ignore any secondary behaviours (they can be dealt with later).	Adapt task Give clear options Praise and encourage
Rules (1)	Continued refusal or disruption requires a move in the class to a separate space. Refer to the school rules when having this conversation as privately as possible.	Move to different seat in class Refer to rules
Imposition	Continued refusal or disruption requires a lunchtime imposition in the BCR. Timings are reflective of behaviour and for the adults to decide but taking away a whole lunch time is not recommended unless absolutely necessary.	Lunchtime BCR
Rules (2)	Continued refusal or disruption requires a move to a different classroom to complete work. Refer to the school rules when having this conversation as privately as possible.	Move to a different classroom Refer to rules
Wellbeing	Continued refusal or disruption requires wellbeing team support. You can call the office to ask for a floral bag if it is an emergency.	Well being team called
SLT	Continued refusal or disruption requires SLT support. You can call the office to ask for a floral bag if it is an emergency.	SLT called

Repair and restore	Restorative conversation. This must be completed by the adult involved in the altercation. The adult should only attempt this when they are able to approach the conversation in a calm manner. Script to be followed as stated below: 1. What has happened? 2. What were you thinking at the time? 3. What have you felt since? 4. How did this make others feel? 5. Who has been affected? 6. What can be done to put things right? 7. How can we do things differently next time?	Restorative Conversation
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Behaviour Poster

RELENTLESS ROUTINES

Clear Transitions
Leading by Example
Consistency
Manners

OUR RULES

Be kind
Be safe
Be responsible

OVER AND ABOVE

Genuine Praise
Leaves
Head Teacher Hot
Chocolate Club
Driver awards
Star of the week
Super Speller
TT Rockstars hall of fame

WE WILL

Praise in public
Remind in private

WHAT WE ARE AND WHAT WE DO

We are calm
We have routines
We notice the best
We repair relationships

OUR IN-CLASS STEPS

1. Notice
 2. Assess
 3. Adapt
 4. Move
 5. Imposition
 6. Wellbeing/SLT
- Always: Follow Up, Repair

OUR PHRASES

I've noticed that...

You know the school rules, be kind, be safe, be responsible...

Remember when I phoned home about ... how did that make you feel?

I expect you to...

Thank you for listening...

RESTORATIVE QUESTIONS

1. What has happened?
2. What were you thinking at the time?
3. What have you felt since?
4. How did this make others feel?
5. Who has been affected?
6. What can be done to put things right?
7. How can we do things differently next time?

*Learning
today for life
tomorrow*

