



Whaley Thorns Primary School  
Part of the TEAM Education Trust

# Behaviour Statement 2024-2025

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## Whaley Thorns Primary School

<b>Last Reviewed by School on:</b>	01.09.2024
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<b>List of Associated Policies:</b>	Trust Behaviour Policy
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## Version History

Version	Date	Detail	Author
1	26.09.2022	Original document	CBU
2	04.09.2023	Updated sections and contents	CBU/TEN
3	01.09.2024	Updated sections and contents	CBU/JCR

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## 1. General Principle

### Behaviour is Everyone's Responsibility

Our philosophy for promoting positive behaviour is based on a relational approach whereby **firm relationships** and a **strong sense of respect** underpins everything that we do. Our whole school ethos "**Everyone is Different, Everyone is Special**" supports our belief that pupils and adults have the right to belong, feel loved and feel safe in an environment that is well cared for.

At Whaley Thorns, we "**Treat Everyone and Everything with Respect**". We endeavor to empower pupils to demonstrate acceptance of themselves so that they can show kindness, love and understanding towards others. Communication is central to all relational practice and when promoting positive behaviour. By enabling others to see themselves, their relationships and the world more positively, we believe that this promotes stronger relationships and good behaviour.

We use the **RESPECT WHALEY THORNS** strategy across school to underpin our positive behaviour approach. This concept is based on the principle that pupils are positively rewarded for following the rules and have a set of clear, proportionate and reflective consequences if they are not adhered to. Being respectful means that you act in a way that shows care for how your actions may impact on yourself and others. All pupils belong. Every day is a fresh opportunity to be the best version of themselves.

## **Relational Approach**

At Whaley Thorns Primary School, we promote a relational approach. Humans are wired to connect and to seek support in their social surroundings and relationships. Relationships are the central beliefs through which to influence, shape and build wellbeing. All young people wish to, and have a right to; belong, achieve and contribute to their school community. Young people need nurture and empathetic relationships, alongside structure to feel safe.

All behaviours are understood to be communicative of an individual need. A curious approach to understanding behaviour is essential. Needs must be understood and met in a compassionate and informed way, rather than seeking to manage and contain behaviours alone. Respect for individual contexts, circumstances and needs mean responding to individuals in a differentiated manner. Consistency is about consistent commitment to seeking a positive outcome for everyone, not about treating everyone the same.

Our relational approach values the essential nature of relationships in enabling individuals to develop, learn, adapt and flourish. The approach shapes all levels of our school, including ethos, policy, procedure and everyday interactions. It provides the practical tools for staff to adapt to the emotional and developmental needs of all pupils, including those who are most in need. We are a trauma aware school.

We understand the importance of connection and positive, safe, effective relationships in supporting emotional, social and academic outcomes for our pupils.

## **Unconditional Positive Regard**

Unconditional Positive Regard emphasises a pupil's personal worth and allows them to develop and grow through understanding their physiological needs, understanding of safety, have a sense of belonging, promote their self-esteem and achieve self-concept through a growth mindset approach. Each day, staff will greet pupils as they arrive in school making a conscious effort to be present, to listen, to observe and to show care through their words and actions.

## **Restorative Approach**

When people make mistakes, we expect them to manage this positively with resilience. Staff are trained in helping pupils to positively resolve situations. Restorative conversations happen throughout the day. Restorative practice may also take place in the form of a meeting between the involved parties and/ or a natural consequence which will help to find a positive resolution so that all parties can move forward. This will happen when all parties are emotionally regulated and agreeable to be involved in the process. Following a restorative action, all staff will ensure that a positive reset is available for pupils, with unconditional positive regard.

## 2. The Role of the Governing Body

The governing body has responsibility for agreeing and establishing the principles of the school's behaviour statement and implementing the TEAM Education Trust Behaviour Policy. They also have a duty to ensure that the school follows the TEAM Education Trust policy and this Statement to promote good behaviour and monitor that appropriate procedures have been implemented. Governing bodies should consult with and support staff to maintain high standards of behaviour.

## 3. The Role of the Executive and Vice Principal

The Executive and Vice Principal are responsible for promoting the school's culture of "**Behaviour is Everyone's Responsibility**". Through the '**Whaley Way**' documents (see appendices), clear routines and consistent expectations both in the classroom and beyond are outlined. The Executive and Vice Principal will inform parents, staff and pupils of the Behaviour Statement and bring it to their attention at least once a year.

## 4. The Role of Teaching and Non-Teaching Staff

All staff have responsibility for consistently implementing the Behaviour Statement by supporting the school's expectations and by carrying out agreed procedures. If this is achieved, then pupils are more likely to make informed decisions about the ways they behave and will do so in a positive way. However disruptive behaviour will sometimes occur. When it does, staff will follow the school's '**Behaviour Pathway**' (see appendix A). They should also know the range of options available to them, which should be carried out fairly and consistently at all stages.

All staff will:

- Use the plan consistently including reporting behaviours on CPOMs as per the Behaviour Pathway.
- Not introduce different rules, rewards or sanctions.
- Ensure that they do not 'pass on' behaviour, as by doing this, staff are undermining their own credibility.

## 5. The Role of Parents/Carers

Parental co-operation and support is vital if the school is to be successful in promoting good behaviour. Parents/carers need to be aware of the Behaviour Statement and know when they will be directly involved, so that they are aware of school's response to support.

It is vital that school should aim to always maintain positive relationships with parents so that pupils perceive a strong and supportive approach by both home and school working together.

In relation to the behaviour of parents towards any member of staff, governor, pupils or volunteer, the school will not tolerate any instances of:

- Bad language

- Bullying or threatening behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the parent having their permission to enter the school premises withdrawn meaning that they would only be allowed on site in the future with permission of the Executive Principal. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution.

Parents agree to respectful behaviour through our annual Home School Agreement which must be signed digitally.

## 6. Special Education Needs

Whaley Thorns is an inclusive school. We recognise that some pupils may require some additional support with managing their behaviour choices. Some pupils may have Special Educational Needs provision and interventions that support individual behaviour choices. Some of these interventions or strategies may include self-regulation practice when pupils are feeling over stimulated, anxious or at a crisis point. The school has a system in place to identify, assess and make effective provision for meeting the needs of pupils with behavioural challenges. This is likely to involve both school, Trust (including Early Help and MATRIX) and outside agencies such as Educational Psychologists, Social Workers, Family Support Workers and Behavioural Support Services.

## 7. Rewards and Consequences

The school has an emphasis on positive behaviour based on **RESPECT** and encourages the use of praise and rewards. The class rules are all the same for the purpose of consistency (appendix C).

### Positive Behaviour

- Positive behaviour is rewarded through the giving of Class Dojos.
- Each class has a Dojo class page. ALL pupils have a Dojo character where their points for the week are tracked.
- Points can be awarded for anything positive including work, behaviour, showing respect and effort.
- Staff may award 1,2,3,4 or 5 Dojos on a day-to-day basis. More may be awarded for bigger achievements.
- All staff can award Dojos to pupils.
- Parents will be able to access the Dojo points of their own child and monitor their progress.
- The Dojo Shop is open to pupils once per term for pupils wishing to spend their Dojos.

## Choices Requiring Reflection or Restorative Support/ Thinking

- The school behaviour statement clearly outlines our escalation processes in school. See the **Behaviour Pathway** document (appendix A).
- The **RESPECT WHALEY THORNS** (appendix B) and the **RESPECT RIGHT TO LEARN** (appendix C) posters are displayed all over school and visited frequently, particularly during the first few weeks of each term so that all pupils are totally clear as to the meaning of the wording.
- Behaviour classroom displays clearly and consistently outline 'The Whaley Way' and outline our **Respect Rules** (appendix D) as well as our expectations for **Wonderful Walking** (appendix E), **Lining Up** (appendix F) and **Marvellous Manners** (appendix G).
- There are also clear expectations shared with staff relating to **Break Supervision** (Appendix H).
- School operates an orange and red triangle system. Orange and red triangles will be displayed. A clear reminder will be given of the correct behaviour choice using our **RESPECT** posters as a visual prompt.



- If this persists, the pupil's initials will be written discreetly onto the orange triangle. This will remain here all day as a reminder a pupil has been given feedback. If the pupil persists again or displays ongoing behaviour choices, whilst on the orange triangle, their name will be moved to the red triangle.
- Any pupil moved onto the red triangle will receive reflection time which will take place at the next playtime or lunchtime where they will think about their choices and reflect on the impact on themselves and others and what they could have done differently.
- This thinking time must be immediate and at the very next break and will consist of positive reflection and learning time with the teacher or a natural consequence (e.g. tidying up what has been left untidy). Immediately after this, the pupil's name must be wiped off the red triangle to mark a fresh start.
- Any pupil receiving a red triangle must have their choice logged on CPOMS to capture the chronology and relational, restorative follow up support.
- Their choices must also be reported to parents by class teachers so that parents may support at home. Leaders will triage and monitor incidents carefully and track patterns so that professional conversations can take place to support positive behaviour.

## 8. Monitoring Behaviour

The monitoring of behaviour on a day-to-day basis is the prime responsibility of class teachers in consultation with other staff, teaching and non-teaching. The Executive Principal and Vice Principal have responsibility for supporting and monitoring persistent inappropriate and challenging behaviour and serious incidents. Each teacher must record any classroom incident on CPOMS, and these reports are monitored daily by Leaders. There may also be occasions when the behaviour of individual pupils needs to be monitored closely through use of personalised behaviour plans. Such plans will involve class teachers, pupils, parents and the Executive Principal or Vice Principal in their co construction.

## 9. Bullying (See specific policy)

At Whaley Thorns Primary School bullying will not be tolerated and all staff must act firmly against it.



# Whaley Way: Behaviour Pathway

First attention for best conduct – regular rewards for children going over and above, including positive verbal praise, parent posts, Dojos and conversations at home time.

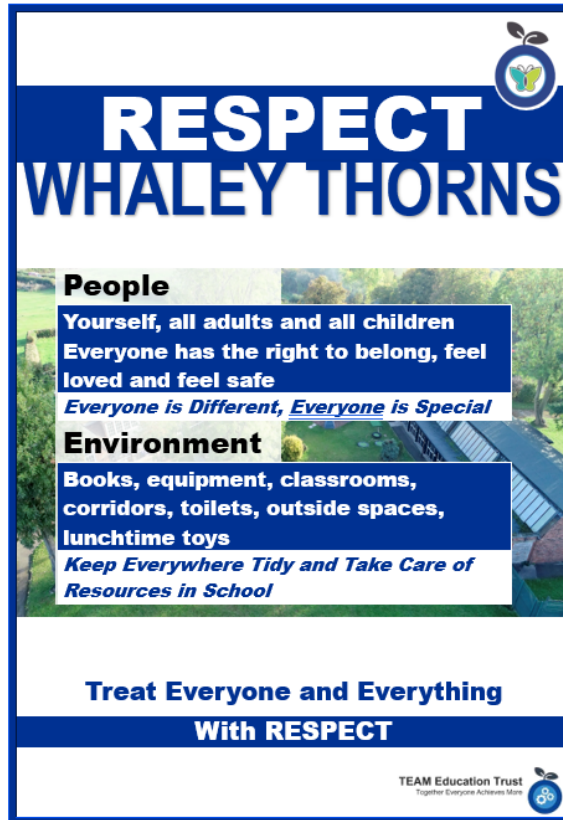
Stage 1- Warning	Stage 2- Orange Triangle	Stage 3- Red Triangle
<ul style="list-style-type: none"> <li>Behaving in an unfriendly way towards another child and excluding others</li> <li>Talking out of turn / calling out</li> <li>Minor disruptions to learning</li> <li>Being off task</li> <li>Not following 'Whaley Way- Respect'</li> </ul>	<ul style="list-style-type: none"> <li>Regular/constant incidents that are stage one</li> <li>Refusal to follow instructions</li> <li>Not respecting school equipment</li> <li>Speaking or behaving disrespectfully</li> <li>Continuing to disturb the class</li> <li>Rough or aggressive play</li> <li>Continuing to call others unkind names</li> <li>Not following the 'Whaley Way- Respect'</li> </ul>	<ul style="list-style-type: none"> <li>Regular/constant incidents that are stage two</li> <li>Hurting others verbally</li> <li>Hurting others physically</li> <li>Leaving the classroom</li> <li>Swearing</li> <li>Fighting</li> <li>Racist incident</li> <li>Homophobic incident</li> <li>Stealing</li> <li>Bullying</li> <li>Vandalism</li> <li>Dangerous behaviour</li> </ul>
<ul style="list-style-type: none"> <li><b>Reminder</b> of expectations – delivered privately where possible. Repeat reminders if necessary. Aim is to keep things at this stage</li> <li><b>Caution</b> – child spoken to privately, a reminder to think carefully and outline consequences</li> <li><b>Next steps</b> –speak privately to offer good choices and previous positive examples</li> <li><b>Thinking time</b> - thinking time for a few minutes in class to calm down and reflect</li> <li><b>Repeat behaviour</b> – if the behaviour is repeated following restorative conversation, move to stage 2</li> </ul>	<ul style="list-style-type: none"> <li><b>Reminder</b> of expectations delivered privately where possible</li> <li><b>Thinking Time</b> in classroom zone (if appropriate)</li> <li><b>Repair</b> – restorative conversation with the staff member at break or lunch, this can be in the playground as a walk and talk or natural consequence</li> <li><b>Next Steps</b>- Informal conversation with family member and class adult</li> <li><b>Repeat behaviour</b> – if the behaviour is repeated following restorative conversation, move to stage 3</li> </ul>	<ul style="list-style-type: none"> <li><b>Reminder</b> of expectations delivered privately where possible</li> <li><b>Behaviour recorded on CPOMS</b> – class adult with details</li> <li><b>Thinking time</b> - thinking time for a few minutes in class to calm down and reflect</li> <li><b>Repair</b> – restorative conversation or natural consequence during reflection time at lunch or break time with class adult.</li> <li><b>Class Teacher Repair</b> – restorative conversation with class teacher</li> <li><b>Next Steps</b> -Family meeting after the school day to be attended by responsible adult</li> <li><b>Repeat behaviour</b>- SLT</li> </ul>

**SLT Follow Up**

- Internal consequence away from the class
- Further Family Meeting
- Escalation if required to Behaviour Plan or T.E.A.M Matrix
- Suspension/ Permanent Exclusion



APPENDIX B



**RESPECT**  
**WHALEY THORNS**

**People**  
Yourself, all adults and all children  
Everyone has the right to belong, feel loved and feel safe  
*Everyone is Different, Everyone is Special*

**Environment**  
Books, equipment, classrooms, corridors, toilets, outside spaces, lunchtime toys  
*Keep Everywhere Tidy and Take Care of Resources in School*

**Treat Everyone and Everything**  
**With RESPECT**

TEAM Education Trust  
Together Everyone Achieves More

The poster features a blue border and a central image of a school building. The text is primarily in white and blue. The TEAM Education Trust logo is in the bottom right corner.

APPENDIX C



**RESPECT**  
**RIGHT TO LEARN**

**RESPECT**  
Remain in your space sitting sensibly  
Eyes looking at the teacher, listening  
Safety ensuring that our actions are safe  
Polite at all times  
Equality and inclusion for everyone  
Caring for the classroom and each other  
Time making the most of every moment

**Treat Everyone and Everything**  
**With RESPECT**

TEAM Education Trust  
Together Everyone Achieves More

The poster features a blue border and a central image of a classroom with students. The text is primarily in white and blue. The TEAM Education Trust logo is in the bottom right corner.


APPENDIX D







**Whaley Way: Respect** 


-  **R**emain in your space sitting sensibly.
-  **E**yes looking at the teacher, listening.
-  **S**afety- Ensure our actions allow everyone to be safe.
-  **P**olite at all times.
-  **E**quality and inclusion for everyone.
-  **C**aring for the classroom and each other.
-  **T**ime- make the most of every moment.


**Everyone is Different,  
Everyone is Special.**


APPENDIX E


**Whaley Way: Wonderful Walking** 


-  **E**nsure 5S is in place
-  **S**tand with arms by your side.
-  **S**ilent
-  **S**traight
-  **S**till
-  **S**miling


 **R**eminder of how we move around and why

 **A**dult at the back of line and watching


 **F**ollow the person in front


 **K**eep at a sensible space from others

 **S**top at checkpoints to regroup


 **A**lways walk on the left inside the building

APPENDIX F


**Whaley Way: Lining Up** 

This is how we line up at the end of break / lunch 

One whistle: Stand still and silent





Two whistles: Walk to lines





Count down: 3, 2, 1 to **55**


This is how we line up respectfully – **55**

 Stand with arms by your side.


 Silent


 Straight


 Still


 Smiling


APPENDIX G


**Whaley Way: Marvellous Manners** 

 Say please and thank you

 Greet each other

 Hold doors open for each other

 Smile and have a positive attitude towards each other

 Treat others how you would like to be treated

APPENDIX H

**Whaley Way: Break Supervision**



	<p>Be aware of where children are and what they are doing – be curious!</p>
	<p>Be aware of those children who are not in a positive frame of mind that day – inform staff members on duty.</p>
	<p>Apply positive praise for best conduct – catch them doing it right! (Verbal praise, dojos)</p>
	<p>Be visible as the adult on duty – stand in a prominent position, have a presence.</p>
	<p>Be punctual to blow the whistle. Be punctual to collect your class.</p>
	<p>Insist upon routines for lining up and walking into school.</p>
	<p>Follow the staged consequences if needed – remind/caution/offer good choices/walk and talk/repair.</p>