



Whaley Thorns Primary School  
Part of the TEAM Education Trust

# Behaviour Statement 2025-2026

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## Whaley Thorns Primary School

<b>Last Reviewed by School on:</b>	11.09.25
<b>Policy Reviewed &amp; Approved by Governors on:</b>	25.9.25
<b>Next Review Due by:</b>	11.09.2026
<b>List of Associated Policies:</b>	Trust Behaviour Policy Attendance Policy Charge & remissions Policy

## 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
4	11.9.2025	Updated sections and contents	JCR

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### 1. General Principle

#### 2.

#### **Behaviour is Everyone's Responsibility**

At Whaley Thorns, we believe that a respectful school community is one where every child feels safe, valued, and inspired to succeed. Our philosophy for promoting positive behaviour is rooted in strong relationships, built on kindness, fairness, and understanding.

Our whole school ethos, "*Everyone is Different, Everyone is Special*", reflects our belief that pupils and adults alike have the right to belong, to feel loved, and to thrive in an environment that is safe, nurturing, and respectful.

We follow *The Whaley Way: Respect*. Respect is the foundation of all that we do — for ourselves, for each other, for our environment, and for learning. Respect means showing care for how our actions impact others, making positive choices, and striving each day to be the best version of ourselves.

Our approach is consistent across school: pupils are positively rewarded for demonstrating respectful behaviour and are supported with reflective, restorative guidance if they make poor choices. Every child belongs, and every day offers a fresh opportunity.

#### **Relational Approach**

At Whaley Thorns, relationships are at the heart of learning and wellbeing. We know that humans are wired to connect, and children flourish when they feel nurtured, understood, and safe.

We believe that:

- All behaviour communicates a need.
- Respectful curiosity and compassion help us understand those needs.
- Consistency is about striving for positive outcomes for everyone, not about treating everyone in the same way.

As a trauma-aware school, we adapt our approach to meet the emotional and developmental needs of each pupil. This relational approach is woven through our ethos, policy, and daily practice. It enables pupils to belong, achieve, and contribute to our community with confidence.

### **Unconditional Positive Regard**

We hold every child in unconditional positive regard. This means we value each pupil's worth and potential, regardless of their behaviour in any given moment.

Staff consciously welcome every child each day with warmth, presence, and care — greeting them by name, listening attentively, and showing kindness through words and actions. By meeting their needs for safety, belonging, and self-esteem, we empower pupils to develop a growth mindset and confidence in themselves.

### **Restorative Approach**

When mistakes are made, we see them as opportunities for learning. Respectful, restorative conversations enable pupils to take responsibility, repair relationships, and move forward positively.

Restorative practices include:

- Calm conversations between staff and pupils.
- Structured restorative meetings where needed.
- Natural consequences (e.g. putting right something that was left untidy).

These happen once all parties are calm and ready. Every restorative action is followed by a positive reset, ensuring pupils always know they are valued and supported.

## **2. The Role of the Governing Body**

The Governing Body ensures this Behaviour Policy upholds the principles of respect, in line with the TEAM Education Trust Behaviour Policy. Governors support staff, monitor standards, and help ensure high expectations are maintained across school.

## **3. The Role of the Leadership Team**

The Principal and senior leaders are responsible for embedding the culture of *“Behaviour is Everyone’s Responsibility”*. Through *The Whaley Way: Respect* documents and clear routines, leaders ensure that consistent expectations are upheld across classrooms and wider school life.

The Principal will share this Behaviour Policy annually with pupils, staff, and parents, and it will remain available on the school website.

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

All staff play a crucial role in modelling respectful behaviour and implementing the Behaviour Policy fairly and consistently.

Staff will:

- Use the agreed plan consistently, including behaviour reporting via CPOMS.
- Avoid introducing alternative rules or sanctions outside of the agreed policy.
- Address behaviour directly, not pass it on, to maintain credibility and trust.

By following these principles, staff ensure pupils are supported to make informed, respectful choices.

## **5. The Role of Parents/Carers**

Positive behaviour is most successful when home and school work in respectful partnership. Parents and carers are expected to support the Behaviour Policy and will be

involved when necessary to help address challenges.

The school maintains strong, positive communication with families, ensuring pupils see a united approach between home and school.

Parents agree to respectful behaviour through the annual *Home School Agreement*. The school does not tolerate abuse, threats, or disrespect towards staff, governors, pupils, or volunteers. Serious breaches may result in withdrawal of access to the school site or legal action if necessary.

In cases of wilful damage to the school building, furniture or its equipment, the School's Principal, in consultation with the Chair of the Governing Body, may decide to make a charge to parents. The cost of repairs will be as quoted on an individual basis. Where items cannot be repaired, a charge will be made to replace the item based on the current cost to buy new at the time the damage was incurred. Each incident will be dealt with on its own merit and at their discretion in accordance with The Charges and Remittance Policy which is also available on the school website.

## **6. Special Educational Needs**

Whaley Thorns is an inclusive school. We recognise that some pupils may need additional support to manage their behaviour choices.

Provision may include:

- Personalised interventions (e.g. self-regulation strategies).
- Support from external agencies (e.g. Educational Psychologists, Behaviour Support Services).
- Adapted responses that reflect individual needs and circumstances.

Our goal is always to support every child to make positive, respectful choices and succeed in school.

## **7. Rewards and Consequences**

### **Positive Behaviour**

At our school, we believe that celebrating positive behaviour not only encourages children to flourish but also inspires others to follow their example. In the first instance, positive praise and affirmation are at the heart of how we recognise, encourage, and reward pupils. Our primary system for recognising positive behaviour is through the use of Dojo points. These are awarded consistently across the school and allow children to collect and exchange their Dojo points for rewards of their choice from a special termly selection. This process builds excitement, motivation, and a sense of ownership over their achievements.

#### **DOJO's**

- 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 can be tracked.
- Points can be awarded for anything positive including work, behaviour, showing respect and effort.
- Staff may award up to 5 Dojos for each recognition. More may be awarded for bigger achievements as agreed by senior leaders.
- 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.

Dojo rewards will be based on termly incentives decided collaboratively between pupil and staff voice. This may include baking, sports, computing activities, trips to local areas such as the park or 'pocket money' prizes. Children can choose to 'spend' or 'save' points

collected throughout the academic year.

In addition to Dojo's, we place great value on instant recognition. Staff take every opportunity to affirm pupils with:

- Warm verbal praise
- Stickers and certificates
- Special mentions or memos sent home to share successes with families
- 'Star Student' awards
- Other age-appropriate acknowledgements that celebrate effort, kindness, and achievement.

By recognising and rewarding positive behaviour in meaningful ways, we aim to nurture a school culture where every child f

### **Choices Requiring Reflection or Restorative Support**

When behaviour does not align with *The Whaley Way: Respect*, clear and consistent processes are followed (see Behaviour Pathway, Appendix A). The school behaviour statement clearly outlines our escalation processes in school.

Behaviour classroom displays clearly and consistently outline 'The Whaley Way' and outline our Respect Rules (appendix B) as well as our expectations for Wonderful Walking (appendix C), Lining Up (appendix E) and Marvellous Manners (appendix F). • There are also clear expectations shared with staff relating to Outdoor Supervision (Appendix G).

School operates a 3 stage system which includes a verbal warning, an orange triangle reminder and red triangle system. 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 as a reminder to the pupil their behaviour is being monitored and as a prompt to improve. 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 (appendix H). 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. Clear staff guidance regarding behaviour logging is provided at training and through the Staff Handbook. Red Triangle incidents 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**

Class teachers monitor behaviour daily, with senior leaders providing support for persistent challenges or serious incidents. All stage 3 incidents are logged on CPOMS and monitored carefully to ensure patterns are addressed.


Personalised behaviour plans may be developed collaboratively with pupils, parents, and staff where additional support is required.

### **9. Bullying**

Bullying is not tolerated at Whaley Thorns Primary School. All staff act firmly and

consistently to address any form of bullying, in line with the school's Anti-Bullying Policy.

## APPENDIX A

<h3>Whaley Way: Behaviour Pathway </h3>		
<p>In the first instance, positive praise and affirmation are at the heart of how we recognise, encourage, and reward pupils. Our primary system for recognising positive behaviour is through the use of Dojo points. These are awarded consistently across the school with up to 5 Dojos per act of recognition. Children to collect and exchange their Dojo points for rewards of their choice from a special termly selection. This process builds excitement, motivation, and a sense of ownership over their achievements. In addition to this, staff may also use more instant recognition to affirm pupils with:</p> <ul style="list-style-type: none"> <li>• Warm verbal praise</li> <li>• Stickers and certificates</li> <li>• Special mentions or memos sent home to share successes with families</li> <li>• 'Star Student' awards</li> <li>• Other age-appropriate acknowledgements that celebrate effort, kindness, and achievement.</li> </ul>		
<b>Choices Requiring Reflection or Restorative Support</b>		
<b>Stage 1- Warning</b>	<b>Stage 2- Orange Triangle</b>	<b>Stage 3- Red Triangle</b>
<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/calming corner</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>Repeated behaviours- SMT</b></li> </ul>
<p><b>SMT Follow Up</b></p> <ul style="list-style-type: none"> <li>• Internal consequence away from the class</li> <li>• Further Family Meeting</li> <li>• Escalation if required to Behaviour Plan or T.E.A.M Matrix</li> <li>• Suspension/ Permanent Exclusion</li> </ul>		


APPENDIX B







**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 C


**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 E

### 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 **5S**

This is how we line up respectfully – **5S**



Stand with arms by your side.



Silent



Straight



Still



Smiling

## APPENDIX F

### 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 G

### Whaley Way: Break Supervision



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

## APPENDIX H

1. What happened?

2. What were you thinking about at the time?  
How did it make you feel?

3. What have your thoughts been since the incident?

4. How have you been affected by this?

5. What would you like to see happen to put things right?

**Restorative Practice**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

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