

Whitby School Behaviour Policy 2025 – 2026

'Ad finem terra'

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This policy recognises and responds to obligations under the Equality Act 2010.

1. Introduction

'Ad finem terra' – to the ends of the earth. Whitby has a long and distinguished history of exploration and discovery. At Whitby School we believe that knowledge is gained through endeavour, courage, ambition and strength of character. Whitby Schools' motto encapsulates the expectations we have of ourselves and of each other.

I will endeavour to be a person of great character who has the courage to realise my ambitions.

We are unwavering in our ambition that Whitby School will be an institution that provides the highest quality of education. Moreover, we want our pupils to be socially responsible citizens in a diverse and multi-cultural world. We collectively recognise the central function that high standards of behaviour play in achieving this ambition.

The Education Endowment Foundation (EEF) research, published in 2021 sets out the following proactive measures that should be taken to ensure behaviour promotes an environment that is conducive to pupils feeling safe, secure and supports high educational outcomes.

1. Know and understand your pupils and their influences
2. Teach learning behaviours alongside managing misbehaviour
3. Use classroom management strategies to support good classroom behaviour
4. Use simple approaches as part of regular routines
5. Use targeted approaches to meet the needs of individuals in the school

2. Principles:

Whitby School is committed to developing each member of our school community to their fullest potential. We believe that an ordered working environment, underpinned by good behaviour, is an essential prerequisite to effective teaching and learning. We also believe that positive personal relationships based on courtesy, co-operation and mutual respect are essential to the smooth operation of the school.

Whitby School behaviour policy therefore sets out to reward pupil endeavour and ambition, creating an environment where positive relationships and achievements are recognized and celebrated.

We have worked with pupils to enshrine these principles within our Pupil Charter, set out as Appendix A

3. Rationale:

For effective teaching and learning to take place, we see good behaviour in all aspects of School life as fundamental. We seek to create a positive, ordered environment: -

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, consideration for others and positive relationships based on mutual respect, seeking fair treatment for all;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging positive partnership with parents and carers in the implementation of the school's policy and procedures.

The Head is responsible for this policy and procedures contained herein. Implementation and day-to-day management is a key responsibility of all staff. Mutual support amongst all staff in the implementation of the policy is essential. Support for staff faced with challenging behaviour is a particular responsibility of **Heads of Department, Heads of Care and Achievement co-ordinators, Heads of School and the Headteacher.**

Everybody who is part of the school community – pupils, parents, teaching staff, support staff and volunteers – are responsible for implementing school policy and procedures consistently and fairly so as to set high standards of behaviour, support pupils in reaching the school's expectations, and create a high-quality learning environment where children can thrive.

The school seeks to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. The school also seeks to ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and have opportunities to raise with the school any issues arising from the operation of the policy.

Pupils are expected to take responsibility for their own behaviour and are made fully aware of the schools' procedures and expectations.

4. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and student referral units in England 2017

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including student movement - 2022
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Alternative Provision statutory guidance for local authorities - 2013 It is also based on the Special Educational Needs and Disability (SEND) Code of Practice. 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 students
 - Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property.

Positive Discipline: Acknowledging and rewarding positive behaviour

At Whitby School we aim to create a positive, inclusive environment, within which pupils can take pride in what they do and feel motivated to achieve well. We believe that through formal recognition of achievement, positive attitude to learning or community mindedness, pupils will work harder and take more pride in themselves and their community.

To promote this aim and to create a positive school community we have developed a comprehensive rewards system

It is important that the demonstration of our school values through good character, good academic work, effort and behaviour are recognized and rewarded whenever possible.

Praise, encouragement, and reward at Whitby School will take many forms and includes:

Verbal praise - Use of verbal praise is a constant feature in our interactions with young people in all areas of the school and in lessons. It is an essential foundation for building positive relationships and promoting good, respectful and courteous behaviour.

Written praise – Positive approval and recognition through a written note or comment in exercise books. Use written praise as often as possible in line with whole and department marking policies.

ClassCharts rewards platform - The school has a comprehensive electronic system for rewards aligned to our values which should be regularly used for **all** pupils. This is essential in providing a common vocabulary for our community in relation to behaviour and reinforces our high expectations of each other. Pupils can use their class chart merits to spend on the ClassCharts reward app.

Display – We aim to make full use of display boards in classrooms and corridors to display good work. Younger pupils and older pupils alike take pride in seeing their work on display, and this acts as an incentive to produce work of a high standard.

Showing of work – Teachers and support staff should bring particularly good pieces of work to the **attention of the Subject or Curriculum Lead / Form Tutor / Head of Care and Achievement / Senior staff / Headteacher to give appropriate praise.**

Subject postcards, certificates and Golden Letters – Individual departments are encouraged to provide their own additional rewards – e.g. postcards sent home; certificates presented in Assembly.

Golden Letters:

Over the year, a stand out student from each year group will be identified and celebrated through the use of the 'Golden letter' each week. This letter will be posted to the pupil's home address, to arrive over the weekend. Written by the Head of Department it will celebrate the pupil within the year group who:

- Has shown commitment and determination in their learning. The student who has 'gone to the ends of the earth' to advance their learning or;
- Has demonstrated outstanding ambition or;
- Has demonstrated respectful behaviour; a model of excellence for others to aspire to or;
- Has shown courage in regard to the safety of others. Helping others to be safe, or supported the school in its aims to ensure a safe learning environment.

The attribution of Golden Letters will be tracked and recipients will be displayed publicly in the school building, for the entirety of the year.

Formal Awards – Awarded at our presentation events as a public recognition of sustained achievement, progress, or all-round contribution to the life of the school.

Celebration Assemblies – In addition to celebrating great acts of heart, thought and vision in regular assemblies, each term our Year Teams will lead rewards assemblies in recognition of the hard work, positive behaviour and attitudes to learning that their Year Group have demonstrated.

End of Year Trips – Pupils who behave well and work hard to meet our school expectations will earn the opportunity to be a part of our end of year rewards trips/events.

Expectations of Behaviour: Code of Conduct

The basis of our Code of Conduct is mutual respect and alignment with our school values. It is a core belief that an ordered working environment, underpinned by good behaviour, is an essential pre-requisite to effective teaching and learning.

To encourage this, staff will:

- Model exemplary behaviour
- Treat all children and adults with respect
- Speak politely to each other
- Build pupil confidence and self-esteem through positive reinforcement

- Avoid using critical or sarcastic language
- Recognise pupil effort and achievements on a regular basis and celebrate success for all.
- Keep parents informed about success, efforts and achievements
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour

We will **not accept** the following behaviour:

- Disrupting the learning of others
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism and damage to school property
- Refusal to follow the direct instruction of members of staff

If unacceptable behaviour is repeated, the school will:

- Continue to challenge the behaviour in line with this policy
- Explain to the child / family what we find unacceptable and why
- Explore with the child how they could have behaved differently
- Try to find out why they are behaving this way
- Work with parents and external agencies where necessary
- Use the sanctions outlined, ensuring that justice, reconciliation and the restoration of positive relationships are at the heart of what we do.

Pupil Code of Conduct

General Conduct:

Follow the instructions of all adults at Whitby immediately

- If you are asked to do something by an adult, there will be a reason for this and it needs to be completed immediately, without challenging or questioning – failure to do so is defiance.
- If you do not understand why an instruction has been given, you must still follow that instruction, but ask an adult to explain at an appropriate time.

Behaviour for Learning:

- Wear uniform with pride, and in full.
- Work hard and join in your lessons

- Arrive on time
- Have all the relevant equipment for each lesson
- Don't disrupt or distract in lessons – this is disrespectful to staff and pupils
- Use respectful and appropriate language
- Listen actively when a teacher is presenting
- During class discussions, participate where you can, and respect the others who are speaking
- Show an interest in all subjects and try to engage in a meaningful way
- Don't be selfish and distract your classmates, they have a right to learn in lessons.
- Play your part in keeping the classroom noise to a level where you can concentrate.
- If you see someone struggling in the lesson, help them out with their learning. Check with the teacher first though.

Behaviour outside of class and in the community:

- In the queue, respect other people's personal space, and avoid making contact with them, or squashing them.
- At all times, avoid being physical with other students.
- Be respectful of social areas, don't leave litter and other mess. This school belongs to everyone in it, both pupils and adults.
- Stay in the supervised areas, it is everyone's responsibility to stay safe at lunchtime. Move around the site in a safe way as directed by any signs
- Only eat food in designated areas and use bins provided
- Always return equipment you have used to its proper place
- All mobile phones need to be in your locker and turned off. These should not be seen on the School site.
- Do not shout or make excessive noise in the school building or in areas where it might disturb people
- Vandalism is a serious matter. You may be required to pay for replacements or repairs
- You must not leave the site without permission
- If you have an appointment during school hours, you must provide a note and sign out at Reception
- If you come into school after registration, you must sign in at Reception

When wearing school uniform, not on school site:

- Present yourself in a smart and purposeful way by complying with the school uniform expectations
- Be polite and respectful to members of the public and their property
- Do not behave outside school in a way that will damage the reputation of the school
- Be sensible on public roads and follow the Highway Code if you are riding a bike
- Be polite and sensible on public transport

All staff should plan for behaviour issues as part of their everyday planning e.g. lessons where pupils are expected to do group work or discussion should be planned to take account of group dynamics, learning issues, behaviour issues etc. Pupils will need to be explicitly taught how to behave in these situations.

CLARITY, CONSISTENCY AND A CLEAN SLATE.

All pupils should have a clean slate every lesson.

Role of the Tutor

Daily Expectations

1 – **Check equipment** (full details outlined on the website)

2 – **Check all pupils are in correct uniform.** If not and can be corrected immediately issue a comment, if it cannot be corrected then liaise with the Head of Year.

4 – **Share notices / information**

5 – **Register all pupils** accurately every morning

6 – **Inform of any consequences**, e.g. detention that day

7 – **Support pupils** and analyse ClassCharts to be informed about which pupils require support

Role of the Care and Achievement Co-Ordinator

Our non-teaching Care and Achievement Coordinators work closely with Teachers, Form Tutors, Heads of Department, Heads of Year and Heads of School to support the effective implementation of the behaviour policy. They are highly experienced colleagues who will aim to resolve any queries promptly and will liaise with pupils to provide pastoral support.

We have Care and Achievement Coordinators for each Year Group in Lower School, Upper School and our Sixth Form.

ClassCharts is the main form of communication between home and school – informing parents about rewards, sanctions and other events.

Role of the Teacher:

Creating a positive, nurturing classroom environment is essential for fostering the academic, social, and emotional development of all pupils. When pupils feel valued and understood, they are more likely to exhibit positive behaviours and build strong relationships with their peers and teachers. A nurturing classroom atmosphere also supports emotional resilience, helping pupils to navigate challenges and develop essential life skills.

Within the classroom, inclusive practice works on the following principles:

- Teachers should prioritise the emotional and physical safety of all pupils. They should ensure that the classroom is a secure environment where pupils feel valued and respected.
- Teachers should seek to understand the underlying needs and emotions driving pupil behaviour.

- Teachers should establish clear, consistent, and predictable routines and expectations to provide stability and security for pupils.
- Teachers should recognise and celebrate diversity. They should adapt practices to meet the individual needs of each pupil, ensuring every child has equal opportunities to succeed.
- Teachers should use the language of *choice* and *consequence* to support pupils to make positive choices.
- Teachers should engage with parents, caregivers, and external agencies to support pupil well-being and behaviour management. Ensure a holistic approach to pupil development.

Before phase one of the school behaviour policy is enacted, teachers should ensure that they have:

1. Communicated classroom rules and expectations clearly. These may be reinforced through visual aids.
2. Reinforced desired behaviours through consistent positive feedback.
3. Established positive relationships and have enacted any strategies identified in learning plans to meet the individual needs of each pupil.

Positive Discipline Process: A graduated approach

It is essential that our school and every classroom is a place where learners feel safe, secure and provides a productive and focused environment. Disruption to the learning of others will always be challenged at any level and will never be tolerated. Our behaviour policy ensures that pupils are guided to make positive choices, receive acknowledgement and praise when doing so, but also are held to account with appropriate sanctions if they fall short of our high expectations. Our staged response to behaviour is outlined below:

Phase 1 - Verbal Warning

It is anticipated that many pupils will receive the occasional VERBAL WARNING in their time at Whitby. The great majority of pupil/teacher contact will be positive and enthusiastic and pupils should become increasingly accustomed to operating within our high praise, high expectation learning framework. This will include settling to work quickly, listening respectfully to the ideas of others and participating constructively in discussion.

The VERBAL WARNING has two clear purposes:

- To indicate to pupils that they have done or are doing something which is unacceptable and/or is disruptive to the learning of others
- To allow the pupil to recognise and moderate their behaviour at an early stage

The words 'VERBAL WARNING' will be used by the member of staff, and the VERBAL WARNING should not be given as a blanket warning to the full class.

Phase 2 – Comment issued (C1)

A pupil who continues to behave unacceptably despite being given a VERBAL WARNING will move into PHASE 2 and receive a comment on ClassCharts. Pupils will move straight into PHASE TWO for homework, coursework, uniform, chewing and repeated equipment misdemeanors. Pupils could also move into PHASE TWO as a result of continuing the behaviour which led to their initial VERBAL WARNING or challenging the member of staff unacceptably.

Phase 3 – 2nd Comment issued (C2) and moved within the classroom.

Occasionally, pupils will continue to behave in an unsatisfactory manner despite receiving both a VERBAL WARNING and a C1. Such behaviour will result in the pupil moving into PHASE 3. Again, the onus here is on the class teacher ensuring that there is no disruption to other learners and that the environment for all pupils in the class is conducive to purposeful progress. The Pupil will be moved to another area of the room to support them in adjusting their behaviour.

Phase 4 – Curriculum support

Occasionally, pupils will continue to behave in an unsatisfactory manner despite receiving opportunities to reflect and adjust. Such behaviour will result in the pupil moving into PHASE 4. At this stage pupils are sent to work in another room within the Curriculum area. Staff request Curriculum Support via the on-call system or manage this within Departments.

Phase 5 – Lesson Remove/Exit 'On Call'

Where pupils continue to cause disruption in their Curriculum Support staff can request an on-call. The 'On Call' request is triggered through ClassCharts and the member of staff on duty will remove the pupil to the **Inclusion Room** for the remainder of the lesson. This will result in a detention after school and is immediately reported home.

Health and Safety / Pastoral Incidents

Occasionally a pupil may behave in a way that is unsafe and places themselves or others in the environment at risk. This could include defiance towards a member of staff who has responsibility for the safety and well-being of a group of pupils.

Phase 6 – Inclusion Room

In this context, a period of time spent in the Inclusion Room is considered a serious sanction. Break or lunch periods will be fully supervised and taken separately to the wider school population. Our well-resourced Inclusion Room will provide a purposeful environment with work provided from relevant curriculum areas. The level of commitment displayed by the pupil will be recorded on ClassCharts. If a pupil is placed in the Inclusion Room twice in any two-week period then they will be supported by their Head of Year, Pastoral Team and SLT. Whenever possible all pupils in the Inclusion Room will be seen during their allocated time for a mentoring session. The highest standards of behaviour will be upheld at all times within the Inclusion Room.

Phase 7 – Suspension and Permanent Exclusion

Any suspension or permanent exclusion must be sanctioned by the Headteacher (or the Deputy in their absence). These measures will be considered when the severity of an incident demands the highest level of sanction available, and/or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. This includes as a result of a pupil's extreme and unacceptable pattern of behaviour over time.

Preventative measures to suspension and permanent exclusion

As a school and governing body, an Off-Site Direction may be considered where it is deemed that attending another education setting for a time-limited period will provide an opportunity for a pupil to improve their behaviour. This may include the use of Alternative Provision rather than a mainstream school.

In addition, and with the support of all parties, the school may consider working with another mainstream school to arrange for a Managed Move as part of a planned intervention leading to a permanent transition. For some pupils this enables a fresh opportunity to demonstrate improved behaviour and engagement in their learning in a new setting.

Pupils in receipt of repeat sanctions and with a record of behavioural challenges should expect:

Individual Behaviour Plan (IBP)

An Individual Behaviour Plan is used to address specific problematic behaviour. They are designed to be supportive and to work with a pupil to understand and exercise what is appropriate behaviour. This process will help the pupil take responsibility for their behaviour but also communicate to all staff any additional guidance that might be required to address a pupil's specific additional needs. The IBP should be written with the pupil and, with parents' direct involvement. Behaviours to be targeted on the IBP should be specifically defined with clear strategies recorded for both pupils and teachers to help achieve targets. IBP's should be reviewed at least every 6 weeks.

And/or

Pastoral Support Plan (PSP)

A Pastoral Support Plan is a school-based high level programme of intervention designed to help pupils manage and improve their behaviour, by identifying clear precise behavioural outcomes; supported by the school, parents, carers and external agencies and overseen by a key staff member who can ensure that all staff play their part in supporting the pupil and applying appropriate strategies. The PSP planning meeting will set clear SMART short-term targets; and the PSP is time limited, with a recommendation that it should 'live' up to 16 weeks.

The trigger points for implementing the above plans will be determined by senior Whitby School staff, in the best interests of the pupil.

Bullying

Bullying is defined as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”. (Anti Bullying Alliance)

Bullying is generally characterized by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations

Bullying can include:

- Bullying because of their characteristics, for example on the ground of race, religion, gender, appearance, disability, sexual orientation or for other vulnerable characteristics
- Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986
- Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.
- Transphobic bullying: Bully based on another person's gender 'variance' or form not conforming to dominant gender roles.
- Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. It may sometimes be characterised by inappropriate sexual behaviours.
- Sexual bullying: Bullying that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person.
- Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEN or mental health issues
- Relational bullying: Bullying that consists of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- Cyber bullying: Bullying behaviours using hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.
- Intolerance of faith: intolerance of another person religious beliefs or practises

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

Sexual Abuse, Harassment and Discrimination

The School does not accept any form of sexual abuse, harassment and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will ensure that all incidents of sexual harassment and/or violence is met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school will respond appropriately to any sexual harassment complaints in line with the school's Child Protection Policy. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the Police, and any other partner agencies as required, to ensure that any action the school takes e.g. disciplinary sanctions, will not jeopardise any ongoing Police investigation. The response to any incidents of sexual abuse and/or discrimination will be prompt, proportionate, considered and supportive.

Pupil Involvement

The efficacy of our behaviour policy is dependent upon students understanding and contributing to the behavioural expectations across the school. To this end, we have developed our Pupil Charter. This document, written by our students and displayed prominently in all classrooms is regularly referred to during lessons to ensure behavioural expectations are reinforced continually.

Behaviour Management Procedures

It is important that we safeguard pupils' self-esteem when dealing with behavioural incidents. **As a result, where possible, we will reprimand pupils in private and offer praise publicly. Teachers will be cognizant of this when dealing with behaviours during both unstructured and structured times in the school day.**

Safeguarding

Whitby school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information

Reasonable Force

Reasonable force: Reasonable force covers a range of interventions that involve physical contact with students. Staff are able to use reasonable force, in the following circumstances, to prevent a student from:

1. Causing disruption to the orderly running of the school
2. Hurting themselves or others
3. Damaging property

Incidents of reasonable force must:

1. Always be used as a last resort
2. Be applied using the minimum amount of force and for the minimum amount of time possible
3. Be used in a way that maintains the safety and dignity of all concerned as much as is reasonably possible
4. Never be used as a form of punishment
5. Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, be mindful of any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. Identified Senior and Pastoral staff have received training in Team Teach methods which encourage the de-escalation of challenging behaviours.

Mobile phones and Confiscated Items:

Any prohibited items (listed in section 3) found in a student's possession will be confiscated. These items will not be returned to the student. We will also confiscate any item that is harmful or detrimental to school discipline, this includes items of non-school uniform. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

If students who are having items (including mobile phones) repeatedly confiscated, parents/carers will be asked to attend a meeting at school and will be asked to support the school in not allowing their child to bring the items into school in future. If this does not resolve the issue then the items, if confiscated again, may be kept until the end of the school term before they are returned. Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Mobile phones:

Mobile phones should not be seen whilst on site. They should be switched off in in the pupils bag or locker. If a student is seen with their phone inside of the school building the phone will be confiscated by a member of staff.

- The first time a phone is confiscated a student can collect the phone from reception at the end of the day.
- The second time a mobile phone is confiscated in school, the student will collect it from their Care and Achievement Co-Ordinator. This could be at the end of the day but the decision can be made by the Care and Achievement Co-Ordinator to keep it until the end of the week where they deem it necessary.
- A similar approach will be taken following a third confiscation, however at this point parents/carers will be invited in and the student will be banned from bringing a phone into school. Should this happen then only the parent/carers will be able to collect the phone at this stage.

Any other communications devices such as an iWatch will be treated in the same way as a mobile phone.

Behaviour on School Buses:

All students who travel on buses to and from school are asked to follow same high expectations of behaviour on school site. The Headteacher and bus operators reserve the right to confiscate the bus pass for any misbehaviour on the bus or misuse of the pass.

Appendix A - Rewards overview

Whitby School's rewards system is driven by its core values: **endeavour, courage, ambition and character**.

Endeavour: try my best

Courage: be brave

Character: make a positive impact

Ambition: be my best

By recognising and rewarding actions that align with these values, the school encourages students to embody them consistently. This creates a positive environment where values are not just taught but lived and experienced daily.

Rewards linked to endeavour

Endeavour is the persistent and determined effort to achieve excellence, even when faced with challenges. It involves striving to improve and giving one's best in all activities.

In lessons, pupils may demonstrate this value by:

- Completing work to the best of the ability
- Completing independent work to take their learning further
- Trying their best, and actively engaging, in lessons by asking insightful questions, contributing thoughtfully to discussions, and collaborating effectively in group work
- Demonstrating excellent effort in homework tasks
- Demonstrating resilience. For example, improving work after feedback or trying again if an approach does not succeed initially

Outside of lessons, pupils may demonstrate this value by:

- Participating in enrichment activities, such as extracurricular clubs
- Dedicating time to practise an instrument, improve artistic techniques, or rehearse for a drama production
- Practising regularly to improve skills in a chosen sport by attending all training sessions
- Learning a new language of skill in their own time

Rewards linked to courage

Courage is the ability to confront fear, uncertainty, and adversity with bravery.

In lessons, pupils may demonstrate this value by:

- Volunteering to answer difficult questions
- Presenting in front of the class,
- Asking for help when struggling with a topic

Outside of lessons, pupils may demonstrate this value by:

- Starting a new club
- Sharing ideas and suggestions during School Council meetings
- Setting personal challenges such as performing in a show or trying a new activity

Rewards linked to ambition

Ambition is the drive to achieve goals and aspirations. It involves setting high standards for oneself and striving to reach them.

In lessons, pupils may demonstrate this value by:

- Setting a challenging academic goal for themselves. This may be linked to a grade or simply something they want to achieve in a subject
- Completing challenge tasks in lesson to stretch learning
- Taking the lead in discussions or debates and encouraging peers to engage critically with the subject matter

Outside of lessons, pupils may demonstrate this value by:

- Applying for competitions that link to future aspirations
- Joining leadership programmes, such as the student council or sports leader programmes
- Setting and working towards personal goals such as learning a new language, mastering a musical instrument, or becoming proficient in coding

Rewards linked to character

Character is the set of qualities that define a person's behaviour and actions. Good character involves integrity, honesty, respect, and responsibility.

In lessons, pupils may demonstrate this value by:

- Taking responsibility for learning by working hard
- Talking and behaving respectfully to all members of the school community
- Showing kindness and a willingness to support others. For example, by helping a peer understand a difficult concept

- Listening respectfully to others' opinions during discussions, especially when they differ from their own, and responding thoughtfully
- Being responsible by consistently coming to lessons prepared and meeting key school deadlines

Outside of lessons, pupils may demonstrate this value by:

- Engaging in community service projects, demonstrating responsibility and a commitment to making a positive impact on society
- Leading by example in extracurricular activities, showing fairness, and inspiring others to act ethically and responsibly
- Actively working to include classmates who might feel marginalised or excluded, ensuring everyone feels valued and part of the school community
- Approaching challenges with optimism and resilience, encouraging others to stay positive, and contributing to a supportive school atmosphere.

The four tests of any action at Whitby School:

Courage – have I been **patient**, modelling positivity and calm?

Ambition – have my actions ensured that our **ambitions** and our behaviour standards are not compromised?

Endeavour – have I endeavored to be **consistent** so that everyone can reach their potential?

Character – have I been **thoughtful** to model compassion, forgiveness, and kindness?



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The four tests of any action at Whitby School:

Courage – have I been **patient**, listening to instruction carefully?

Ambition – have I been **ambitious** by working hard in lessons?

Endeavour – am I **consistently** on time, equipped and in the right uniform?

Character – have I been **kind** and **thoughtful** to other members of our community?



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Appendix D – Rewards and consequences

