



Walton Primary Academy Relationships and Behaviour Policy 2025



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1. Policy Overview

Introduction

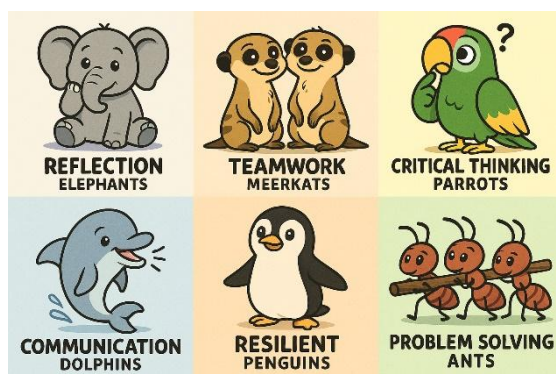
At Walton Primary Academy, we are committed to fostering a positive, inclusive, and respectful learning environment where every pupil feels safe, valued, and supported. This policy is underpinned by:

Our school motto: **Moving forwards together**

Our school rules: **Ready, Respectful, Safe**

Our core values: **Strength (Fortis), Wisdom (Doctus), Friendship (Amicus), and Honesty (Verus).**

Our learning behaviours: **Resilience, Teamwork, Communication, Problem Solving, Reflection, Critical Thinking**



Our approach to behaviour is based on relationships, consistency, and high expectations. We believe that behaviour is a form of communication, and our role as educators is to guide children in making positive choices.

This policy aims to help pupils to become motivated and resilient learners who develop into confident, responsible and respectful citizens of the community. It is underpinned by trauma informed approaches and values the essential nature of relationships in enabling individuals to learn, adapt and thrive. We believe in the power of connection and the importance of fostering strong connections between adults and children.

We aim to build positive and safe relationships in order to support emotional, social and academic outcomes which is developed further by our dedication to the 'One Life' approach. Relationships are the vehicle through which we foster our pupils' sense of safety and security through nurture, warmth, understanding, respect and empathy. At Walton Primary Academy, we have high expectations for pupils' behaviour and this document provides a framework for creating a happy, calm and orderly environment in which everyone can succeed.

This policy has been written to ensure that all members of the school community have a common understanding of the school's expectations for behaviour and to ensure that systems are applied consistently and fairly.

We nurture children's emotional wellbeing and support them to manage their behaviour through:

- Adopting a relational and trauma informed approach.
- Creating a calm and orderly environment in classrooms to enable a positive learning culture.
- Providing clear and consistent behaviour management systems, with a strong emphasis on rewards to demonstrate to children that their efforts are valued.
- Setting clear routines and high expectations for all.
- Making use of positive interactions as explicit teaching opportunities.
- Modelling positive behaviours and interactions, including how to listen, express thoughts and feelings and resolve conflict.
- Providing additional and targeted intervention for children who need additional support around emotional wellbeing and behaviour.
- Identifying key trusted adults for children who need additional emotional support so that they can talk about their

feelings and address any worries.

- Partnership with The Future in Mind mental health support team to improve emotional wellbeing for children through bespoke group sessions and workshops.
- Explicitly teaching a high-quality PSHE and RSE curriculum

Our Community Rights

In our inclusive learning community, all members are required to have respect for all people and property, to be kind and to be helpful. Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about our school expectations 'the norms', relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour standards in our school.

Roles and Responsibilities

Governors

- Ensure the policy is implemented consistently.
- Conduct monitoring visits to assess behaviour.
- Hold school leaders accountable for behaviour standards.

Staff

- Model positive behaviours and attitudes.
- Implement the behaviour policy consistently and fairly.
- Prioritise positive relationships and restorative approaches.
- Provide reasonable adjustments for pupils who need additional support.

Children

- Follow the school rules: **Ready, Respectful, Safe.**
- Demonstrate the school values: **Strength, Wisdom, Friendship, Honesty**
- Take responsibility for their behaviour and learning.

Parents and Carers

- Support the school's behaviour policy and reinforce expectations at home
- Work collaboratively with school staff to support their child's behaviour and development
- Attend meetings when required to discuss behaviour concerns.

Other related policies

- Waterton Academy Trust Safeguarding and Child Protection Policy Statement
- Attendance Policy

- Anti-Bullying Policy
- Wellbeing and Mental Health Policy
- SEND Policy
- Restrictive Physical Intervention Policy

2. The Five Pillars of Practice

Overview

Our behaviour policy is underpinned by five key principles.

1. **Consistent, calm adult behaviour** – Staff set the emotional climate, responding to behaviour rationally and calmly.
2. **First attention for best conduct** – We prioritise recognising and reinforcing positive behaviour.
3. **Relentless routines and expectations** – Predictable, well-established routines help pupils feel safe and engaged.
4. **Scripted conversations (including sanctions)** – Clear, predictable responses prevent escalation and maintain dignity.
5. **Restorative follow-up** – Repairing relationships is key to ensuring lasting behavioural change

Pillar 1: Consistent, calm adult behaviour

There are three aspects to this pillar:

- 1) Consistency from all adults
- 2) Relationship building
- 3) Calm responses rooted in emotional understanding

Consistency from all adults

Teachers act with one voice and one message: this is how we do it here.

The behaviour policy is followed by all adults. Sometimes we will, with the best of intentions, get it wrong or deviate. In these cases, we will be open to recognising a lack of consistency and will learn from it.

Relationship building

To succeed at school, children must develop relationships which enable them to feel safe, secure and good about who they are. Secure relationships between staff and students provide a sense of trust, belonging and enable students to feel valued and listened to. At Walton Primary Academy we recognise that great teachers build emotional currency with their pupils deliberately, and therefore we work to pro-actively build relationships. One aspect of this is the 'Meet and Greet' which is detailed in Pillar Three – Relentless Routines.

Calm responses rooted in emotional understanding

Responding Vs Reacting

Every interaction we have with children is a behaviour interaction – every smile, sigh, look and word are noted and has impact. All adults should provide a cool, deliberately calm, emotionless response.



CALM Communication

Communication: stance, posture, gesture, facial expression, intonation, script

Awareness & assessment: reading behaviour, knowledge of individual plans, anticipating what might happen next

Listening & learning: give time and space, allow pauses for take up time, providing a way out

Making safe: objects, space, hotspots, safety responses

Responding with PACE

PACE is an approach to interaction originally developed as a way of responding to children with experience of trauma, but is now understood to be an effective approach in meeting the relational needs of all children.

Playfulness – Playfulness in interactions can diffuse conflict and promote connection e.g. maintaining a relaxed lightness, possibly through making a joke

Acceptance – Accepting needs and emotions that drive behaviour without judgement

Curiosity – Being curious as to where a behaviour has come from

Empathy – Really connecting with how children are feeling and showing compassion

Zones of Regulation

We use the *Zones of Regulation* as a framework to support children in recognising, understanding, and managing their emotions effectively. This approach helps pupils develop self-regulation skills, which in turn promotes positive behaviour, emotional well-being, and a calm, focused learning environment.

The Four Zones

The *Zones of Regulation* categorise emotions and states of alertness into four colour-coded zones:

- **Blue Zone** – This zone represents low energy states and emotions such as sadness, tiredness, boredom, or illness. A pupil in the Blue Zone may appear withdrawn, quiet, or lacking motivation.
- **Green Zone** – The ideal zone for learning, where pupils feel calm, happy, focused, and ready to engage. Emotions in this zone include contentment, confidence, and relaxation.
- **Yellow Zone** – A heightened state of alertness where pupils may feel worried, frustrated, silly, or overly excited. While not necessarily negative, being in the Yellow Zone can make it harder to focus.
- **Red Zone** – This zone represents extreme emotions such as anger, fear, rage, or distress. A pupil in the Red Zone may be shouting, physically aggressive, or unable to regulate their reactions effectively.

Supporting Pupils Through the Zones

Understanding the *Zones of Regulation* enables staff to respond appropriately to pupils' emotional states and provide the necessary support to help them self-regulate. Our approach includes:

1. **Teaching Emotional Awareness** – Pupils are explicitly taught about the different zones and how emotions fit within them. Through class discussions, stories, and role-playing, children learn to identify their feelings and recognise the zones in themselves and others.
2. **Normalising All Zones** – We reinforce the message that all emotions are valid and that everyone experiences each zone at different times. Pupils are encouraged to express how they feel without judgement and to seek help when needed.
3. **Providing Strategies for Regulation** – Each classroom has a *Zones of Regulation Toolkit*, including breathing exercises, sensory tools, movement breaks, and mindfulness activities. Pupils are taught different strategies to help them move between zones when appropriate. For example:



- If in the **Blue Zone**, pupils might take a movement break, have a drink of water, or use positive affirmations.
 - If in the **Yellow Zone**, strategies such as deep breathing, squeezing a stress ball, or using a quiet space can help refocus.
 - If in the **Red Zone**, pupils are encouraged to remove themselves from triggers, use grounding techniques, or have a trusted adult help them de-escalate.
4. **Adult Responses to Support Regulation** – Staff model self-regulation strategies and use calm, consistent language to guide pupils through their emotions. When a child is in the Red Zone, adults maintain a low, steady tone of voice and provide reassurance rather than reacting emotionally. When a child is in the Yellow Zone, adults encourage regulation techniques before behaviours escalate.
 5. **Embedding Zones into Daily Routines** – Regular check-ins, visual aids, and reflective discussions about emotions help embed the *Zones of Regulation* into school life. Pupils are encouraged to identify their zone at different points in the day and discuss strategies to help them remain in the Green Zone for learning.

By using the *Zones of Regulation* consistently, we equip pupils with the skills to manage their emotions, build resilience, and contribute to a positive school climate.

Emotion Coaching

We use *Emotion Coaching* as a key approach to supporting pupils in managing their emotions and developing self-regulation skills. Emotion Coaching helps children understand their feelings, learn to express them appropriately, and build strong relationships based on empathy and trust.

The Four Steps of Emotion Coaching

Emotion Coaching follows a structured approach that enables staff to respond effectively to pupils' emotional experiences:

1. **Recognising and Validating Emotions** – Staff pay close attention to pupils' facial expressions, body language, and behaviour to identify their emotions. Instead of dismissing or minimising feelings, adults acknowledge and validate them, showing empathy and understanding. For example, saying, "I can see you're feeling really frustrated right now. That must be hard."
2. **Labelling the Emotion** – Adults help pupils name their emotions to develop their emotional vocabulary and self-awareness. Using phrases such as, "It looks like you're feeling disappointed because you lost the game," enables children to better understand and articulate their feelings.
3. **Setting Limits on Behaviour (if needed)** – While all emotions are valid, not all behaviours are appropriate. Staff reinforce clear expectations and boundaries while maintaining a supportive tone. For example, "It's okay to feel angry, but it's not okay to shout at your friend. Let's find another way to express how you feel."
4. **Problem-Solving Together** – Once a child feels understood and calmer, adults guide them in finding constructive solutions. This might involve discussing alternative ways to cope with emotions, brainstorming strategies, or helping them reflect on how to handle similar situations in the future.

Pillar 2: First attention for best conduct

There are two aspects to this pillar:

- 1) Positive behaviour reinforcement (rewards)
- 2) Positive framing

Positive behaviour reinforcement (rewards)

The intention of our rewards system is to foster a culture of high expectations for behaviour throughout school.

When scripting their conversations around positive reinforcements, staff will look to structure this around the six key learning behaviours, where relevant.

Recognising children that go over and above should lie at the heart of our behaviour strategy. In light of this, we recognise, celebrate and reinforce positive behaviour through the following 'rewards' system:

- **Recognition Board** – Class-wide recognition for positive behaviours (no prize, just a collective 'whoop')
- **Red Wristbands** – Given by teachers and support staff to recognise over-and-above behaviours seen throughout school (this visible recognition can then be reinforced by all staff and families)
- **Gold Wristbands** – For exceptional over-and-above behaviours requiring SLT recognition.
- **Walton's BEST Assembly** – Weekly assembly on a Friday (families invited) celebrating behaviour, effort, attitudes and achievements.
- **Hot Chocolate Friday** – Special recognition for outstanding over-and-above behaviour (one child chosen per class).
- **Postcards** – Personalised recognition from staff sent home on an ad-hoc basis to recognise over-and-above behaviour, effort, attitudes and achievements.
- **Positive Notes** – Given by visitors, lunchtime supervisors, and pupil leaders to recognise exemplary conduct.
- **Termly Celebration Assemblies** – Recognising curriculum achievements and attendance.
- **Simply the BEST Awards** – One pupil from each class recognised annually for over-and-above behaviour, effort, attitudes and achievements.
- **Phase Awards** – A plaque engraved with the child's name for end-of-year recognition (one child each from EYFS, KS1, LKS2 and UKS2), as well as an Arts Award and Sports Personality of the Year.
- **Waltonopoly board** – Pupil leaders choose one class per week who have demonstrated the best example of a) lining up and walking in from the playground, b) kept the tidiest classroom, c) kept the tidiest classroom. The class gets a roll of the die and moves around the board to receive a mini-treat.

Jewel in the Jar

A "jewel in the jar" approach is a simple, visual, and highly effective whole-class positive behaviour management strategy commonly used in primary schools. It focuses on collective reward to promote teamwork, reinforce positive behaviour, and build a sense of shared responsibility and achievement among pupils.

How It Works:

A transparent jar is displayed in the classroom.

A set of "jewels" (these could be glass pebbles, coloured marbles, beads, or similar) are kept nearby.

When the class demonstrates positive behaviours, a jewel is added to the jar.

When to Add a Jewel:

Jewels are added for behaviours that align with the school's values and expectations, such as:

Showing kindness and respect

Demonstrating teamwork or problem solving

Showing resilience or effort in learning

Transitioning quietly and efficiently



Whole-class cooperation or good behaviour during assembly, playtime, or lining up

This encourages pupils to focus on group success rather than individual rewards.

Rewarding the Class

Once the jar is full (you can decide how many jewels this takes), the class earns a collective reward. Rewards can be non-material and simple, such as:

Extra playtime

A class movie or popcorn afternoon

A game session

Outdoor learning

Best Practice

Be specific when adding a jewel (“That’s a jewel for the jar because you all walked quietly in the corridor without reminders.”).

Avoid taking jewels out for negative behaviour – keep it positive and forward-focused.

Involve pupils in deciding on class rewards.

Reset the jar each half term or after a celebration to keep momentum.

Example Script:

“Wow, that was amazing teamwork during tidy-up time. I’m adding two jewels to the jar – one for great cooperation, and one for doing it so quickly and sensibly!”

Positive framing

This is a technique for establishing and maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language. Instead of negative moaning or challenges that might be interpreted as personal criticism or arbitrary and unjust, teachers frame corrective directions through a positive frame.

Affirm positive responses first

When dealing with a response to an instruction or running through a routine, teachers give positive affirmation to students who meet the expectations before dealing with any who don’t. Again, the focus of the adults is to frame the discussion around positively applying our six key learning behaviours, where relevant.

“Well done to this table; you’re listening and ready to learn.”

“Thanks for an excellent response packing up equipment from this group and this group.”



Frame correction as positive reinforcement

When students do not meet expectations, responses should be framed by asserting what you want, not describing their behaviour.

Instead of “Stop talking and turning around,” we say “I need you to look this way and listen, thank you.”

Give the benefit of the doubt

Instead of engaging with accusations and denials, assume students’ best intentions and emphasise what you want to happen.

“But I wasn’t talking or disturbing anyone.”

“Ok, maybe you weren’t, but now I need you focused and working hard. Thank you.”

Assume confusion over defiance

Feign confusion instead of issuing a challenge. This is transparent to all concerned but keeps corrective language light, friendly and non-confrontational, but also firm and definite about what is expected.

“I wonder if this group did not quite hear the instructions?”

Pillar 3: Relentless routines and expectations

There are two aspects to this pillar:

- 1) Clear routines
- 2) Sustaining expectations

Clear routines

At Walton Primary Academy, we understand the importance of clear, predictable routines and structure to cultivate a calm and orderly environment where children feel safe. We use consistent routines through our ‘One Life’ approach, which are embedded across the school. Where possible, we try to reduce the routine to three memorable steps or features.

Meet and Greet: On a morning, teachers stand at their cloakroom door and welcome children by **making eye contact, saying their name, making a personalised comment and asking the children to choose the method in which they greet the adult waiting at the school door**. Children, including those from breakfast club, should line up outside the classroom. Parents/carers should wait patiently and not interrupt the meet and greet process.

Super Sitting: When sitting on the carpet, teachers should promote positive behaviour by using the phrase “**crossed legs, eyes to the front and listening ears ready**”. For children sitting on chairs, the phrase should be “**four legs on the floor, chair tucked under and back to the back of your chair**”. We also use the phrase “**looking like a listener**”.

Signal, Pause, Insist: When teachers need to reclaim attention or move from one phase of the lesson to another in a calm and efficient manner, we use a **signal, pause and insist** routine. The signal from the adult is a hand in the air (no verbal cue is needed). The teacher will then wait and give a short moment to adjust for all children to be following this instruction. When all students are ready, we affirm this with a simple “thank you.”

Terrific Transitions: When children need to transition from one place to another (i.e. sitting at tables to lining up), teachers use a 1, 2, 3 routine. This may include “**stand up, chair under and come line up**”. Teachers use hand gestures to support and ensure that each step has been completed properly before moving on.



Fantastic Walking: Whenever children walk through the corridors of the school, they are encouraged to walk on the left, quietly and with good posture and hands clasped, where possible. If you are the first person to a door then you hold it open until everyone else has passed through. Every person who passes through says **“thank you”** and the door holder replies with **“you’re welcome”**.

Wonderful Welcomes: When adults who are not part of the usual classroom set up come to the classroom, they knock on the door and say **“Good morning/afternoon Class X”**. This is responded to with a choral **“Good morning/afternoon Mr/Mrs/Miss Surname”**.

Task Completion - TROG: Teachers ensure that children are clear on the **time** they have, the **resources** they need, the **outcome** expected and the **groupings** they are working in.

Assembly Routines

- Children walk to the hall following Fantastic Walking
- Classes should leave their classrooms five minutes before the start time of the assembly
- Teachers ensure that children are sat waiting silently for the assembly to start and that they are in optimal places (not with peers who may be a distraction and in places where they can be easily managed)
- The person leading the assembly greets with **“Good morning/afternoon everybody”** and this is responded to with **“Good morning/afternoon Mr/Mrs/Miss Surname, good morning/afternoon everybody.”**
- There are sufficient adults who stay in the assembly and their focus is on watching the children not the speaker so that they can ensure a respectful environment by intervening with reminders where necessary
- Class teachers collect their classes from assembly and ensure Fantastic Walking is followed on the way back to class.

Playtime and Lunchtime Routines

- EYFS and KS1 staff accompany their children to the dining room to ensure a calm and pleasant start to lunchtime.
- Lunchtime staff are aware of and follow the school rules and values.
- At the end of playtime and lunchtime the lunchtime adults will ring the bell to signal the children to stand still and be quiet.
- On the second bell the children will walk to line up on the playground where the class teacher is waiting for them.
- Children walk into school following the rules of Fantastic Walking
- Children are encouraged to put their coat on and take it off outside the cloakroom in order to avoid congestion in the cloakrooms.
- Members of staff on playground duty are outside promptly at the start of playtime and additional support is provided through support staff being on duty.
- A range of activities are provided for pupils during lunchtime.
- Adults are expected to model interaction and play with children to demonstrate positive play skills.

Sustaining expectations

We are aiming for a visible culture of consistent impeccable conduct. Repetition is key. It is much easier to sustain high expectations if they become the norm as part of a set of routines; a set of behaviours that we do every day and every lesson.

When expectations are not met, use positive correction to redirect pupils so they change their immediate behaviour. If we have asked for silence, it must be truly silent. If teachers allow even one student to continue talking while they begin to speak, then the strength of the routine is undermined. Teachers should be very precise and direct every time.



Pillar 4: Scripting conversations (including consequences)

There are three aspects to this pillar:

- 1) Consequences
- 2) Serious behaviour incidents
- 3) Scripted conversations

Stepped Consequences

Pupils need to have predictable consequences. Therefore, when behaviour does not meet expectations, we use a clear and consistent stepped approach. The principle is that if students choose to misbehave, they choose to receive the consequences. However, we use these consequences judiciously. We want to give pupils the opportunity to succeed and make good choices; we aim to support them to make this a habit.

Reminders

A reminder of the three school rules (Ready-Respectful-Safe) or of the expected routine, delivered privately wherever possible. Repeat reminders can be made before progressing if reasonable adjustments are necessary. Staff take the initiative to keep things at this stage.

Step 1 – Verbal Caution

- A clear verbal warning. (“I need to give you a caution.”)
- A reminder of the school rules. (“I need you to be ready/respectful/safe. Think carefully.”)

Step 2 – Last Chance

- A scripted conversation (see below) reinforcing expectations and offering a positive choice.

Step 3 – Reflection Time & Restorative Conversation

- Pupil is given time to reflect, followed by a restorative conversation. It is a few minutes for the children to calm down, breathe, look at the situation from a different perspective and compose themselves. This may be in a space inside or just outside the classroom in a designated thinking space.
- Logged on internal school behaviour tracker.

Step 4 – Step Out (Phase Leader)

- Twenty minutes working with a phase leader.
- Logged on internal school behaviour tracker and an email is sent home by the class teacher informing parents/carers of the sanction and the reason why it was given.

Step 5 – Step Out (SLT)

- Thirty minutes working with SLT.
- Logged on internal school behaviour tracker and an email is sent home by the class teacher informing parents/carers of the sanction and the reason why it was given.

If a pupil receives **three S4s or above in a term**, parents/carers are required to meet with the class teacher.

If a pupil receives **six S4s or above in a term**, parents/carers are required to meet with a member of SLT.

If a pupil receives **nine S4s or above in a term**, parents/carers must meet with the headteacher.



Missed Work

If behaviour results in incomplete work, then the work will be sent home with a form for parents/carers to sign on completion.

Serious behaviour incidents

There are certain forms of behaviour that a member of the Senior Leadership Team will be informed of immediately to determine the consequence. Should a child exhibit these behaviours, the sanction procedure does not apply. These behaviours are defined as those that may inflict physical or mental harm upon another member of the school community. Examples of such behaviours are:

- Violence (physical, throwing equipment, genuinely threatening behaviour)
- Persistent verbal abuse
- Racism, homophobia and transphobia
- Spitting
- Bullying
- Persistently disruptive behaviour
- Behaviour deemed sexually inappropriate, including sexual violence and sexual harassment

When a child demonstrates racist, sexually inappropriate, homophobic or transphobic behaviour an imposition will be delivered by a member of SLT, with an immediate S5 level meeting held if appropriate. The overarching aim of such consequence is to educate the child on the consequences of such behaviour. If this behaviour continues, despite this immediate intervention, further measures will be taken. (See Waterton Academy Trust Anti-Bullying Policy - <https://watertonacademytrust.org/wp-content/uploads/sites/20/2022/10/Anti-Bullying-Policy-22-24.pdf>)

Scripted conversations

Pupils need to be able to predict the response of adults when behaviour is being addressed, Consistent language and phrasing can support this. Where relevant, adults will reference the six key learning behaviours. Examples of these scripted conversations can be found below.

“I’ve noticed...”, “I need you to...” are regular sentence starters that adults will use in these situations.

Adults need to give pupils take up time and close sentences with “thank you” rather than “please” to give an air of assumed compliance and assertiveness.

Micro scripts for Reminders and Verbal Cautions

“You need to ...” (speak to me at the side of the room)

“I need to see you ...” (following the agreed routine)

“I expect ...” (to see your table tidy in the next two minutes)

“I know you will...”

“Thank you for...”



“You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen...If you choose not to do the work, then this will happen...I’ll leave you to make the decision.”

“Do you remember when...? I need to see that today. That is the person you can be all of the time.”

“I don’t like your behaviour. Your behaviour is not ready/respectful/safe. But I believe you can be a success.”

“I am not leaving. I care about what happens. You are going to be brilliant.”

“What do you think the poor choices were that caught my attention?”

“What do you think you could do to avoid this happening in the next lesson?”

“If you choose to stay on task throughout this activity you can be certain that I will catch you and give you praise and reward. If you choose to _____ you can be certain that you will receive a sanction that I will enforce.”

A thirty-second script for Last Chances and Reflection Times

“I noticed you are... (behaviour)”

“It was the rule about ... (school rule) that you broke”

“You have chosen to ... (consequence)”

“Do you remember when ... (reminder of positive behaviour)? That is who I need to see today.”

“Thank you for listening.” (give the child some take up time, do not respond to secondary behaviours)

Six ways to reroute a situation where a pupil is trying to control or direct a situation

- 1) I understand...
- 2) I need you to...
- 3) Maybe you are right... (maybe I need to speak with them too)
- 4) Be that as it may...(I still need you to...)
- 5) I’ve often thought the same...(but we need to focus on...)
- 6) I hear you...(but I know that you can...)



Pillar 5: Restorative follow-up

There are three aspects to this pillar:

- 1) Resolving conflict and repairing harm
- 2) Supporting change

Resolving conflict and repairing harm

To ensure behavioural issues lead to learning, not resentment, we use a restorative approach. This approach also recognises that even with strong relationships, clear boundaries and good co-regulation, there will be conflict and times when support is needed for children, and sometimes adults, to repair relationships and learn from mistakes. By engaging in restorative interactions, children learn that relationships can last and are worth having.

When harm is caused, it is useful to spend time developing a shared understanding of what has happened and coming to an outcome which helps to repair relationships. At an appropriate time after harm has been caused, adults should engage children in a developmentally and age appropriate conversation to draw out an understanding of the situation underpinned by these lines of enquiry:

- **What happened?** Listen carefully.
- **What were you thinking at the time?** Reflection on choices.
- **How have people been affected?** Encouraging empathy.
- **What needs to be done to repair the harm?** Taking responsibility.
- **How can we do things differently in the future?** Planning for better choices.

It is recommended that adults choose between two to five of the following eight questions when having a restorative conversation with a child:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) How did this make people feel?
- 5) Who has been affected?
- 6) How have they been affected?
- 7) What should we do to put things right?
- 8) How can we do things differently in the future?

Supporting change

Following the use of restorative exploration, it can be helpful for adults to reflect on:

- 1) What was the behaviour communicating?
- 2) How are the unmet needs being addressed?
- 3) What skills does the child need to develop?
- 4) What additional learning opportunities are in place to enable this?
- 5) What suggestions do the children have to support the repairing of the relationship?



Behaviour Plans

Some children will be identified for needing additional support and reasonable adjustments to manage their behaviour. These children have a positive behaviour plan, which is an agreement between staff, children and parents. These plans are in place to identify need, bring about change and to ensure a consistent response. Plans identify the following:

- Specific behaviour targets broken down into small, manageable steps.
- Triggers and behaviours displayed
- Supportive strategies to regulate
- Unhelpful strategies that do not work for the child
- Rewards and sanctions

Alongside this, children may have an individual risk assessment, an individual positive handling plan and a bespoke hierarchy of support that clearly outlines how behaviour should be managed at each point for this child.

There are three tiers to our behaviour plans for children:

Tier one: universal for all children, as detailed in this policy

Tier two: overviews written for children and discussed with parents by the class teacher in conjunction with the SENDCO, for children who are currently demonstrating a pattern of behaviour which is inconsistent with the behaviour policy. These include a summary of the behaviours observed and the strategies to be used to address them.

Tier three: behaviour response plans written for children whose behaviour may jeopardise the learning and safety of themselves and others.

Behaviour logs and monitoring

Behaviour is monitored weekly by the Head Teacher and members of the senior leadership team. Any behaviour from a S3 and beyond is recorded onto internal behaviour trackers so that we can identify trends and patterns in order to be proactive and put positive behaviour plans in place as a preventative strategy. For children that class teachers identify as beginning to form patterns in behaviour a monitoring chart will be put in place. This will be used to help children, teachers and families to identify trends in behaviour across the day as well as enable children to work towards individualised rewards. Termly logs are produced by the Headteacher and SLT with accompanying analysis for stakeholders from the ASC and the Trust Board.

Exclusion and suspension

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend (temporary exclusion) for a fixed period as outlined in the DFE guidance: [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/suspension-and-permanent-exclusion-guidance-september-2023).

If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration into school and the best way forward to support the child. A regular welfare check will be conducted during the term of the suspension. Each day is a new day.

Permanent Exclusions may be issued only in response to serious or persistent breaches of the Behaviour Policy **and** where allowing the pupil to remain in school will be detrimental to the education and welfare of the pupil and/or others at the school. Exclusion will always be issued as a last resort, and careful consideration will be given in each instance to whether all other strategies have been exhausted.

The length of suspension, or decision to permanently exclude, should relate to the individual circumstances surrounding the incident in question and the actions and circumstances of the pupil. All suspensions and exclusions will be reported to the school's Academy Standards Committee and Wakefield Local Authority. Any permanent

exclusions issued will be discussed with the Trust Senior Leadership Team. Further details can be found in the Waterton Academy Trust Exclusions and Behaviour policy.

Behaviour of pupils with SEND (Special Educational Needs and/or Disability)

Our school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Everyone should feel they belong in our school community and high expectations are maintained for all pupils.

Reasonable Adjustments for pupils with additional needs, and for pupils who find it consistently challenging to meet our expectations, will be made to support their behaviour for learning. All pupils are expected to behave safely towards themselves and others within the school community, however, we are understanding that some pupils will need reasonable adjustments to achieve this. Reasonable adjustments may include, but are not simply defined as, an Individual Behaviour Plan including an adapted rewards and sanction system, a risk assessment, reasonable curriculum adjustments and reasonable supervision adjustments. For those pupils who require reasonable adjustments, the Class Teacher, SENDCO, the Pastoral Team and the Headteacher will work with carers, pupils and teaching staff to ensure equal opportunities are provided within our school's system. This is the case for all pupils.

We recognise that under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
We also recognise that under the Children and Families Act 2014, school have a duty to use their 'best endeavours' to meet the needs of those with SEND.

If a pupil has an Education, Health and Care plan, the provisions set out in that plan is secured and the school co-operates with the local authority and other bodies. As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Preventative measures include but are not limited to:

- Short, planned movement breaks for a pupil whose SEND means that they find 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 or ESBA.

These adjustments should be set out in the child's My Plan.

We consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

School considers whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

We also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. We seek to try and understand the underlying causes of behaviour and whether additional support is needed.

3. Additional information

Our approach to incidents of bullying

Definitions of bullying

'Bullying is longstanding violence, physical or psychological, conducted by an individual or a group against an individual who is not able to defend himself in the actual situation.' (Roland and Munthe 1993)

'Bullying happens when one person or a group tries to upset another person by saying nasty or hurtful things again and again. Sometimes bullies hit or kick people or force them to hand over money; sometimes they tease them again



and again. The person who is being bullied finds it difficult to stop this happening and is worried that it will happen again. It may not be bullying when two people of roughly the same strength have a fight or disagreement.' (Mellor 1997)

In line with discrimination laws, any incidents of name calling which are targeted at a child because of race, gender or sexuality will be recorded following LA guidelines.

It is the responsibility of everyone to prevent it happening and with this in mind we have laid down the following guide lines. We will react firmly and promptly where bullying is identified. There are a range of sanctions available to the staff depending on the perceived seriousness of the situation.

Some of these would include:

- discussions with parents and children.
- withdrawal.
- referral to the Headteacher.
- exclusion from school during lunch time.
- exclusion from school.

Incidents of bullying will be recorded, managed swiftly and taken seriously. Our first responsibility is to ensure the victim feels happier and safe in school.

The school will:

- support children who are being bullied.
- help bullies to change their behaviour.
- take bullying seriously and find out the facts of any incident.
- meet those concerned individually.
- use peer group pressure to actively discourage bullying.
- break up bully groups where it seems necessary.
- involve parents at an early stage.
- help children to develop positive strategies and assertion.
- be equally concerned about bullying to and from school.
- record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- discuss and involve children in agreed class and school rules and behaviour.

It is everyone's responsibility to prevent bullying, here are some things you could do:

Teachers:

- create a positive ethos and expectation of good behaviour from all.
- talk to children about behaviour.
- take notice of all that takes place outside the classroom as well as in it.
- show an interest in all the children (even those who try to remain invisible).
- watch for early signs of distress in pupils.
- do not allow children to enjoy being curious onlookers of other children's difficulties.
- vary the ways in which children are grouped, so that they can understand consistent patterns of collaboration.
- make all children work together in pairs or groups. Use them to teach each other to learn.
- be fair and be seen to be so.
- insist on children telling the truth. Make sure that all facts are checked.
- promote positive praise for good behaviour.
- have a very clear classroom routine. Use the children to help manage the classroom.
- listen carefully and record all incidents

Parents:

- It is always a good idea to take an active interest in your child's social life and chat about friends and their activities in and out of school. Make sure you keep up to date with your child's friendships; you may become aware of disagreements or difficulties they are experiencing.



- Watch for signs of distress in your child. There could be an unwillingness to attend school: illnesses such as headaches and stomach aches. Toys or equipment may go missing and your child may request extra pocket money. There are many reasons why your child may be unsettled at school, bullying is always a possibility.
- If you think that your child is being bullied, inform the school immediately and ask for a meeting with the class teacher or phase leader who will deal with the incident, alternatively, you could contact the headteacher.
- Remember dealing with bullying is everyone's responsibility. Allow the school time to investigate the problem; all reports will be investigated urgently.

Children:

If you are being bullied:

- tell a responsible adult.
- try not to show that you are upset - this is difficult.
- walk with confidence - even if you don't feel that way inside.
- try being assertive.
- say no to the bully.
- if you are different in any way, be proud of it – it's good to be an individual.

You can help stop bullying:

- don't stand by and watch - find help.
- show that you and your friends disapprove.
- give sympathy and support to children who may be being bullied.
- be careful about teasing or making personal remarks - imagine how you might feel.
- If you know of serious bullying, tell a trusted adult. It's not telling tales, the victim may be too scared or lonely to tell.

Child-on-child abuse- sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff are aware of the importance of challenging all inappropriate language and behaviour between pupils. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

We respond assertively to sexually inappropriate behaviour to help prevent challenging, abusive and / or violent behaviour in the future. Sanctions will be given and incidents recorded. Victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

- Each incident will be considered on a case-by-case basis in line with the Safeguarding Policy.
- The designated safeguarding lead (or deputy) will advise on the school's initial response and other agencies will be consulted and involved as appropriate.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil'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 safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse please read Walton Primary Academy's Safeguarding Policy.

School attendance and part-time time tables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package. A part-time time table will not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by eighth week. This will only be considered when all other strategies have not been successful and to



avoid future suspensions or permanent exclusion.

Confiscation

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline. Items that should not be brought to school include (this is not an exhaustive list):

- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid
- permanent marker pens
- makeup
- balaclavas
- unnecessary money
- expensive items
- cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- mobile phones and smart watches except for Year 6 children with permission to walk home alone and they must place the phones in their class phone safe. Mobile phones must not be used by children on the school premises
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The Use of Reasonable Force (Restrictive Physical Intervention – RPI)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm.

Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using RPI, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent.

Circumstances in which reasonable force would be used:

RPI will be used when there is a real risk of harm towards a pupil or member of staff. Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to themselves, others or is causing disorder.

Reasonable force covers a broad range of actions – involve a degree of physical contact to control or restrain children. Reasonable – 'using no more force than is needed'.

What will happen when reasonable force is use?

- School will record what has happened including who witnessed it.
- School will ensure that staff have used force reasonably, proportionately and appropriately.
- School will ensure that parents/carers are informed and relevant documentation is complete and the headteacher informed.

Please also refer to the school's Positive Handling (Use of Reasonable Force) Policy.

Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable. Sanctions might be given by school for



- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

4. Complaints

The trust complaints and concerns policy can be followed where a parent/carers wishes to raise a concern about poor practice in relation to the implementation of this policy. The policy can be found on the trust website.

5. Behaviour for learning and mental health

We recognise that behaviour is a form of communication. Further, we understand our role in educating pupils to acquire emotional literacy - helping them to understand how and why their emotions impact the choices they make. Like with all aspects of learning, some pupils will require more support in acquiring this understanding. Recognising the role of emotions and mental health in behaviour is of paramount importance as we seek to teach children the behaviours that will promote success in all aspects of their lives. Life will always present challenge, but we aim to equip our children with the skills to tackle such challenges healthily. With this in mind, our RSE programme teaches all children approaches to mindfulness, regulating behaviour and emotions, how to take time reflect and how to take care of ourselves. Further details of this can be found in our Mental Health & Wellbeing Approach and Strategy.

6. Conclusion and Acknowledgements

By embedding clear expectations, strong relationships, and consistent routines, Walton Primary Academy fosters a culture of respect, safety, and success. Working together, we ensure that all pupils can thrive academically, socially, and emotionally.

The policy has been adapted from and influenced by those of *Normanton Junior Academy* and *Cherry Tree Academy*, both of whom are members of *Waterton Academy Trust*. In some places, exact wording has been copied from their policies.

This document is also influenced by:

When the Adults Change, Everything Changes by Paul Dix.

*Teaching WALKTHRU*s by Tom Sherrington and Oliver Caviglioli

Relate to Educate by Educational Psychology Service

Learning from training that the academy has had on the principles of *One Life, Team Teach, Emotion Coaching, Zones of Regulation* and *PACE*.



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1	April 2025	Craig Thorpe	New trial policy created to completely replace existing behaviour policy based on effective principles of good practice.
2	September 2025	Craig Thorpe	New version completed following trial period. Alterations made to wording of 'sanctions' to 'steps' and changes to use of rewards related to the Jewel in the Jar and clarification on 'Fantastic Walking'.
3	October 2025	Craig Thorpe	Some removal of unnecessary wording.

