



# **BEHAVIOUR POLICY**

## **Ready, Respectful, Safe**

***'Doing the right thing, at the right time, in the right place.'***

<b>Approved by the Governing Body:</b>	<b>02/10/23</b>
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<b>Signed Chair of Governors:</b>	<i>A-E. C</i>

## **Behaviour Policy**

Walton Peak Flying High Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. At Walton Peak, we believe consistency is key and all members of staff (teachers, TAs, office staff, Midday supervisors, cleaners etc...) must work in line with the policy for it to be at its upmost effectiveness.

In order for true consistency, our school has adopted three simple rules. The three simple rules are; **Ready, Respectful, Safe.**

- **Be Ready:** the children are ready to listen, learn and demonstrating a positive attitude.
- **Be Respectful:** The children are showing good manners to all around, sharing with friends, using only kind and polite words, listening to those who are speaking.
- **Be Safe:** the children are keeping their hands and feet to themselves, they tidy the classroom (chairs under, lockers locked etc...) keeping it a safe environment.

To support this further we will use the following moto: ***'Doing the right thing, at the right time, in the right place.'***

These rules will be displayed in all classrooms and in central areas around the school so they are visible at all times.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

### **At Walton Peak we:**

- Aspire and persevere to be the best that we can be ..... 'No dream is too big!'
- Provide a safe, inspirational, caring environment where optimum learning takes place enjoyed by all.
- Respect and celebrate each other's individuality.
- Take pride in ourselves and our learning.
- Provide exciting, engaging learning experiences.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm restorative approach to behaviour management
- All adults take responsibility for managing behaviour and follow-up incidents personally
- All adults use consistent language to promote positive behaviour and

**The Flying High Trust values are –**

Respect  
Responsibility  
Pride  
Perseverance  
Aspiration  
Confidence  
Fun  
Creativity

**Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

**All staff must:**

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

**The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

**Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### **Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

### **Walton Peak Flying High Academy principles: 'Be Ready, Be Respectful and Be Safe'**

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

### **Nurture**

At Walton Peak Flying High Academy, we aim to provide the highest quality pastoral support. We believe that good pastoral support focuses on nurturing the individual needs of a child. We aim to build trusting and empathetic relationships with all our children and families. We maintain an atmosphere that is safe, secure and predictable with consistency as key to this. Working collaboratively, all staff ensure that the nurturing ethos is embedded throughout school life. As a school it is everyone's responsibility to ensure that the six principles of nurture are met.

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behavior is communication.
- Transitions are significant in the lives of children.

### **Daily Meet and greet:**

Our school believes in starting each day and lesson in a positive way. Therefore, all members of staff use positive greetings in the morning and/or after breaks when beginning new lessons. These could be verbally or physically.

- "Good morning!"
- "It's great to see you're feeling better."
- "Welcome back!"
- "I'm excited to work with you guys again!"
- "So nice to see everyone!"
- High five.

- Hand shake.
- Simple smile.

### **5-1 Ratio:**

At Walton Peak Flying High Academy, we want to create a positive and vibrant atmosphere. For this to happen, we have implemented the 5-1 Ratio. This involves five positive interactions to every one negative interaction which best supports and sustains a constructive student-teacher relationship. Positive interactions may include friendly conversations, specific praise or positive feedback, non-verbal acknowledgement such as a smile. Negative interactions may include giving warnings following the warning policy (see 'Sanctions') in order to correct behaviour or a reminder of the three simple rules (Ready, Respect, Safe) alongside the moto ***Doing the, Right thing, in the right way, at the right time.***

### **Recognition Board:**

Our school feels it is imperative we promote positive behaviour and to achieve this every class has a Recognition Board, with a clear focus the children are to aim for. The class teacher will choose the focus each week (see list in Appendix). All children are to aim to have their name placed onto the board by the end of the week. The focus will be changed weekly (however, if the class teacher feels their class needs longer, it can be extended into the following week).

When all children have achieved their name onto the Recognition Board, a sticker will be awarded and a "Well done" or a cheer is appropriate as the 'reward' because the main reward will be intrinsic – a sense of pride. A marble (or equivalent) can be placed in the jar if the teacher feels this is appropriate (see 'Rewards' section).

The focus will be something that is going to raise the expectations of the class and not something they already do well.

All children have the ability to gain place on the Recognition Board, even if they have shown undesired behaviours beforehand, and no name is to be removed for poor behaviour afterwards.

Children can nominate peers and this could be done as a reflection at the end of the lesson, therefore emphasising it is a whole class working together.

### **Rewards:**

At Walton Peak Flying High Academy, we believe in rewarding appropriately, and we only reward 'big' when the behaviour is above and beyond. This is because if we reward 'big' for minimum behaviour or expected behaviour, we will only receive the minimum behaviours and children will not strive to achieve more. For example, if the behaviour is expected, such as using their manners, we reward by matching that behaviour with a 'Thank you.' or a simple smile.

As a school, we will promote self-determination and self-improvement, therefore the children need something to 'reach' for.

**Verbal praise:** is a very effective and imminent way to praise children.

**Dojos:** each individual will work towards earning 50 Dojos (20 in EYFS). Dojos will be displayed when added to individual accounts. Dojos can be given for effort, outcomes and behaviour, in line with school and Trust Values. Whilst Dojos will be awarded linked to pupils' individual journeys, rewards will always demonstrate the highest of expectations from staff. Children receiving 30 Dojos or more, will be able to choose a prize from their class Dojo shop. Teachers will also set a class Dojo target linked to their Recognition Board. Classes achieving their target will be able to add £5 to their attendance bank.

**Golden tickets:** Golden tickets will be given out by the Head teacher and other members of the senior leadership team to children around the school for following the school's three simple rules and the school's moto. When a child received a golden ticket, they will go to the member of staff for a reward.

### **Sanctions:**

As a school, we believe staff members need to take ownership of the sanctions and not delegate these to other members of staff. Children need to have respect for all staff. If a second person is needed, this person is there in body, showing unity, but needs to remain silent unless indicated by the 1<sup>st</sup> adult to speak and intervene.

In order to take ownership, when giving a sanction we need to be self-assured and deliver this in a calm and emotionless way: we are not sad, we are not disappointed. The child's behaviour is disappointing/hurtful/upsetting.

The way we communicate is vital:

Breathing and facial expressions is 55% noticed by children.

The way we say it is 38% noticed by children.

The words we use are 7% noticed by children.

At Walton Peak Flying High Academy we have devised a 4 stage sanction process:

1. **REMINDER** where you only say the child's name and a no thank you in order to steer away attention.
2. **VERBAL WARNING** – you will need to speak to the individual and explain what behaviour is inappropriate and that you know they can do the right thing, in the right way, at the right time. Here you can remind the child of the three simple rules. Always thank them for listening.
3. **2<sup>ND</sup> VERBAL WARNING** – explain to the child that their behaviour hasn't improved and therefore will need to speak to the teacher for 2 minutes at the end of the lesson. Remind the children of a positive experience and that is what you need to see today. Always thank them for listening.
4. **TIME OUT - KS1 & 2:** The child is to move to a designated quiet area within the classroom or step outside the classroom for 1 minute ensuring you can still the pupil.  
EYFS: pupil is to sit on the thinking chair and then explain why the behaviour was not appropriate.  
Midday supervisors: pupil to have 1 minute timeout.

Step 4 is not the end of the sanction;

**FOLLOW UP REPAIR AND RESTORE** - the adult will speak to the child at an appropriate time to discuss further, however this needs to be dealt with on the same day. It is important for the other class teacher to not speak to the child about why they have been sent out.



For behaviours that involve physical violence, racial incidents or bullying then the above 4 stages may not be appropriate. In this scenario, it would be necessary for an additional consequence such as missing break time and/or dinner time, being sent to a member of the senior leadership team and communicating with the child's adult. In extreme or persistent cases the Head Teacher may decide to implement the Exclusion Policy. All incidents like this must be recorded on ScholarPack along actions taken.

Behaviour logs are reviewed every 4 weeks, which is the chance to make known any children with repeated behaviour patterns, physical, racial and/or bullying behaviours. This will then be followed up by a member of the senior leadership team, who will then speak with the appropriate adult at home.

## **Phrases to use when giving sanctions:**

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. <b>REMINDER</b>	<p>Say the child's name and a no thank you in order to steer away attention.</p> <p><b>Example – Freddie, No Thank you</b></p>
2. <b>VERBAL WARNING</b>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p><b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
3. <b>2<sup>nd</sup> VERBAL WARNING</b>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc .....)</p> <p>(learner's name),</p> <p>Do you remember when ..... (model of previous good behaviour)? That is the behaviour</p> <p>I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
4. <b>TIME OUT</b>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p>



	<p>Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
5. FOLLOW UP – REPAIR & RESTORE	<p>What happened? (Neutral, dispassionate language.)</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected? What should we do to put things right? How can we do things differently?</p>
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

### **Summary**

<b>Our Rules</b>	<b>Visible Consistencies</b>	<b>Over and Above Recognition</b>
<ol style="list-style-type: none"> <li>1. Be Ready</li> <li>2. Be Respectful</li> <li>3. Be Safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations</li> <li>4. Accompanying children to the playground at the end of every day</li> <li>5. Praising in public (PIP), Reminding in private (RIP)</li> <li>6. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition boards</li> <li>2. Certificates</li> <li>3. Stickers</li> <li>4. Phone call/text home</li> <li>5. Verbal praise</li> <li>6. Notes home</li> <li>7. SLT praise</li> <li>8. Class Rewards</li> <li>9. Show work to another adults</li> <li>10. Well done book/ HT award</li> <li>11. Recommendation to HT</li> </ol>

## **Appendix**

### **Focuses for Recognition Boards**

To be personalised and appropriate to your class, depending on what your class needs.

- One voice at a time;
- Use manners – Please and thank you;
- Following instructions;
- Indoor voices;
- Moving around sensibly;
- Organising equipment;
- Good looking and listening;
- Kind hands and feet;
- Tidying up;
- Keep equipment in the area it belongs;
- Lids on pens;
- Respecting resources;
- Washing hands;
- Flushing the toilet;
- One healthy snack;
- Walking in class;
- Sharing and taking turns;
- Lining up;
- Sensible sitting on the carpet;
- Try a new challenge;
- Chairs underneath;
- Keep to the left in the corridors;
- Use the toilet at break times.

## **Rewards for 50**

### **A certificate or text message to be sent home**

- Extra playtime (15/20 minutes);
- iPad or laptop time;
- Cartoon/Cbeebies/Cbbc/Horrible History/ film (linking to topic);
- Board games (from Enterprise);
- Colouring;
- Extra Library visit;
- Lego/Junk modelling/ construction;
- Traditional games/ activities. E.g Thumbs up or down, Wink Murder, Musical Statues etc...;
- Free choice;
- Drink and a biscuit;
- Ice pops;
- Mini class disco;
- Play on the field and have a sport activity such as football, rounders;
- Bring your own teddy/ toy / game for extra play time;
- Just dance/aerobic Vid/Jumpstart Jonny/yoga;
- Singing;
- Balloons;
- Bubbles;
- Decorating Biscuits.

### **Other relevant policies**

- Anti-bullying;
- Positive Behaviour Support (Including Physical Interventions);
- School Exclusion;
- Keeping Children Safe in Education;
- Equality Policy.

Additional Links and policies:

- [Legislative Links Education Act 2006;](#)
- [School's Standards and Framework Act 1998;](#)
- [Education Act 2002;](#)
- [Education and Inspection Act 2006;](#)
- [School Information \(England\) Regulations 2008;](#)
- [Equality Act 2010;](#)
- [The Education \(Independent School Standards\) \(Amended\) \(England\) Regulations 2014;](#)
- [Education Act 2011;](#)
- [School's \(Specification and Disposal of Articles\) Regulations 2012;](#)
- [The School Behaviour \(Determination and Publicising of Measure in Academies\) Regulations 2012.](#)