



BEHAVIOUR POLICY

Ready, Respectful, Safe

Approved by the Governing Body:	20/10/25
Review Date:	1/10/28
Signed Chair of Governors:	<i>A. E. Cua</i>

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, Respect, 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.

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!’ and that there is no excuse for high expectations as every child is capable and deserves the chance to succeed.
- 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 alongside SLT where necessary (Red Behaviours)
- All adults use consistent language to promote positive behaviour and use common vocabulary to remind children of expected behaviour responses to enable the behaviour curriculum.

Behaviour Expectations

Activity	Strategy/Common Vocabulary	Expected Behaviour Response
Gain children's attention in learning	Pause Signal Insist - Chime	EYFS/KS1 - Children stop, sit, raise their hands sitting in silence KS2 - Children stop, sit, raise their left hand sitting in silence
Self-marking work	Tick or fix	Children self-mark in purple pen and correct any incorrect answers responding to teacher feedback. No scores written at the bottom.
Sitting at tables	TTT – Tummies to the table	Children sit up straight with chairs tucked in
Organise workspaces	Pencil on your name (KS1) Pencil/Equipment in your pot (KS2)	Children place pencil in correct place and then fold their arms.
Listening	Track the speaker Show me that you are ready.	Children look at who is speaking at the front of the class. (not looking at peers when they speak) Children sit with arms crossed or on their hands to resist fiddling.
Moving around the classroom.	For moving as a class – 1. Stand up. 2. Move to your place. 3. Sit Down. Children may move row/table at a time in small spaces.	Break down moving to line up/get up with three clear steps that children need to follow Children move calmly and quietly when instructed.
Moving around school	EYFS – Catch a bubble, Hold your bunny tails (Quiet and hands behind your back) KS1 – Walk like soldiers/mice/learning link. KS1/2 – Walk the Walton Peak Way	Walking on the left-hand side of the corridor, arms by their side. One behind the other in the line up order. <i>Classroom Responsibilities – Door monitors.</i>

Greetings/People interactions	<p>Rephrase statements as question; Please can I go to the toilet?</p> <p>Waiting for thank you and please. “Pardon?”</p> <p>Children and adults with respond to Good Morning/Afternoon with the child/adult’s name included. “Good morning Brooklyn” “Good morning, Miss Percival”</p>	<p>Looking at the speaker. Speak in full sentences.</p> <p>Insist on manners – please and thank you.</p>
Consolidate Learning/New Vocabulary	Say it to the ceiling, say it to the floor, say it to the window, say it to the door. Say it to.....	All children join in and look to the location/person.
Coming in after break and lunch	<p>First whistle – everybody stops, Second whistle – children walk to their line in the correct order and children bring in toys they have been using.</p> <p>Play monitors collect in any remaining toys.</p>	<p>Children must stop. Children must walk. Children will bring in their toys. Children need to be in their line-up space.</p>
KS2 Start of the day	<p>First whistle – everybody stops, Second whistle – children walk to their line in the correct order and children bring in toys they have been using.</p>	<p>Children must stop. Children must walk. Children will bring in their toys. Children need to be in their line-up space.</p>
Dismissal	Children will be called from their seats or lined up at the door and dismissed	Children must remain seated until asked to move.
Classrooms reset/before break, lunch and the end of the day.	<p>Monitors complete task Workspaces set for the next day’s learning</p>	Children complete tasks in an orderly fashion and remain seated if not completing a task.

The Flying High Trust values are –

Exceptional	We have high expectations and there is no excuse for any child at Walton Peak.
Sustainable	Expectations and Actions must be manageable and consistent.
Unique	Whilst the expectations remain constant, strategies to support children to achieve these may be unique as children come with their own experiences and will be at different starting points.

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 ‘**wrong** choices’
- Encourage children to recognise that they can and should make ‘**right** choices
- Recognise **individual behavioural norms** and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention, **planned and incidental teaching of expected behaviour responses.**

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 **following the behaviour policy.**
- Always redirect children by referring to ‘Be Ready, Be Respectful and Be Safe’ and ‘**Doing the right thing, at the right time, in the right place.**’
- **Record incidents accurately using Arbor/CPOMS.**
- **Adapted SEN Logging for children with Individual Behaviour Plans with SEN Folder on Microsoft Teams when agreed by SLT.**
- **Ensure identified children have an SEMH plan with updated strategies and staff need to ensure they are aware of any plans for children they are working with.**
- **Monitor and record reminders on the laminated classroom record which will be reset each break time (including between afternoon lessons in KS2).**

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
- Will share positive interactions with parents/carers at home using Dojos and messaging.

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/Character Curriculum

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 and developing children's character through directed teaching of values and social attributes. 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.

(To be updated as part of PSHE in 2025/26)

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.
- Handshake.
- 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.***

Cloud System:

Each class will have clouds 1-10 and a class kite. The kite will be moved up the clouds as children demonstrate doing the right thing, in the right place at the right time.

A focus will be identified and announced each week during the whole school assembly, Wednesday 2:30pm.

Once a class reaches 10, they will receive 10 minutes of a chosen reward (extra play, choosing time, dance session, crafts) and their class kite will progress in the hall at the next Behaviour Assembly.

In the hall, the whole school clouds will monitor children's progress to a whole class reward (i.e. ice-cream van, non-school uniform day, film afternoon etc.)

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 (30 in EYFS &KS1). Dojos will be displayed when added to individual accounts. Dojos can be given for effort, outcomes and behaviour, in line with the behaviour policy – ready, respectful and safe. Children receiving 30 Dojos or more, will be able to choose a prize from their class Dojo shop.

Table Trophy: During lessons, a trophy will be placed on the table demonstrating the school values and exceeding expectations. The table with the trophy before break/lunch will be the first to line up.

Fine Dining: 2 children from each class who have demonstrated respectful and safe behaviours during lunchtime will receive a certificate during the celebration assembly and be invited to fine dining at lunch with sweet treats.

Behaviours (Sanctions)

	Ready	Respectful	Safe
Low Level	Facing the wrong way. Misusing equipment/fiddling. Not sitting still. Speaking at an inappropriate volume. Bringing unnecessary items to school. Forgetting PE kits. Forgetting reading logs and books.	Speaking at the same time as another. Moving around the classroom. Not returning items where they belong. Not using manners (words and body language). Not being kind to each other.	Rocking on chairs. Moving without care. Leaving areas untidy and unsafe. Not using school approved websites. Not walking sensibly in the line up order.
Amber	If Low Level behaviours continue following three reminders and with facilitative strategies, the behaviour becomes Amber.		
Red	Refusing to complete work.	Breaking equipment or damaging our school environment. Refusing to follow instructions. Discriminatory language, swearing or verbal abuse.	Throwing an object inside. Physical assault against another. Bring dangerous, age-inappropriate items to school. Leaving designated areas without permission.

Actions/Consequences

	Ready	Respectful	Safe
Low Level	<p style="text-align: center;">Receive a verbal reminder in class. If behaviour continues, two further reminders can be given. On the fourth verbal reminders, the child will spend the next 10 minutes in the partner classroom (in EYFS this is the time out spot).</p>		
Amber	<p style="text-align: center;">Once they return to class, if the behaviour repeats again (5th time) they will spend their next break in the reflection room with an adult. They will be accompanied to Mighty Learners (Dining Hall during lunch) by an adult. CT to inform parents/carers. Logged onto school recording system, including parent/carer discussion and next steps.</p>		
Red	<p style="text-align: center;">If a child visits the reflection room 3 times during one week, SLT will speak to child's parent/carer to discuss support and strategies in place. Children will spend the next break in the reflection room with an adult. CT to inform parents/carers. SLT and Pastoral Lead will meet to discuss appropriate interventions and support needed in the future. Logged onto school recording system, including parent/carer discussion and next steps.</p> <p style="text-align: center;">The Head Teacher may decide to implement the school's exclusion policy including both internal and external exclusions.</p>		

Please be aware that children with individual support plans may have additional strategies in place to support their behaviour so can progress through the behaviour steps at a different rate to their peers but the expectation will remain the same.

Restore

If the usual classroom strategies have not worked the pupil will be asked to “restore”. The pupil will complete a 3 minute reflection with their teacher at the next break time.

Rethink

Where there has been a serious breach of the behaviour expectations or the pupil continues to display the same behaviour, the child will be expected to “rethink”. Staff will discuss appropriate next steps with a phase or senior leader. They will usually decide a ‘Lunchtime Reflection’ and/or work is needed to enable a more thorough reflection on the consequences of actions; the difference between emotions and behaviour; where responsibility for behaviour lies; and how to repair the damage that has occurred through poor choices. In this instance, the pupil’s parents/carers would be informed, and the pupil would miss out on the class reward for those pupils who have been worker bees all week.

Restorative Approach

Where a misbehaviour incident has impacted on another child, we use the ‘Restorative Approach’ to enable both parties to have closure. This involves hearing accounts from both parties and helping the perpetrator to understand how their actions have impacted their victim/s to enable them to make better choices in the future. The victim/s will say what they need to happen to feel safe. This may involve the victim suggesting a sanction, however the final decision of any sanctions given will always be made by a staff member, who will factor into their decision the impact on the victim.

Where the school is working with other agencies to support individual children’s responses and consequences maybe adapted to meet the needs of individual plans.

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:

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>Say the child's name and a no thank you in order to steer away attention.</p> <p>Example - Freddie, No Thank you</p>
2. 2 ND VERBAL REMINDER	<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>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
3. 3 RD VERBAL REMINDER	<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) (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>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.'</p>
<p>4. 4th Verbal REMINDER TIME OUT</p>	<p>You have now had three opportunities to correct your behaviour.</p> <p>You need to spend 10 minutes in the partner classroom – child can continue their work.</p> <p>Partner Teacher will discuss the right behaviours the child can demonstrate when they return to class.</p> <p>Example - 'I have noticed you are not making the right choice and need a time out.</p> <p>What can we do to make the right choice?'</p>
<p>5. REFLECTION ROOM FOLLOW UP – REPAIR & RESTORE</p>	<p>You have now returned to class after a time out in our partner class and you have continued to ...</p> <p>You will need to visit the reflection room at break/lunch to speak to _____ about your behaviour</p> <p>Example - 'I have noticed that you have chosen not to follow our school rules and be ready/respectful/safe. You have had the opportunity and support to make the right choice so you will now spend your next break in the reflection room speaking about your behaviour.'</p> <p>*DO NOT describe child's behaviour to another adult in front of the child*</p> <p>What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?</p>
<p>*Remember it's not the severity of the sanction; it's the certainty that this follow up will take place that is important.</p>	

Summary

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

Appendix

Focuses for the clouds

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.

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.](#)