

Procedure for Behaviour, Relationships and Conduct



Walton-on-Trent CE (C) Primary and Nursery School

At Walton-on-Trent CE (C) Primary and Nursery School our policies and procedures have been written to comply, appropriate, with the General data Protection Regulations – GDPR 2018. Further information regarding GDPR is available on the school website.

This procedure was reviewed in September 2026 and will be reviewed again in September 2027

This procedure should be read in conjunction with the JTMAT Behaviour Policy and Walton's Anti-Bullying Procedure.

Living, Learning, Laughing in God's Love



Vision Statement

"To be a vibrant learning community aspiring to celebrate God's love and the uniqueness of each individual. This means offering kindness, honesty and respect to our local and global community and demonstrating courage, perseverance and ambition in order to flourish in the joy and hope of "Life in all its fullness" (John 10.10)

Intent

The aim of our school, with regards to pupil conduct, is to develop well-rounded young people through cultivating strong and positive relationships. We see behaviour as a form of communication and that through an emotion-coaching approach that we can both foster and to develop self-confidence, self-regulation, self-discipline and self-respect as well as consideration and empathy for others.

Our rules are positive and rooted in our Christian and school values of:

HONESTY
KINDNESS
RESPECT
COURAGE
AMBITION
PERSEVERANCE

All of our values are embedded within our school-wide TAKE CARE rules.

At Walton, we are proud of the way our children behave. They care for others and know that they are expected to make the right choices to allow the school to be a calm and happy place to be. We believe that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. It is important that all staff, children and parents work together to support the positive ethos of our school. The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

As a school we are committed to:

- ✓ Ensuring equity and fair treatment for all
- ✓ Promoting and modelling the desired behaviour
- ✓ Promoting self-esteem and self-discipline, through growing self-awareness
- ✓ Building positive relationships based on mutual respect
- ✓ Taking a trauma-informed and attachment-aware response, where required
- ✓ Praising and rewarding good behaviour that meets our expected high standard or demonstrable improvement towards that goal
- ✓ Challenging conduct that falls below our expected high standard

- ✓ Identifying and addressing the root causes of behaviour with support of external agencies, where needed
- ✓ Minimising the impact of disruptive behaviour on the learning of others
- ✓ Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- ✓ Encouraging positive relationships with families and our wider community

Culture of positivity

Across the whole school and in each individual classroom, our rules will mirror those of our TAKE CARE standards, which reflect our approach to **spiritual development**. These include:

Take Care of Ourselves

- ✓ Be on time
- ✓ Look smart
- ✓ Be healthy in mind and body
- ✓ Be ready to learn
- ✓ Be responsible for ourselves and our decisions.

Take Care of Each Other

- ✓ Be kind and helpful
- ✓ Be polite to other children and adults
- ✓ Be observant to signs of bullying

Take Care of Our Learning

- ✓ Be committed to our learning
- ✓ Work hard and keep trying to improve
- ✓ Set aspirational targets

Take Care of Our School, Community and Our World

- ✓ Be responsible
- ✓ Keep the school tidy
- ✓ Have an open mind to new ideas and people's beliefs and cultures

Take Care for the Future

- ✓ Make the most of our learning every day so that we are ready for tomorrow
- ✓ Reduce, re-use and recycle

Through these TAKE CARE rules the children learn how to relate to themselves, those around them, to our world and nature as well as the divine. Our motto for spirituality is:

FEED THE SOUL – FEEL CONNECTED – FEEL THE JOY

Classroom Management of Behaviour

A classroom charter (class rules) is negotiated with each class in the first week of the autumn term and referred to regularly, centred around the Take Care rules above. Good behaviour, strong relationships and a positive culture in the classroom is crucial, as it is essential for high-quality learning to take place. Staff constantly uphold and model high standards of behaviour, with a focus on positive reinforcement and self-regulation. We always refer the children to the TAKE CARE rules when reminding pupils of expected behaviour.

Children who find this more difficult will be supported through a relational approach, focused on restorative practice and emotion coaching. Any issues to be addressed will always refer to the behaviour itself and never involve any criticism of the child as a person or their character. Relational Plans or Individual Support Plans may be used to give a personalised approach to support an individual pupil whose needs sit them outside of the universal procedure. This is always discussed, shared and completed in partnership with families.

We recognise that, on occasion, a child may experience distress and be unable to regulate their own emotions. In this instance, co-regulation and self-regulation are supported before support work is completed or sanctions given.

Calm Zones/ Safe Spaces

If required, a 'calm zone' can be established. This where children can elect to go or be recommended to go to refocus and reflect. This should be a place where self-regulation is encouraged. It is not a place of punishment.

Some children may require a series of safe spaces around school that they should be actively encouraged to use for self-regulation. This will be outlined in their individualised support plans.

Zones of regulation

The Zones of Regulation is a whole-school strategy, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate. These include use of language / application of colours to feelings / considering their response to these feelings and calming and regulating activities. It is delivered through regular whole-class teaching sessions, as well as through more bespoke interventions - in response to individual need. This approach helps children to:

- understand themselves better
- rationalise their worries and/or concerns
- learn to co-regulate, through adult modelling techniques and strategies and consequently,
- become better able to manage their own emotions independently – self-regulation

Rewards

Good behaviour is always recognised and consistently acknowledged and rewarded. Rewards include:

- ◆ Verbal praise
- ◆ Comments on work
- ◆ Certificates or notes home to celebrate good behaviour choices
- ◆ Shine assembly
- ◆ Sent to Headteacher for rewards
- ◆ Monster/ DOJO points that can be redeemed at the DOJO shop each term
- ◆ Recognised responsibility

Addressing and managing misbehaviour

This is the universal approach to managing behaviour in school:

1. A clear, verbal warning is given to the child to STOP AND THINK. Expectations for high standards in behaviour are restated, specific to the misbehaviour displayed. The child is encouraged to make the right choices and given information how to.
2. A yellow card is issued when the child continues to make a further negative decision.
3. A red card is issued if the yellow card warning is not heeded or if a further yellow card is received within the same session

In some instances, an instant red card will be warranted. These occasions are rare and reserved for the most serious incidents, such as physical aggression, deliberate swearing and lying. Cards should be recorded somewhere private where the teacher can see but no other pupils.

Managing Children with Behaviour Difficulties – Individual Behaviour Management Programme

In more serious cases when children find it very difficult to behave appropriately and habitually disrupt their own education and/or that of their peers, a more structured approach is necessary in order to manage and improve behaviour through the use of an Individual Behaviour Management Programme. The class teacher may find assistance in setting targets, rewards and sanctions from the Key Stage leaders and the SENCO. Support material can also be obtained from the SENCO. The strategies outlined on the Individual Behaviour Management Programme will be communicated to other members of staff to ensure consistency in approach.

Sanctions

Pupils receiving yellow cards should miss 5 minutes of their next break. This should be with the class teacher wherever possible. Any yellow cards must be recorded centrally by the Class Teacher on Bromcom. This will be analysed by SLT on a regular basis to ensure that patterns are tracked and to support in the early identification of any pupils requiring more bespoke support.

Pupils receiving red cards should miss an appropriate amount of time of their next break proportionate to the offence with a member of SLT or the Head teacher. All red cards should be recorded on Bromcom by the Class Teacher and parents should be notified that day that a red card was issued and why, including support given to reduce the chance of the incident recurring.

During this time, if the child is calm enough to, there will be a discussion about the school expectations, their behaviour and its consequences to themselves and others.

If a card is issued at the end of the school day, the time should be taken as soon as possible (even if this is the following day). It will not affect their 'fresh start' for the next day.

Serious incidents: In the case of a serious incident, the child should be sent straight to the Head Teacher. These incidents may include, though not limited to:

- An assault on another pupil
- An assault on a member of staff
- Physical destruction of school property

In these instances, exclusion procedures may be implemented. The JTMAT Behaviour Policy also supports any decisions for exclusion.

Behavioural incidents are logged by school for analysis.

Movement inside and outside the school

Safety rules will be adhered to closely for the protection of the children including rules such as entering and exiting the school and movement within the school. The children are encouraged and expected to behave in an orderly, safe manner during school sessions, playtimes and lunchtimes, in fact anywhere on the school premises.

All staff are expected to challenge behaviour that falls below our expected high standards:

The standards you walk past are the standards you accept.

When the whistle blows outside the children are expected to stand still. When the bell rings, children should line up quietly ready for learning. The second bell indicates that all lines should be silent.

Children are expected to be polite and respectful to not only their peers and staff, but also everyone visiting the school, for example holding doors for one another and allowing others through a door first. This respectful behaviour is also expected when children are on visits or coming to and from school.

Playtime and Lunchtime Supervision

Lunchtime supervisors reinforce our positive behaviour strategies. However, if a child exhibits unwanted behaviour at playtime or lunchtime the member of staff will use the warnings and sanctions listed above. Yellow and red cards should be sent immediately to the class teacher or SLT. Class teachers will log cards on Bromcom.

Certain children may have specific individual behaviour plans in place. Lunchtime supervisors will be informed of these by the class teacher or Head teacher.

At the end of lunchtime, supervisors should inform the class teacher when they hand over their class if they feel any notable incidents have occurred.

Relevant Related Policies

Jewellery/Uniform/Mobile Telephones

To reinforce the sense of belonging and high standards of behaviour expected in school a dress code is laid down in the uniform policy on the website. This should be adhered to by all members of the school community. For safety reasons, the only permitted jewellery is a watch. For children with pierced ears plain studs only should be worn – anything else can cause accidents, particularly during playtimes and/or PE lessons. These should be removed for PE lessons and not covered with tape. Studs must be removed or covered for PE lessons. Similarly, body piercing is not acceptable. Mobile phones and smart watches (with messaging functioning switched on) are not allowed on the premises unless by prior agreement with the Head Teacher. These will be stored securely in the school office until home time. Make-up and nail varnish should not be worn.

Physical Intervention

In extreme circumstances, this behaviour procedure may not be sufficient to ensure the maintenance of our Duty of Care to members of the school community. In these cases, the JTMAT Behaviour Policy and Procedure for Managing Challenging Situations will be adhered to.

Anti-Bullying

The staff and governors of Walton-on-Trent CE(C) Primary and Nursery School regard bullying as unacceptable behaviour. Pupils are encouraged to speak to any members of the school staff if they feel they are the victims of bullying. This is always treated seriously. A record is kept of reported incidents of alleged bullying and the log of incidents is recorded on My Concern. My Concern is monitored regularly by the DSL and DDSL's.

Bullying is recognised as negative behaviour deserving sanctions, while good behaviour is positively rewarded. Strategies are devised to prevent bullying. Lunchtime supervisors are included in discussions on how to help the pupils use the playtime positively. Pupils are encouraged to talk about what standards of behaviour they expect of each other as a part of our code of conduct.