Waltham Leas Primary Academy

WALTHAM LEAS
PRIMARY ACADEMY

Behaviour Policy

Approved by: **Governors** **September 2026**	
Last reviewed on:	**September 2026**
Next review due by: **Sept 2027**	

The family that is Waltham Leas ensures that all members of the school community feel safe, valued and cared for.
All individuals are respected, supported and nurtured.
We are inclusive and welcoming; we give others the tolerance, understanding and acceptance that we would want for ourselves.

This policy has been written is consultation with governors, staff, parents and children in line with Keeping Children Safe In Education (Sept 2026) and DfE's Behaviour In Schools (Feb 2024) and DfE Schools Suspensions and Permanent Exclusion (July 2026) and DfE's Searching, Screening and confiscation at School (July 2023).

Waltham Leas Primary Academy Vision Statement:

Belong Empower Grow

At Waltham Leas Primary Academy, we foster kindness, empathy and understanding so that everyone belongs and knows their voice matters. In our safe, supportive school, differences are celebrated so that everyone can learn, grow and thrive together.

We work closely with families and the wider community to nurture, support and empower each other in times of joy and challenge.

Our aspirational curriculum, delivered through high-quality challenge and support, is enriched with engaging extra-curricular opportunities. This provides the bedstone for our pupils to become independent, resilient and critically engaged learners ready to grow with purpose in an ever-changing world.

We are the heart of Waltham, rooted in hope, creating changemakers of the future.

Waltham Leas Primary Academy School Principles

The governors at Waltham Leas Primary Academy believe that high standards of behaviour lie at the heart of our school and enable pupils to make the best possible progress in all aspects of their school life

- All children, staff and visitors have the right to feel safe, valued, respected and learn free from the disruption of others.
- Waltham Leas Primary Academy is an inclusive school and all pupils, staff and visitors are free from any form of discrimination and our policies reflect the duties of the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times.
- The behaviour policy is understood by pupils and staff.
- Rewards, consequences and reasonable force are known, understood and used consistently by staff, in line with the behaviour policy.
- Waltham Leas Primary Academy has a wide range of rewards and consequences which are consistently and fairly applied, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary.
- The behaviour policy explains that exclusions will only be used as a last resort and outlines the processes involved in permanent and fixed term exclusions.
- Pupils are helped to take responsibility for their actions through our school's restorative approach and staff's use of Emotion Coaching.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governors of Waltham Leas Primary Academy emphasise that violence or threatening behaviour, or abuse by pupils or parents towards the school staff, will not be tolerated. If a parent does not

conduct themselves properly, our school may ban them from entering school premises and, if they continue to cause disturbance, the parent may be liable to prosecution.

Aims – What does successful behaviour look like?

We want pupils to always be sensible, polite, respectful and considerate. Our aim is that they achieve the best possible standards of social behaviour in and out of school and online, and are able to do so independently. Children will learn the skills to build strong, productive and positive relationships, and take responsibility and accountability for their own actions and attitudes. Children will be able to transfer these positive attitudes into their learning behaviours, and so reduce any barriers to their progress and attainment.
The termly whole school values designed by the children (Why we are wonderful at Waltham Leas), alongside our school's vision, will be discussed, followed and celebrated.

All behaviour incidents, including Headteacher's awards and concerns are logged on CPOMs and are always shared with relevant staff, including the SLT, Pastoral lead and SENDCo.

Our School Values - Why are we wonderful at Waltham Leas?

- We celebrate difference – everyone is unique, we include everyone and reward their successes.
- We respect every person – we listen, use good manners, follow instructions and we think before we act.
- We represent our school - we think of ideas for improving our school, for people in need and include our community.
- We have resilience – we don't give up and always try our best, even when it's tricky.
- We respect property inside and outside, including wildlife - we are proud of our school and, together, we keep school tidy and make it a fantastic place to learn and keep healthy.
- We support each other – we 'put ourselves in other people's shoes', share our worries and knowledge, know how to keep safe and 'don't hold a grudge'.

Provision for Social and Emotional development

Children's social, emotional and behavioural development is nurtured throughout the curriculum. PSHE and RSE lessons give particular focus to issues related to these areas. Assembly time is also used to raise and discuss related issues.
We understand the importance of nurturing positive relationships with our pupils. Some of our children may have significant personal, social and emotional difficulties. Children who may need a specific approach work with our Nurture Team and /or Pastoral Lead and then, if we feel a more specialist approach is needed; Compass Go, Fortis Therapy or any other recommended service for the child and/or family.
We want the children to feel valued and we listen to their views. School councillors have the opportunity to contribute new ideas and these are discussed and shared with classes and staff before being implemented.

Our Positive approach

As a staff, we have a duty of care to all pupils, and each year the children make their own Class Charter, which sets out classroom expectations of behaviour, in addition to our core values to ensure everybody feels safe, secure and happy.
The Lunch Time Team support the children at lunch time in line with this policy. Therefore, the rewards and consequences have been aligned to give parity. This supports consistency over the lunch time and makes transition back into class as straightforward as possible. Issues that arise will be managed by the Lunch Time team. They will be supported by the teaching staff and Pastoral lead if

any serious incidents occur. Time will be taken to investigate the incident and invest time with the children thus enabling the class to return to their room with their teacher, ready to settle and learn.

Emotion Coaching

Staff have been trained to use Emotion Coaching to support children to recognise and manage their feelings. Emotion Coaching is a naturalistic approach that has been proven to positively impact children's emotional and physical health, their capacity for empathy, and their ability to build strong social relationships.

Instead of punishing or dismissing feelings, adults use high empathy and high guidance to help children move from reactive emotional states to calm problem-solving.

This focuses on relational approaches and includes being aware of the child's emotion, noticing even low-intensity feelings and physical observations, listening with empathy and validating the child's feelings without judgment. Staff will model labelling the emotions with words to help the child build emotional literacy. They may also support children with setting limits on behaviour while helping the child problem-solve appropriate responses.

Rewards

We praise and reward children for their positive behaviour in a variety of ways:

- Teachers congratulate children
- Teachers give children stickers / Class Dojo points which recognise and praise good work, effort, progress or behaviour, acts of kindness, thoughtfulness and helpfulness. Treats will be awarded for 50 individual Class Dojo points and 500 Class Dojo points
- 'Golden Time' can be used as an extra incentive for positive behaviour, work and effort
- Teachers award children to be the 'Star of the Week'
- Each 3 weeks, we nominate children from each class to receive a Headteacher's Award in the form of a certificate, which is presented in the celebration assembly. We will also reward children who have been seen carrying out the school's termly value.
- Children are nominated for the 'We are wonderful' book, take home a postcard with the reason and have time with Mrs Thompson.
- Children are chosen by the lunch staff for showing good manners, being helpful and kind and acting sensibly in the lunch hall.
- The school celebrates the efforts and achievements of the children, both in and out of school. Pupils are encouraged to bring in certificates and trophies etc which have been achieved in out of school activities. These are presented in the celebration assembly
- Children need to show exemplary behaviour in and out of school at all times. This is taken into account when choosing teams to represent the school in sporting/music events

Consequences : (5 Step approach)

- Step 1 - Verbal Warning.
- Step 2 - Warning that Class Dojo point will be removed.
- Step 3 - Class dojo point removed.
- Step 4 - Completing a reflection time with a member of teaching / support staff to reflect and discuss presenting behaviour and how they can make changes with support.
- Step 5: Reflection time with Mrs Thompson, Mrs Allenson, Mrs Berry or Mrs McIntyre

If a child has completed 2 or more reflection times in a week, parents will be contacted and asked to meet with class teacher to discuss behaviour.

At lunch, child will walk around with lunch staff for 5 minutes and then return to play. Class teacher informed at the end of lunch.

Class teacher to contact parent to discuss concerns if felt necessary

If this behaviour continues or appears initially as extreme unacceptable behaviour, they then will be removed from the class room, as the last resort, to either another classroom (if appropriate) or to our Pastoral Lead, Mrs McIntyre and/or Deputy Head, Mrs Allenson.

Although we will always follow our procedures and use a restorative approach when educating children about behaviours. At times we recognise we may need to use our initiative, according to that child's needs, to ensure the right approach is taken which could be a consequence having explored and trialled other avenues.
In the majority of incidents, we would go through each stage of the consequences, however, we may use our discretion to start the process at another stage. If this happens, we will provide a rationale regarding why this decision has been made.

SEE APPENDIX 1 FOR FURTHER INFORMATION AROUND WHAT IS EXTREME UNNACCEPTABLE BEHAVIOUR.

Privileges of representing the school in sporting and music events may be taken away if behaviour is not exemplary at all times.

Procedures:

Class teachers should discuss the school's 'How we behave at Waltham Leas Primary Academy' policy with their class. In addition, at the start of the Academic year, following discussion with and involvement from the children, each class will identify their own set of rules, which, once agreed by the children, will be displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class and/or individuals or and groups.

Some children may need extra support in order to help them to manage their behaviour and attendance. We aim to identify these children as early as possible. Children may become temporarily vulnerable during periods of change. Any concerns will be referred to the Pastoral Lead and SENDCO, on CPOMS, and a range of strategies and support will be devised and implemented.
Expectations of behaviour for pupils with additional needs may be adjusted. Identified individuals will have a bespoke co regulation plan, created by class teacher, SENDCo and Pastoral Lead, to cater for the needs of that child. These will be reviewed regularly.
This will be shared with all adults who work with this child and parents/carers will be informed of this plan being in place. We will consider behaviour in relation to a pupil's SEND but not all misbehaviour will be due to this. We use a graduated approach to provide support for these children and create an inclusive environment including proactive support.
As a school, we have a behaviour curriculum which is shared in weekly assemblies and reiterated in class and outside. This ensures consistency across school and high expectations of behaviour at all times.

A Restorative Approach using Relational Practice:

In order to prevent the negative behaviour of a minority of pupils adversely affecting the well-being and learning opportunities of the majority of children, a process that involves resolving conflict is primarily used.
This promotes telling the truth, taking responsibility and acknowledging harm. We see these as appropriate responses to conflict and in doing so, create a responsibility in the children.



The benefits of this approach involve the impacted person/people:

- Telling the person how they were affected
- Holding the person accountable
- Having a say about how to repair the harm
- Possibly receiving an apology and restitution
- Asking the person questions about the incident
- Repairing relationships

The benefits of this approach to the person causing the impact:

- Opportunity to understand the consequences of their behaviour
- Learning how the incident has affected family and friends
- Help develop and implement a plan, supported if necessary to repair the harm
- Disapprove of behaviour while affirming their worth
- Alternative to a punitive consequence
- Expectations moving forward

In some cases, where a restorative approach (as above) has not been successful, the following actions will be taken to help the child.

• Support the children to regulate
• Liaise with parents: the completion of an Early Help Assessment may be used
• Prepare a Co-Regulation or Pastoral Support Plan for individual children, if appropriate, for children who may be at risk of exclusion
• Liaise with outside agencies
• Complete a positive handling plan
• Seek to provide an alternative curriculum which may be off site or a managed move to another school.

Positive Handling

When the child is at risk of harming themselves, others or property, support may include Positive Handling to provide physical and emotional containment. Occasionally, this may be used where there is persistent disruption in a learning environment and a child may refuse to leave.
Staff will consider whether it is necessary, proportionate and appropriate for the pupil's welfare.
If the problem is severe and reoccurring then the exclusion procedure is implemented. The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

On occasions where there is a risk to the safety of pupils and staff, it may be that the use of Team Teach* (only used by trained staff) will be applied to prevent risk to others or to the child. This is only a last resort and carried out for the least amount of time possible. All incidents involving Team Teach, where Restrictive intervention, reasonable force or restraint have been used, are recorded on a Serious Incident Report which will be held on our CPOMS and will also be recorded in the Bound Book within 24 hours of the incident taking place. A Serious Incident Report should then be passed to the Head Teacher or an appropriate member of the Senior Leader Team to sign and file away.

All members of school staff have a legal power to use reasonable force in certain circumstances.
To prevent or stop a pupil from:
1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

The Head teacher, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Reflection with the child, post Team Teach intervention, needs to also be recorded verbatim within the report, if possible, where cognitive understanding applies. Wherever possible, pupils will then be checked for any marks or injuries and parents will also be informed that positive handling was used on their child. If parents are unable to be contacted, then they will then need to be invited in the next day to discuss the incident.

*Team Teach is an accredited award-winning provider for positive behaviour management and the positive handling of restrictive physical intervention (RPI).
'Restrictive interventions, including use of reasonable force, in schools' DfE From April 2026
https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Preventing assaults

WLPA will conduct regular and suitable individual risk assessments in relation to violence and assaults on pupils and staff.

The risk assessment procedure involves:

- establishing the risk of violence and assault on staff and / or pupils
- taking appropriate steps to remove these risks

- where removal of the risk is not possible, reducing the risk by any necessary changes in working practices or by introducing appropriate protective and supportive measures
- reviewing the risk assessment regularly to ensure it is fit for purpose
- recording the results of the risk assessment.

Control measures taken to reduce the risk of violence and assault may include, but are not limited to:

- the provisions of walkie talkies for staff
- provision of emergency procedures
- reviewing our behaviour policy to ensure that pupils exhibiting violent behaviour are treated fairly and equally under the policy, to prevent potential alienation and disaffection, which could fuel further anti-social and violent behaviour.

Where the behaviour of an individual pupil presents an ongoing risk to the health, safety, and wellbeing to other members of the school community, and implementation of the school's pupil behaviour policy has had little or no effect, an individual behaviour risk assessment will be considered.

If a staff member is assaulted, the following action will be taken:

- The staff member will fill in a first aid form with the office staff and, if necessary, they will be given time following the incident.
- The incident will be recorded on CPOMs, as soon as possible after the incident.
- In the case of physical injuries, photos may be taken if possible.
- Following the incident, the individual's risk assessment will be reviewed.

Bullying

Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally' (DfE definition).

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. The issue of bullying is featured in assemblies and PSHE lessons. Support is given to both victim and bully.

All staff are aware that children can abuse other children at any age (often referred to as child-on-child abuse) and that it can happen both inside and outside of school and online. All staff recognise the indicators and signs of abuse and know how to identify it, respond to and report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

Staff working with children maintain an attitude of 'it could happen here'. When concerned about the welfare of a child, staff will always act in the best interests of the child and will share information that might be critical in keeping children safe.

If staff have any concerns about a child's welfare, they will act on them immediately. They will follow WLPA's Safeguarding and Child Protection policy and speak to the designated safeguarding lead (or a deputy). In the absence of the designated safeguarding lead (or a deputy) staff should speak to a member of the school senior leadership team.

Support

Staff may experience difficulty with a particular child or group of children. They are encouraged to seek support and advice initially from Year Group Leader, and/or the Pastoral Lead. Members of the Leadership Team, including the SENDCo may become involved, depending on the severity of the matter.

Where a child has demonstrated poor behaviour, it's vital that we determine whether the behaviour was:

- Straightforward misconduct - the member of staff will be supported in applying appropriate consequences and agreeing with all parties how a recurrence will be avoided.
- A symptom of an underlying problem – we will aim to identify the problem and arrange and provide appropriate support for the teacher and the child.
- An incident of child-on-child abuse
- The result of provocation through bullying or racist harassment – the impacted person and the person causing impact will be supported.

  All behaviour incidents must be recorded on CPOMs and YGLs, Pastoral lead, DSL, DDSL and SENDCo should be alerted.

Incidents of bullying and racism must be reported to the Pastoral lead and Headteacher or Deputy Headteacher. These will be recorded and reported to parents.

Responsibilities:

The role of the Class teacher/Support staff:

- It is the responsibility of the class teacher to ensure that the school's behaviour principles are followed in their class and around school, and that their class behaves in a responsible manner.
- Class teachers will have high expectations of the children in terms of behaviour, and will strive to ensure that all children work to the best of their ability.
- Class teachers treat each child fairly and enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- In the first instance, the class teacher deals with incidents themselves. However, if misbehaviour continues, the class teacher seeks help and advice from the Year Group Leader.
- The class teacher reports to parents about the progress of each child in their class through Parent Evenings and an end of year report. The class teacher or Pastoral Lead may also contact a parent if there are concerns about the behaviour or welfare of a child.
- If a child is significantly physically injured by another, the parent/carer of both children will be informed by school. This can be through a face to face conversation, a phone call or a dojo message.

The role of parents:

- Parents/carers take responsibility for their child's attendance and their behaviour inside and outside school.
- The school works collaboratively with parents, so children receive consistent messages about how to maintain high standards of behaviour at home and at school.
- We explain the school procedures in the school prospectus and at intake meetings for children new to the school. Parents must sign our School Parent Agreement. We expect parents to be aware of these procedures and to support them.
- We value the support parents give to enhance their child's learning. We aim to work in partnership with parents as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we will inform parents if we have concerns about their child's welfare or behaviour
- If parents have any concern about their child's behaviour, they should initially contact the class teacher, secondly the Year Group Leader, then the Pastoral Lead and/or Deputy Head. If the concern remains, they should contact the Headteacher. If these discussions cannot

resolve the problem, a formal grievance or appeal process can be implemented by contacting the school governors.

The role of the governors:

- The governing body has the responsibility of setting down the behaviour principles, and of reviewing their effectiveness. The governors support the headteacher in carrying out these principles.
- The headteacher has the day-to-day authority to implement the school Behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Exclusion

In very rare cases, if the behaviour has warranted the decision to exclude a child, parents will be informed. Until parents are informed the child will be on internal exclusion with either the Pastoral lead / Deputy headteacher or Headteacher. A support programme will be discussed with parents and put in place prior to their return.

Fixed-term and permanent Exclusions

- Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- Parent and child have a reintegration meeting on return to school with Pastoral Lead / SENDCo / Deputy Headteacher / Headteacher.
- The LA and the governing body are informed about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Review

- The governing body reviews this policy every two years. Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

Guidance to the level of unacceptable behaviour and the sanctions that may be imposed

Category of misbehaviour	Who is responsible	Consequences
General unacceptable low level behaviour, e.g ● Habitual chattering ● Not following instructions ● Inappropriate behaviour in the playground ● Inappropriate lunchtime behaviour ● Low-level disruptions to others learning ● None compliance with use of personal technology	Class teacher or Teacher on duty or Teaching assistant or Lunchtime Supervisors PE coaches	● First time (Step 1)- Verbal Warning. ● Second time (Step 2)- Warning that Class Dojo point will be removed. ● Third time (Step 3)- Class dojo point removed. ● Fourth time (Step 4) - Completing a reflection time with a member of teaching / support staff to reflect and discuss presenting behaviour and how they can make changes with support. ● Fifth time (Step 5) Reflection time - this can be playtime with a member of staff or lunchtime with JT, AA, LB or EM in Cooking room If a child has completed 2 or more reflection times in a week, parents will be contacted and asked to meet with class teacher to discuss behaviour. At lunch, child will walk around with lunch staff for 5 minutes and then return to play. Class teacher informed at the end of lunch. Lunch time supervisor reports using CPOMs. Class teacher to contact parent to discuss concerns if felt necessary
Continual or more severe misbehaviour, e.g ● Reluctance to complete work ● Reluctance to comply with adult instruction ● Isolated incident between children ● Continued disruptive behaviours	Class teachers Year Group Leader Pastoral Lead and/or Deputy Head	● Reflection time - this can be playtime with a member of staff or lunchtime with JT, AA, LB or EM in Cooking room ● Phone calls/Dojo message home ● Meeting with parents if required ● Home school book set up if necessary ● Co-Regulation plan set up if necessary

Extreme unacceptable behaviour, e.g • Physical assault • Vandalism • Stealing • Truancy/leaving school premises without permission • Verbal and racial abuse • Sexual abuse • Carrying offensive weapons • Child-on-Child Abuse	Pastoral Lead Head Teacher or Deputy Head	• Request immediate conversation with parents • Involvement of other professionals e.g. Child Protection, Social Services, Educational Psychologist • Withdrawal from class for the rest of the day supervised • No contact with rest of their class/school • Possible exclusion or suspension • New contract agreed with further exclusion imposed if breached • Child well-being meeting with parents and staff from other agencies

Appendix 1



Side 2

What needs to happen now

What do you think about what has been suggested?

How does that leave you feeling? Are you okay with that?

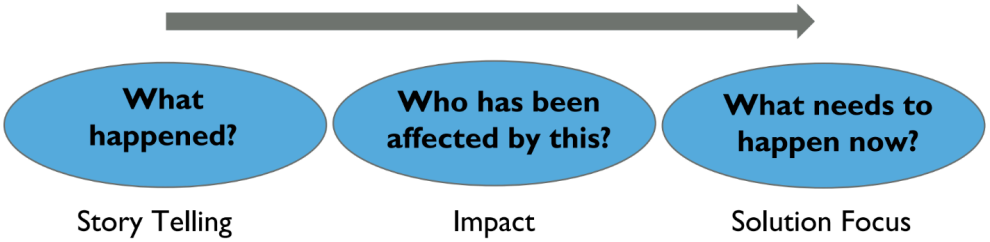
When will it be done? Anything else to add?

What would that look like? What do you need to move on from this?

What will it look like when it's done? What else needs to happen? Do you all agree with that?

What will help you to move on from this? If you can't do that, what can you do? Tell us more about...

Timeline



L30 Relational Systems

Restorative Justice Council

check out our website L30RelationalSystems.co.uk Office@L30RelationalSystems.co.uk @markfinnis

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