

Walton Priory Middle School



Behaviour for Learning Policy

Date of Approval	September 2026	Next Review Date	September 2027
Approved by	Governors	Signed	

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1. Aims

Promoting positive behaviour is the responsibility of the whole school community. The best interests of the child must be a top priority in all decisions that affect children. Every child has the right to appropriately express their feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Walton Priory Middle School aims to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

2. Links with other policies

This policy should be read in conjunction with other policies, such as:

- Anti-bullying policy
- Safeguarding policy
- Child on Child Abuse policy
- Mobile phone policy
- School uniform policy

3. The School Behaviour Curriculum

At Walton Priory Middle School, we believe that positive behaviour reflects the values of the school; readiness to learn and respect for others. This is established through creating an environment where good conduct is normal and expected. This behaviour is taught to all pupils across the curriculum and at leisure times (*see appendix 1: Behaviour Essentials*), so that they understand what behaviour is expected and encouraged and what is prohibited. This results in positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Walton Priory Middle School will promote positive behaviour through:

- A consistent approach to behaviour management
- Strong school leadership
- Excellent classroom management
- The use of appropriate rewards and sanctions
- Staff development and support
- Liaison with parents and other agencies
- Effective management of student transition
- The provision of good facilities and strong organisation

- The use of excellent curriculum and learning materials
- Management of online access including mobile and smart technology

Good behaviour by all pupils will be recognised appropriately. The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents must sign following their child's admission to the school.

Routines are also considered to be a key element of our behaviour curriculum. These are used to teach and reinforce the behaviours expected of all pupils. These routines are simple to understand and follow. However, adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments are made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND).'

4. Responding to the behaviour of pupils with possible safeguarding needs

Walton Priory Middle School will consider whether behaviour gives cause to suspect that a pupil(s) is suffering, or is likely to suffer harm. Where this may be the case as set out in **Part 1 of Keeping children safe in education**, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). We will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

5. Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

At Walton Priory Middle School, we will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement on the individual facts of the situation.

We will consider whether a pupil's SEND has contributed to the behaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the **Equality Act 2010 and school's guidance**.

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

6. Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, Walton Priory Middle School will follow the general safeguarding principles set out in **Keeping children safe in education (KCSIE) - especially Part 5**. The designated safeguarding lead (or deputy) will advise on our initial response. Each incident will be considered on a case-by-case basis.

At Walton Priory Middle School sexual violence and sexual harassment are never acceptable, it will not be tolerated. Pupils whose behaviour falls below expectations will be sanctioned. Our

behaviour essentials (see Appendix 1) make clear the importance of challenging all inappropriate language and behaviour between pupils.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

In addition to this, it is essential that all 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. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate for the individual who made it as per our sanctions outlined within this policy. As with all safeguarding matters, the designated safeguarding lead is engaged and will make referrals into support services as appropriate.

7. Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at Walton Priory Middle School. Negative interactions online can damage that culture. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. However, even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated, Walton Priory Middle School will follow the principles as set out in **Keeping children safe in education**.

8. Mobile phones and smartwatches

The use of mobile phones/smartwatches directly connected to a network is prohibited during the school day. Allowing access to mobile technology in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning.

- A behaviour point will be given if a pupil is seen using their phone on school grounds before and after school
- A lunchtime detention will be issued if a pupil doesn't hand their phone in during morning tutor time
- An internal isolation will be issued if a pupil is found using their phone within the school day

- Further consequences will be given if pupils repeatedly misuse their mobile phone in school.

See mobile phone policy for further details on how we manage the use of mobile phones in school.

9. Suspected Criminal Behaviour

In cases when a member of staff suspects criminal behaviour, the senior team will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. Walton Priory Middle School retains the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

10. Bullying – see Anti-Bullying Policy for further information

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against Bullying It can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Our Inclusion manager will support bullying investigations by gathering statements, supporting the decision that is made and will support the resolve between pupils and any further monitoring or support that is needed.

11. The monitoring of Behaviour

Form tutors, the Head of Year, the Inclusion Manager and the Associate Assistant Head - Behaviour, will regularly monitor the school MIS system (Arbor). A program of intervention will begin if a child is making repeatedly poor choices, acting in a way that disrupts their own or the learning of others.

The Head of Year will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the choices made by the child.

Anytime a pupil needs or is asked to leave the lesson they must wear a pupil lanyard, this is so staff can monitor the number of pupils leaving lessons and also pupils on the corridors. If a pupil leaves a lesson without a lanyard they will be questioned by staff and sent back to get a lanyard. All staff will have access to their own lanyards. All lanyards must be returned by pupils after use.

A grey lanyard will be used for pupils who are removed from a lesson. See section 13 for more detail.

Sanctions

12. Sanctions

Sanctions are also necessary in order for pupils to learn that there are consequences for any inappropriate actions. Sanctions can be applied by all paid staff with responsibility for pupils, but more serious sanctions such as internal isolations and external exclusions can only be issued by senior leaders.

Sanctions include:

- Form tutor report
- Head of Year report
- Inclusion manager report
- Verbal rebuke
- Detentions (at break and lunch time). Staff will allow students reasonable time to eat, drink and go to the toilet.
- Afterschool detentions (issued by HOY/Inclusion manager)
- Parental contact

Staff should refer pupils to the Behaviour Essentials (*appendix 1*) to remind them of the behaviour expected within the school.

13. Classroom sanctions *(See appendix 2 for flow chart)*

- **Reflect** - A warning should be given for the first misdemeanour (if this is considered appropriate). This is a reminder to do as asked, chance to reflect and adjust current behaviours.
- **Reset** - A further misdemeanour is given 1 negative conduct point (or more depending on the incident) this is recorded on Arbor. This may result in the pupil needing a 1-2 minute time out, time to reset from poor choices, re-enter the lesson with instant changes to behaviour. Grey lanyard must be worn if given a time out.
- **Reform** - Any further misdemeanour results in the removal of the pupil to another classroom (list given to staff) for the remainder of the lesson. A grey lanyard must be worn when a pupil is removed from the classroom. Removal is a protective measure, both for the pupil involved and staff member. Before their next lesson together there should be a restorative conversation.
- If a pupil refuses to leave the classroom the Inclusion manager or member of the senior team will step in to support the situation.

Removals – grey lanyard must be worn for all removals.

- Removal to a different classroom (and all negative conduct points above level 1) result in a message home to parents and requires a resolution meeting with the member of staff issuing the sanction at the beginning of lunchtime (the following day if misdemeanour is during the afternoon).
- A removal to a different classroom is an automatic lunch time detention for 30 minutes.
- The staff member removing the pupil will make the phone call home to explain the concern to parents.
- Failure to resolve, or take responsibility for the misdemeanour at the beginning of lunchtime will result in further consequences, parents will be informed of this.
- If a pupil leaves the classroom without the teacher's permission they will automatically be given a level 2 negative conduct points.
- Loss of privileges – for example, the loss of school council, subject leader.
- A child may also be removed from a classroom/situation while an incident is looked in to in more depth
- Pupils need to take the time to reflect on their behaviour, thinking about the incident as a whole, this will help them to prepare for the resolve with the member of staff. Member of staff on duty in the Resolution room can support where necessary.

Regular contact with parents and carers, through Arbor (MIS system), is key to keeping them informed. Staff will refer matters to their HOY or Inclusion manager if the issue becomes persistent or is a serious breach of the school rules. HOY or the Inclusion support manager will follow up issues where necessary, however teachers are principally responsible for behaviour in the classroom.

Removal from the classroom is considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

14. Behaviour outside the classroom or offsite

Negative conduct points can be given for poor behaviour outside of the classroom, these include:

- Inappropriate behaviour in corridors.
- Being in an unsupervised area or classroom at break or lunchtime – the gates at the back of the building, by mobile classrooms, will be locked and only open during key times of the day. This is to support pupils in not entering unsupervised areas.
- Inappropriate behaviour when lining up (yard, corridor, outside classrooms).
- Failure to follow staff instructions (including lunchtime supervisors and support staff).

As a school, we also take inappropriate behaviour that takes place beyond the school gates seriously. Pupils understand that they may be subject to sanctions where necessary and lawful. This is particularly true where the behaviour:

- Results in offsite bullying
- Results in repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Adversely affects the reputation of the school
- Occurs when the pupil is taking part in a school-organised activity
- Occurs when the pupil is travelling to and from school
- Occurs when the pupil is wearing their school uniform

In all of these circumstances, the Head Teacher will consider whether it is appropriate to notify the Police or Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

15. Behaviour and school Trips

At WPMS, we are fully committed to inclusivity and providing enriching experiences for all pupils through school trips. However, it's crucial to ensure the safety and well-being of all participants. Therefore, there may be instances where a pupil's behaviour poses potential risks to themselves or others, or where safeguarding concerns arise. In such cases, decisions regarding participation in school trips will be made on an individual basis, considering the specific circumstances and any accumulated negative conduct points. This approach is aimed at maintaining a safe and positive learning environment for everyone involved. See Educational Visits policy for further information around managing risks.

For example: Pupils who have regularly displayed poor behaviour in school may be deemed unable to represent Walton Priory outside of the school. In this situation all risks will be considered and the decision is made at the discretion of the Senior leadership team.

16. Power to search and confiscate – directed by the Senior Leadership Team

Searching

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, to cause personal injury to, or damage to the property of, any person (including the pupil). Prohibited items are:
 - knives or weapons
 - alcohol

- vapes
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.
- The member of staff may confiscate, retain or dispose of the student's property as a punishment and the staff member is protected from liability for damage or loss of any confiscated items. Permission is needed from the Senior Leadership Team.

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way

17. Persistent poor behaviour

School staff will consider whether the behaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, staff will follow the Walton Priory Middle School's Safeguarding policy. We will also consider whether continuous disruptive behaviour might be the result of unmet educational or other needs.

Pupils who display persistent poor behaviour will be supported in a variety of appropriate ways, such as:

- In-class support (from Inclusion Manager)
- Behaviour support (including a Behaviour Plan - IBP)
- Well-being support
- Inclusion support
- Form tutor, HOY, or Inclusion manager report
- Referral to support workers such as VIP (EWO service), school nurse etc.
- Personalised curriculum plans
- Early help assessment
- Pastoral Support Plan (PSP)

- Support from external agencies, such as the Local Authority Behaviour Support Team, mental health practitioners, or the Autism Inclusion Team.
- Referral to the SEND and Inclusion Hub. This is a multi-agency meeting of Stone schools and support agencies that can agree alternative forms of support. Parents need to give their consent for referral.
- Support for the whole family through a referral to a family support worker or social worker. Parents need to give their consent for referral.
- Alternative provision. This is schooling in a different setting than Walton Priory. Walton Priory only uses alternative provision that has been approved by the Local Authority.

Persistent poor behaviour that significantly impacts on other children's learning could result in permanent exclusion.

18. Pupil report

Pupils can be put on a positive behaviour report to support their behaviour both in and out of lessons. Reports will be used if behaviour is consistently poor and needs monitoring. Pupils are scored in every lesson, a score of 18 or more is needed, any scores below that could result in further consequences. Scores are issued every lesson and during tutor time. Break and lunchtime behaviour will also be taken into consideration.

The pupil's form tutor will initially discuss the concerns with their Head of Year and a decision will be made as to whether the pupil needs to go on report. Form tutor will always consult with parents or carers before it begins.

Reporting to the pupil's form tutor will initially be given to the pupil for a two-week period; further weeks may be added if the pupil does not consistently meet their agreed behaviour targets. Form tutors will make staff aware of who is on report from their class. Reports will be paper based and are the pupil's responsibility to carry them to lessons and ask for them to be completed by staff. Report cards also have space for their parent to sign daily. There will be further consequences for incomplete report cards. Report cards will be reviewed with pupils daily and with parents at the end of the week.

KS2 report may differ slightly from that of KS3 and use a simplified version.

If necessary HOY can choose to escalate the report. This can be escalated to themselves as HOY, Inclusion manager or SLT Behaviour lead. Escalating the report means; the pupils will be on report for a further two weeks, there will be regular check-ins throughout each day, further contact with parents to discuss the report and next steps.

If a pupil does well on this report, after two weeks they will be taken off report, but the pupil will still be monitored to ensure the high level of behaviour expectation continues. If a pupil has shown an improvement whilst on Inclusion manager or Senior leader report, then they will return to a HOY report for further monitoring before being taken off report, if successful.

Once completed, reports will be scanned onto Arbor and kept as a record under their Pastoral notes.

See appendix 4 for a report template example, templates saved in staff shared area.

19. Lunch time detention – this will result in 2 negative conduct points

A lunch time detention is a 30-minute detention during lunch time. There will always be a chance for the child to have a toilet break and eat their lunch.

A lunch time detention could be given for the following reasons:

- Failure to resolve the original misdemeanour at the given opportunity
- Persistently poor uniform (continued after being given time to rectify)
- Breach of the school behaviour policy
- An incident deemed more serious than a single behaviour point

20. After school detention – this will result in 5 negative conduct points

Detentions outside of school hours should not be issued where it is known that doing so may compromise a child's safety. Moreover, pupils with known caring responsibilities should only be issued with such a detention if doing so would not impinge on these responsibilities.

As a school, we will inform parents of an after-school detention with 24 hours' notice so that arrangements can be made for the child to return home safely. However, in some circumstances, notice is not required and the parent will be expected to make suitable arrangements for their child to be collected. Please note that parental consent is not required by law.

After school detentions last for one hour and are held between 3.15pm and 4.15pm in the library on a Monday, Tuesday, Wednesday and Thursday each week and will be supervised at all times.

In most circumstances an after-school detention will be given for the following:

- Receiving 3 negative conduct points in a day
- Receiving 6 negative conduct points across a week
- Serious breach of school behaviour policy
- Other inappropriate behaviour or serious breach which is deemed worthy of an afterschool detention

Non-attendance or poor behaviour in an after-school detention will result in the pupil being removed (internally isolated) the following morning.

21. Removal by the Senior Team – this will result in 10 behaviour points

Removal (or internal isolation) is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of the senior team. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this or to finish the lesson in another classroom prior to a restorative conversation. The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will be meaningful for the pupil.

Removal should not be seen as an alternative to an after-school detention but as a more serious sanction, it carries a higher number of behaviour points. Upon arranged removal by the senior team, parents/carers will be invited into school for a meeting.

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, we will notify their social worker. If the pupil is looked-after, we will ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

In most circumstances a removal will be arranged when the following criteria are met:

- If an after-school sanction is in-effective
- If there are 2 removals to another classroom within a day
- For a serious/extreme breach of the behaviour policy which warrants more than an after-school detention
- Whilst an investigation of serious misconduct is taking place
- If a child is at risk to themselves or others
- If a banned item is found in a pupil's possession (particularly if it could cause harm)
- Homophobic or racist bullying – any hostile or offensive action against race, lesbians, gay males, bisexuals or transgender or those perceived to be lesbian, gay, bisexual or transgender.
- For other inappropriate behaviour or serious breach which is deemed worthy of removal

Those pupils that do not respect the guidelines (which can change at any one time) put in place for their own safety, may not be removed but may otherwise be collected by their parents/carers and given a fixed term exclusion.

Fixed term exclusions - will result in 30 negative conduct points

All incidents will be fully investigated and the final decision regarding a fixed term exclusion will rest with the Head Teacher (or Deputy Head teacher in the absence of the Head teacher) who will use all evidence to inform the outcome. A decision to exclude will not be taken lightly and the balance of probabilities must be clear and obvious in terms of the offence being carried out wilfully and deliberately.

A fixed term exclusion could be given for:

- Aggressive behaviour/serious harm/assault on another pupil or member of staff
- Causing damage to school property or the school environment
- Persistent poor behaviour
- Verbal abuse towards pupils or staff
- Persistent bullying (beyond initial sanctions)
- Child on child abuse

Following a fixed term exclusion, there must be a reintegration meeting, this is usually held with a middle or senior leader, the inclusion manager, the parent and pupil. A pupil cannot return to school without this meeting having taken place. If pupil hasn't already got an IBP, one will be created with the pupil following the meeting and shared with parents via provision map.

22. Individual Behaviour Plan (IBP)

An individual behaviour plan is a passport style document that is created to support positive behaviour. It will consist of strategies/interventions to aid teachers in their lessons and useful pastoral information about the pupil. This will be shared with parents and reviewed on a termly basis. This plan is to target support at an early stage before moving on to a PSP.

23. Pastoral Support Plan (PSP)

A Pastoral Support Plan can be used if an Individual Behaviour Plan (IBP) has already been put in place with little impact. The PSP process is designed to support any pupil for whom the normal school-based strategies have not been effective. It is a structured, coordinated, school intervention designed to support pupils at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion. This is usually developed collaboratively with the local authority or other agencies.

This may include pupils who:

- Have had a number of fixed term exclusions
- Have low attendance which is impacting on their behaviour
- Are showing signs of rapid deterioration in their behaviour
- Are at risk of failure at school through disaffection

Like an IBP, the PSP is completed in conjunction with parents/carers and should outline agreed support, both at home and in school, and agreed targets. The PSP may involve and refer to other outside agencies that are supporting the pupil, the family, or the school.

Walton Priory Middle School recognises that working with parents, carers and pupils has more impact and results in more effective behavioural support for the child. However, we reserve the right to enforce our behaviour policy and support pupils with an IBP or a PSP if parents or carers refuse to engage with the process.

24. Permanent exclusions

Permanent exclusions are a last resort but could be applied in response to a serious breach, or persistent breach of the Walton Priory Middle School's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of other pupils or staff within the school. This can only be actioned by the Head Teacher who will gather all evidence about the pupil and use it to inform their decision.

Examples of offences that could result in permanent exclusion include:

- persistent poor behaviour which has not improved following sanctions and interventions;
- serious actual or threatened violence against another pupil or staff member;
- child on child abuse;
- bringing illegal items onto school site e.g. drugs, weapons.

See Suspension and Permanent Exclusion policy for further details.

Rewards

25. Rewarding positive behaviour

Walton Priory Middle School rewards pupils in many ways and actively celebrates the achievements of pupils. Positive conduct points are given through Arbor, parents and carers can log in to see single positive points. Achievements worth more than one point will send a notification to parents via Arbor.

Some ways in which pupils are rewarded are as follows:

- Positive conduct points can be given for class work, homework, helping others, looking after the environment, showing respect, attendance, participating in events and other praise-worthy achievements.
- Head teacher award certificate and badge
- Beacon Student award badge (*see appendix 5 for clarification*)
- Word Millionaire certificate and badge
- Subject postcards
- Presentation in assemblies
- Lunchtime certificates
- Positive feedback on pupils' work
- Book tokens and other tokens/gifts in recognition of achievement
- Termly Enrichment days
- Half termly rewards and certificates

Positive conduct point thresholds

- 20 points for Head Teacher award
- 10 points for Beacon Student award
- 10 points for Subject postcard
- 10 points for Word Millionaire
- 10 points for other certificates e.g. winning competition internal/external
- 5 points for representing the school/taking part in competitions
- 5 points for praise from SLT
- 5 points for positive phone calls home
- 1 point for many achievements, for example; hard work, respect, helping their peers, polite, kind.

Our positive points also have a link with our careers curriculum and the 10 key competencies we encourage through many aspects of school life. Qualities such as; can do attitude, positivity, self-awareness, resilience, time management, honesty, communication, confidence, problem solving and team work.

Conduct points

Conduct points are calculated by taking the total number of positive points minus the total number of negative points. All pupils will start the year with 100 positive conduct points. This is considered to be the fairest way to recognise overall achievement.

Total conduct points will be calculated at the end of the penultimate week within each half term, assemblies with certificates and rewards matching the points totals will be given during the final week of each half term.

Number of points	Reward		
	Autumn	Spring	Summer
150	Skip to the front of the queue pass		
200	Hot chocolate	Toast a marshmallow	Ice lolly
250	Chromebook games/other chosen activity (30 minutes)		
300	Breakfast with Head Teacher (45 minutes approx.)		
400	Short film and popcorn/pizza (1 hour 15 mins approx.)		
500	Extra-curricular or cooking session (1 hour 30 mins approx.)		
600+	Afternoon offsite at the park		

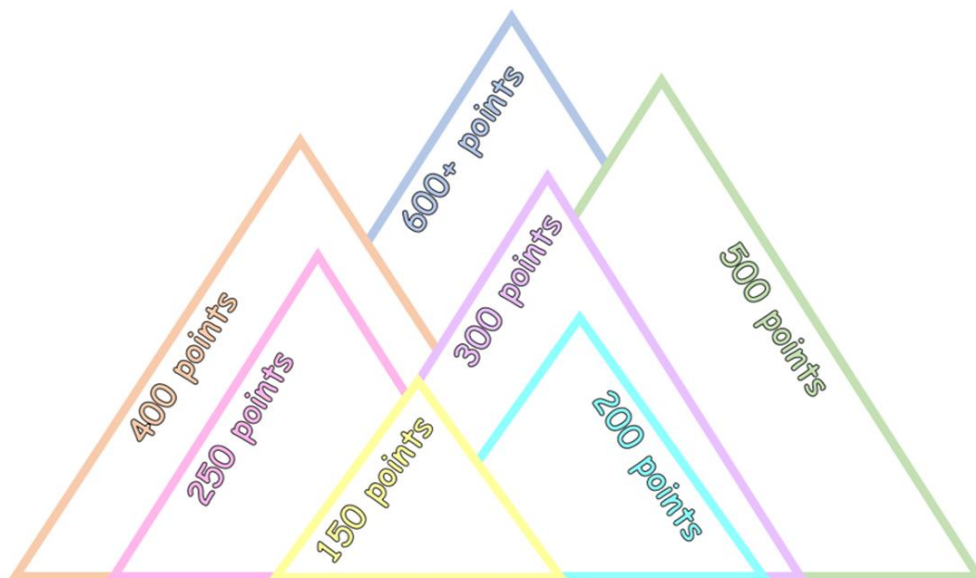
PN: If 600 points are achieved in the last half term of the academic year, the final date for totalling the points will be the last school day in June. This allows time for the appropriate arrangements to be made for your child to receive their reward.

PN: Staff and pupil voice were consulted when redesigning our rewards.

Achievement mountain (Appendix 6)

Achievement mountain

Climbing to success



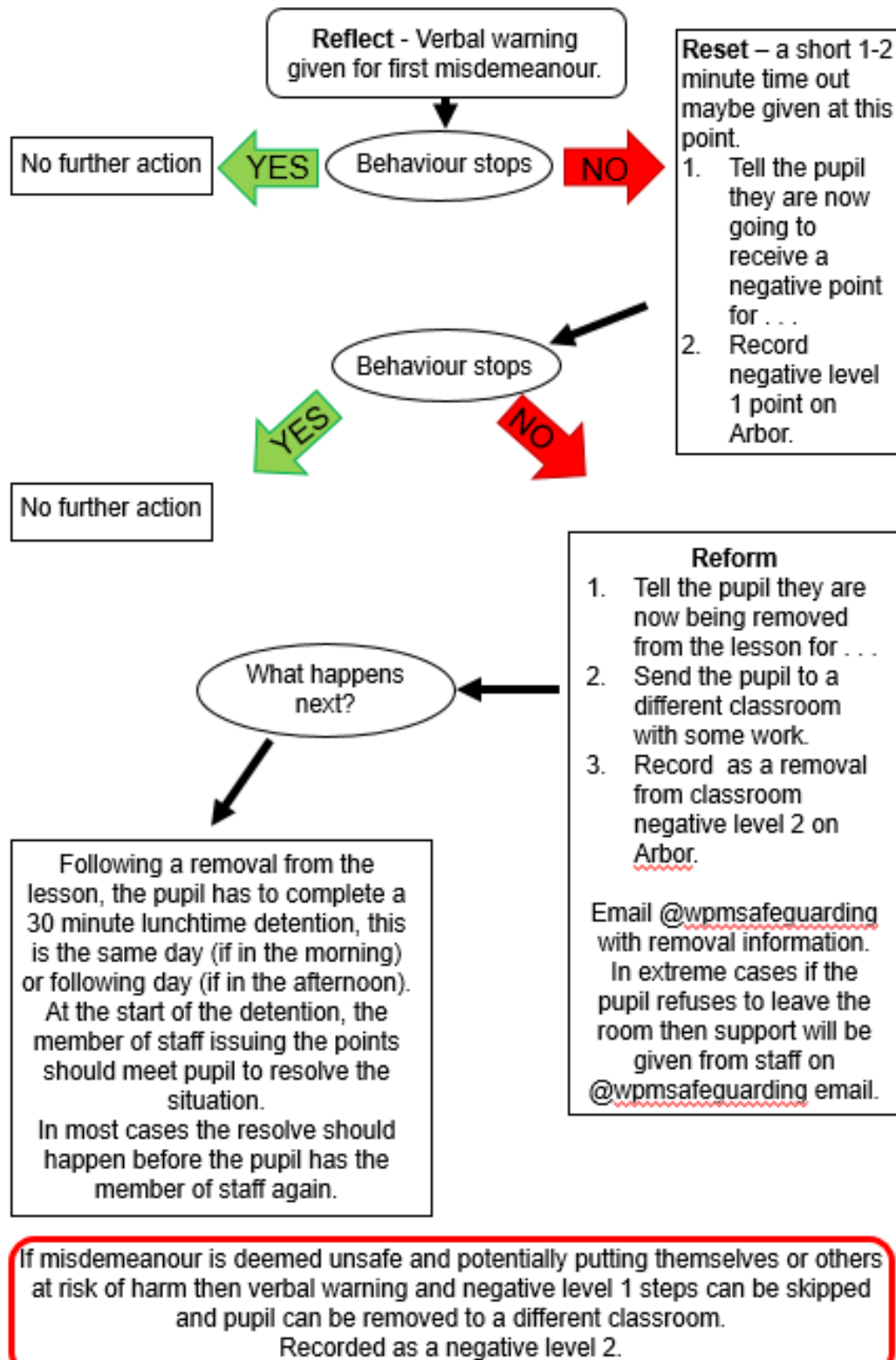
APPENDIX 1

Behaviour Essentials

- Walk in off the yard in an orderly manner when the whistle is blown at the start of the day and at the end of break and lunchtime
- Line up outside the classroom quietly
- Enter the room quietly and ready to learn
- Answer the register in a formal and polite manner
- Be prepared for learning (equipment, uniform and homework)
- Participate in lesson actively and to the best of your ability
- Remain seated unless instructed to move
- Follow instructions first time
- Be polite and respectful to all pupils and staff, this includes no rudeness and answering back
- Raise your hand to engage with the teacher in the classroom
- Be resilient to find solutions to problems and resourceful in asking questions
- Tell the truth and accept responsibility for your actions.

APPENDIX 2

Flow chart for classroom sanctions and removal



If the removal of a pupil fails in the original classroom choice then staff should email @wpmsafeguarding and the pupil will be removed to the Resolution room.

APPENDIX 3

Definitions

Poor Behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform (see separate uniform policy)

Serious poor behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)

APPENDIX 4

Pupil report card - example

Original document in staff shared area

Weekly Report Card

Name: _____

Class: _____



Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM Tutor	1 2 Sig: _____	1 2 Sig: _____	1 2 Sig: _____	1 2 Sig: _____	1 2 Sig: _____
Lesson 1	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____
Lesson 2	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____
Break					
Lesson 3	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____
Lesson 4	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____
Lunch	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____
PM Tutor	1 2 Sig: _____	1 2 Sig: _____	1 2 Sig: _____	1 2 Sig: _____	1 2 Sig: _____
Lesson 5	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____	1 2 3 Sig: _____
Tutor Comments	1 2 Sig: _____	1 2 Sig: _____	1 2 Sig: _____	1 2 Sig: _____	1 2 Sig: _____
Totals					

Behaviour Report Guidelines for Pupils

- Daily Point Target:**
Pupils must achieve a minimum of **18 points** each day. Points are earned based on behaviour and effort during lessons or activities, with a maximum of **3 points per session**.
- Scoring Criteria:**
 - 1 Point:** Behaviour or effort falls below expectations, including poor behaviour, lack of effort, or any other negative conduct.
 - 2 Points:** School expectations are met (normal behaviour and effort).
 - 3 Points:** Exceptional behaviour and effort, exceeding the school's standard of excellence ('The Walton Way').
- Staff Responsibility:**
At the end of each lesson or activity, the staff member supervising must **score the pupil and sign the behaviour report** to confirm.
- Consequences for Missing Requirements:**
A negative conduct point must be logged on Arbor in the following situations:
 - If the behaviour report is lost.
 - If the pupil fails to have the report signed and scored by the appropriate member of staff.

APPENDIX 5

Beacon Student Status

A pupil can earn Beacon Student Status by consistently demonstrating our three core values, upholding high expectations set by staff and by showing how they go above and beyond.

Staff can nominate those pupils they think have achieved the above to their Head of Year who will make the final decision (looking at the whole picture) and will present the badge in assembly.

Each year group has a different coloured badge:

Red – Year 5

Blue – Year 6

Yellow – Year 7

Green – Year 8

APPENDIX 6

Achievement mountain



This design will be used on displays around school and within half termly reward assemblies as a visual aid to support our pupils in climbing to success. It works alongside our table of rewards.

APPENDIX 7