ACET

Striving for **Excellence**
Empowering Achievement
Shaping **Learning**

Waverley Primary Academy

Behaviour & Rewards Policy

DATE: Octoberber 2026
POLICY LEAD: Principal
APPROVED BY: LGB

Excellence Equity Empowerment

DOCUMENT CONTROL		
Policy Level	Primary	
Approved By	LGB	
Approval Date	October 2025	
This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statuory or legislative changes, in line with best practice		
Policy Lead / Author	Rachel Bolton	
Version Number	***Date Issued***	***Updated Information***
Please complete this section with a brief summary of the changes you have made or if this is a full re-write / new policy. The contents of this version control box will be shared with trustees / the LGB as part of the approval process – Thank you		
V1	OCTOBER 2022	
V2	DECEMBER 2023	Principal name changed
V3	OCTOBER 2024	Small changes. Anti-bullying section added
V4	OCTOBER 2025	Small changes. SIMs references changed to CPOMs.
V5	OCTOBER 2026	Full re-write

1. Introduction & Vision

At Waverley Primary Academy, we are committed to creating a safe, nurturing and positive learning environment where every child can thrive. Our behaviour policy is underpinned by our core values of

- Safety
- Pride
- Respect
- Kindness and
- Resilience

The 'Fabulous 5' are embedded throughout all aspects of school life.

This policy sets out our approach to promoting positive behaviour, supporting pupils to make good choices, and responding consistently and fairly when behaviour falls short of our expectations.

We believe that excellent behaviour is essential for effective learning and that all members of our school community have a responsibility to uphold our high standards.

2. Roles and Responsibilities

The Governing Body

The governing body is responsible for reviewing and approving this behaviour policy and monitoring its implementation and effectiveness.

The Principal

The Principal is responsible for:

- Implementing this policy consistently throughout the school
- Ensuring staff receive appropriate training and support
- Making decisions regarding suspensions and exclusions
- Reporting to governors on behaviour matters

The Behaviour Lead

The Behaviour Lead is responsible for ringing parents when a pupil reaches Step 6 (3 x Reflection Time in one half term) and supporting staff with behaviour management strategies.

All Staff

All staff are responsible for:

- Modelling the ACET Core Values and the WPA 'Fabulous 5'
- Being consistent in their expectations, language and routines
- Addressing any breaches of the academy rules in all areas of school
- Implementing the stepped response system fairly and consistently
- Recording behaviour incidents appropriately on CPOMs

Pupils

Pupils are expected to:

- Follow the school rules and expectations at all times
- Treat others with respect and kindness
- Take responsibility for their actions
- Support a positive learning environment

Parents and Carers

Parents and carers are expected to:

- Support the school's approach to behaviour management
- Work in partnership with staff to address any concerns
- Reinforce expectations at home
- Attend meetings when requested

3. Our Approach to Behaviour Management

3.1 Key Principles (see appendix 1 Key Messages poster)

Our behaviour approach is built on four key messages:

Connection before Correction

Staff will always try to begin each interaction on a positive note by being interested and building a rapport with pupils. They will ask pupils to correct a small behaviour concern once a connection has been made.

Over & Above Recognition

Staff will persistently catch pupils making good choices/doing the right thing and praise them for this. Staff will follow a clear and consistent reward approach. Staff will share successes with parents and carers.

Relentless Routines

Expectation posters are displayed in all areas of school for staff to refer to and reinforce. Staff will meet and greet pupils each morning and afternoon. Staff will ensure pupils line up and move around school safely and quietly. Expectations in assembly and the dining hall are high. Staff will ensure smooth transitions in lessons to maximise learning time.

Consistent Adult Behaviour

Staff will model the ACET Core Values and the WPA 'Fabulous 5'. Staff will be consistent in their expectations, language and routines. Staff will address any breaches of the academy rules in all areas of school.

3.2 The Fabulous 5 Core Values

All members of our school community are expected to demonstrate:

Safety – You show safety by following instructions, rules and expectations and thinking before you act

Pride – You show pride by having high expectations for yourself and always trying your best

Respect – You show respect by caring about your environment, how other people feel and the impact your actions can have

Kindness – You show Kindness by being friendly, helpful and thoughtful and by making sure everyone feels included

Resilience – You show resilience by having a positive attitude, bouncing back after challenges and never giving up

4. Rewards & Recognition (see apeendix 2 Praise & Rewards poster)

We believe in celebrating success and recognising positive behaviour. Our rewards system includes:

4.1 Dojo Points

- 1 dojo point will be awarded for displaying any of the Fabulous 5 e.g. good listening, teamwork, being helpful, use of oracy skills, great work, presentation, not giving up, tidying, homework.
- 5 dojo points will be awarded for the weekly Fab 5 and PE star winners.
- 10 dojo points may be awarded for a standout situation where pupils have gone above and beyond or excelled in a particular area.

4.2 Weekly Awards

- Fab 5 Awards are handed out weekly to 2 pupils in each class. All pupils will receive at least 1 certificate each year.
- Phonics Stars – Each day a Phonics Star will be chosen from each FS & KS1 Phonics group. This person will receive 5 dojos and a sticker.
- Times Table Champion – Each week a Times Table Champion will be chosen from each KS2 class. This person will receive 5 dojos and a sticker.

4.3 Additional Recognition

Praise is given by all staff when pupils are caught doing the right thing. Dojo points are awarded consistently by all members of staff in all areas of school. Stickers and small certificates are shared in class. Excellent work is shared with a member of the leadership team.

Individual classes/year groups may introduce an additional reward to inspire their pupils.

5. Behaviour Expectations and Consequences (see appendix 3a & 3b Stepped Response posters)

5.1 Classification of Behaviour Incidents

We categorise behaviour incidents into three levels:

- Low-level Incidents
- High-level Incidents
- Serious Incidents

Examples of each level can be found on the Stepped response poster (appendix 3a)

5.2 Stepped Response System (appendix 3b)

- We use a clear stepped response system to address behaviour concerns:
- Step 1: Ask – "I am asking you to…. because"
- Step 2: Tell – "I am telling you to…. because"
- Step 3: 5-minute time out outside the classroom
- Step 4: 10-minute time out with the Key Stage Leader
- Step 5: Reflection Time in the hall with the Leadership Team. Class teacher to email parents.
- Step 6: 3 x Reflection Time in one half term. Behaviour Lead to ring parents.

For **low level incidents** staff begin at step 1.

For **high level incidents** staff begin at step 4.

Serious incidents result in internal exclusion with KS Lead & the Behaviour Lead ringing parents

5.3 Fixed Term Suspension/Permanent Exclusion

The Principal, or Vice Principal in their absence, may decide to suspend a pupil as a last resort in response to serious or persistent breaches of this policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Suspension will only be used when:

- Other strategies and interventions have been tried without success, or
- The incident is so serious that immediate action is required

Further information can be found in the ACET Suspensions & Permanent Exclusions Policy.

5.4 Resolutions

Following any incident, a resolution will be implemented. This may be:

- Logical e.g. tidying the mess created, an apology
- Educational e.g. completing unfinished task, a restorative conversation
- Protective e.g. staffing change, movement break, safe space

6. Behaviour Investigations (see appendix 4 Investigations poster)

6.1 Investigation Process

When investigating an incident staff will begin by asking 4 key questions:

1. What happened?
2. What was the pupil thinking and feeling?
3. Who has been affected?
4. What do we need to do to make it right? / What are the next steps?

Additional questions may be asked that are specific to the incident/as a follow up to a pupil's response.

6.2 Key Vocabulary

Mistake - an unintentional error with no intent

Incident - an event that requires investigation

Breach of Behaviour Policy - a more serious, deliberate action

Resolution – how we are going to fix the situation

6.3 Recording

Staff will make accurate notes on what each pupil says. Conversations/witness statements will be recorded on CPOMs. The outcome of the investigation will be recorded on CPOMS.

7. Racist Incidents

Racist incidents are always investigated by the Principal, or Vice Principal in their absence. All incidents of a racist nature are reported to the Chair of Governors, logged on CPOMs and a central record will be kept for monitoring purposes by the Principal. All parties involved in the incident will be spoken to as the basis of an investigation. Parents of the victim and perpetrator will be informed of the incident and the actions taken will then be then logged onto CPOMs. The perpetrators involved in a racial incident will be spoken to about the seriousness of their actions and receive a consequence.

8. Sexist Incidents

Sexist comments are those which discriminate based on sex. We want everyone to feel included, respected and safe in our academy. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Record the incident on file
- Support and educate them to improve their behaviour

- Monitor their behaviour for any recurrence
- Escalate the sanction if there is a repeat of the incident, inviting the perpetrator's parents/carers to a meeting with the Principal.

9. Anti-bullying

Bullying is defined as the repetitive, intentional harming of 1 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 can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Bullying related to sexual orientation	Homophobic, biphobic and transphobic
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of the internet, such as email and internet chat; Twitter/Facebook/Snapchat/Whatsapp misuse, mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities, i-pad, games consoles
Prejudicial bullying	Against peoples protected characteristics – race, religion, faith and belief. Bullying related to ethnicity, nationality and culture. Bullying related to a person's special needs.

At Waverley Primary Academy, bullying of any kind is not acceptable.

9.1 Combating bullying

WPA is aware that bullying must be tackled on two levels, by focusing on preventative work, but also by responding appropriately when incidents do occur. We constantly work hard to improve behaviour and encourage children and young people to manage their own behaviour. We teach our pupils that as well as having rights, the choices they make will also bring responsibilities.

We use the following strategies to ensure that we have a clear, consistent and effective approach to anti-bullying:

- An agreed definition of bullying with a base line measurement, as the beginning of an awareness raising campaign
- A strong ethos, promoting tolerance and respect for difference and diversity
- Positive leadership from senior staff and governors on tackling bullying
- A planned approach in the Personal Development / PSHCE curriculum and tutorial programme to the issue of bullying in a context which promotes self-esteem and confidence in relationships
- Regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying and to equip them with ways of responding to it
- Periodic consultation with students (via the school council) to inform the academy's knowledge of bullying
- Adequate supervision during break and lunch times
- Encouraging co-operative behaviour

9.2 Investigating reports of bullying

When a bullying/ alleged bullying incident is reported the following are agreed school procedures:

- A nominated member of staff, e.g. Principal, Vice Principal, Assistant Vice Principal is informed
- The nominated staff will ensure the immediate safety of all staff, pupils and property (where necessary)
- Any injured child/children or staff member will receive appropriate medical attention as soon as is practicable
- The incident/s will be investigated fully
- All parties will be interviewed separately to establish the facts without apportioning blame
- All incidents will be recorded, including the facts of the incident, action taken and a report of the follow up interviews.
- Parents/carers of all parties will be contacted
- Appropriate sanctions and support will be discussed and agreed upon
- Follow up discussions will take place within 2-3 weeks

9.3 Supporting students

Pupils who have been bullied will be supported by:

- providing pastoral support and guidance
- offering them the chance to discuss how they feel with a designated member of staff
- assistance with re-building self-esteem and confidence
- providing on-going support, if required

Pupils who have perpetrated bullying will be supported by:

- discussing with them the concerns related to their actions and their need to change
- liaising with their parents/carers to support this change

- providing the appropriate education and support regarding the consequences of their behaviour / actions
- if the bullying was online, requesting content to be removed and reporting these accounts

10. Supporting Pupils with Additional Needs

10.1 SEND and Vulnerable Pupils

We recognise that some pupils may need additional support to meet behaviour expectations due to special educational needs, disabilities, mental health needs, or other vulnerabilities.

For these pupils, we will:

- Work with the SENDCo to identify underlying needs
- Put in place appropriate reasonable adjustments and support strategies
- Consider whether a behaviour support plan or risk assessment is needed
- Involve external agencies where appropriate
- Work closely with parents/carers

10.2 Individual Behaviour Plans

Where a pupil's behaviour presents ongoing concerns, an individual behaviour plan may be developed. This will:

- Identify triggers and early warning signs
- Set out specific strategies and interventions
- Include clear targets and review dates
- Be shared with all relevant staff and parents/carers

11. Online Behaviour

Pupils are expected to demonstrate the Fabulous 5 values in all online interactions. The school may respond to inappropriate online behaviour, including cyberbullying, that takes place outside school where it affects the welfare of pupils or staff.

12. Training and Support for Staff

All staff will receive:

- Induction training on this behaviour policy
- Regular updates and refresher training
- Access to support and guidance from senior leaders
- Opportunities to share good practice

Specific training will be provided for staff on:

- De-escalation techniques
- Restorative approaches

- Supporting pupils with SEND and mental health needs
- Physical intervention (for authorised staff)

13. Partnership with Parents and Carers

We believe that effective behaviour management requires strong partnerships between school and home. We will:

- Communicate expectations clearly to parents/carers
- Share information about behaviour incidents promptly
- Involve parents/carers in developing support strategies
- Celebrate successes with families
- Provide guidance on supporting positive behaviour at home

14. Monitoring and Review

14.1 Monitoring

The Principal and senior leaders will monitor:

- Behaviour incidents and patterns
- Use of rewards and sanctions
- Effectiveness of interventions
- Staff confidence and consistency

Behaviour data will be analysed regularly to identify trends and inform improvement strategies.

14.2 Review

This policy will be reviewed annually by the Principal and governing body, or sooner if required by changes in legislation or school circumstances.

The views of pupils, staff, and parents/carers will be sought as part of the review process.

WPA Behaviour Key Messages


Safety


Pride


Respect


Kindness


Resilience

Relentless Routines

Expectation posters are displayed in all areas of school for staff to refer to and reinforce.

Staff will meet and greet pupils each morning and afternoon.

Staff will ensure pupils line up and move around school safely and quietly.

Expectations in assembly and the dining hall are high.

Staff will ensure smooth transitions in lessons to maximise learning time.

Connection before Correction

Staff will always try to begin each interaction on a positive note by being interested and building a rapport with pupils.

They will ask pupils to correct a small behaviour concern once a connection has been made.

Over & Above Recognition

Staff will persistently catch pupils making good choices/ doing the right thing and praise them for this.

Staff will follow a clear and consistent reward approach.

Staff will share successes with parents and carers.

Consistent Adult Behaviour

Staff will model our the ACET Core Values and the WPA 'Fabulous 5'.

Staff will be consistent in their expectations, language and routines.

Staff will address any breaches of the academy rules in all areas of school.

Appendix 1

WPA Behaviour Praise & Rewards


Safety


Pride


Respect


Kindness


Resilience

Rewards

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Fab 5 Awards are handed out weekly to 2 pupils in each class. All pupils will receive at least 1 certificate each year.

Stickers and small certificates are shared in class.

Excellent work is shared with a member of the leadership team.

Dojo Points

1 dojo point will be award for displaying any of the Fabulous 5 e.g. good listening, teamwork, being helpful, use of oracy skills, great work, presentation, not giving up, tidying, homework,

5 dojo points will be awards for the weekly Fab 5 and PE star winners

10 dojo points may be awarded for a standout situation where pupils have gone above and beyond or excelled in a particular area

Phonics Stars

Each day a Phonics Star will be chosen from each FS & KS1 Phonics group. This person will receive 5 dojos and a sticker.

Times Table Champion

Each week a Times Table Champion will be chosen from each KS2 class. This person will receive 5 dojos and a sticker.

Additional

Individual classes/ year groups may introduce an additional reward to inspire their pupils.

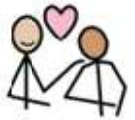
Appendix 2

WPA Behaviour Stepped Response


Safety


Pride


Respect


Kindness


Resilience

Low-level Incidents

Not following instructions

Saying a hurtful comment

Running inside the building

Refusing to complete a set task

Talking over a member of staff

Throwing a piece of equipment

Walking out of a lesson

Damaging school property

Not returning to class on time

Eating during a lesson

Making noises or comments to purposefully be disruptive

Low-level Incidents
Fresh start after every lesson

High-level Incidents

Intentionally damaging school property

Intentionally damaging or taking another child's property

Use of inappropriate language

Fighting

Spitting

Throwing a large item

Verbal abuse to a member of staff

High-level Incidents
Fresh start after each half term – number recorded back to 0.

Serious Incidents

Violence towards staff

Deliberately hurting another child

Setting the fire alarm off

Trying to leave the school premises

Serious Incidents
Fresh start after internal exclusion / suspension

Appendix 3a

WPA Behaviour Stepped Response


Safety


Pride


Respect


Kindness

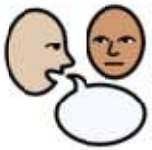

Resilience

Low-level Stepped Response



1. Ask

"I am asking you to.... because"



2. Tell

"I am telling you to.... because"



3. 5-minute time out

outside the classroom

High-level Stepped Response



4. 10-minute time out

with the Key Stage Leader



5. Reflection Time

In the hall with the Leadership Team.
Class teacher to email parents



6. 3 X Reflection Time

in one half term.
Behaviour Lead to ring parents

Serious Incidents - Internal exclusion with KS Lead & Behaviour Lead to ring parents/ Suspension



7. Resolution

Logical/ educational/ protective

Recording on CPOMs
Step 5 - class teacher
Step 6 - Behaviour Lead

Appendix 3b

WPA Behaviour Investigations


Safety


Pride


Respect


Kindness


Resilience

Investigation

When investigating an incident staff will begin by asking 4 key questions –

1. What happened?

2. What was the pupil thinking and feeling?

3. Who has been affected?

4. What do we need to do to make it right? / What are the next steps?

Additional questions may be asked that are specific to the incident / as a follow up to a pupil's response.

Recording

Staff will make accurate notes on what each pupil says.

Conversations/ witness statements will be reordered on CPOMs.

The outcome of the investigation will be recorded on CPOMS.

Vocabulary

Mistake - an unintentional error with no intent

Incident - an event that requires investigation

Breach of Behaviour Policy - a more serious, deliberate action

Resolution – how we are going to fix the situation

Resolutions

Logical e.g. tidying the mess created, an apology

Educational e.g. completing unfinished task, a restorative conversation

Protective e.g. staffing change, movement break, safe space

Appendix 4