

# Culture and Character Policy

Acton CEVC Primary School



Strive - Support - Succeed

|                     |                     |                           |
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| <b>Approved by:</b> | Standards Committee | <b>Date:</b> January 2026 |
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| <b>Last reviewed on:</b> | January 2026 |
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| <b>Next review due by:</b> | January 2028 |
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## Overview

Why not a Behaviour policy?

Everyone at Acton CEVC Primary School is expected to strive, support and succeed. Our Christian Vision is informed by a shared understanding of 1 Peter 3:8 – “Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble.” The guidance of our motto and vision, sets the culture of our school and enables us to develop the character of our pupils, as they each work to become an Acton Child.

With a keen understanding of the need for all members of our school community to work together and grow together, we instil high expectations for all in the promotion and practise of positive learning behaviours. Children are responsible and accountable for their own decisions and actions: we expect them to strive within the structure of support we provide. Pupils’ positive attitudes to learning and conduct in lessons and around the school are highlighted and their success is celebrated, positively impacting achievement and helping to knit our community together. We promote compassion, humility and empathy in our approach across the school.

The key to our success is wholly dependent on each and every one of us applying consistency in our responses and being able to respond in an emotionally intelligent and compassionate way to all forms of behaviour. Regardless of the starting points of individual children, high standards of behaviour are expected and will be promoted by all and at all times.

## Purpose of the Culture and Character Policy

To provide simple, practical procedures for staff and children, that

- Foster the belief that there are no ‘bad’ children, just ‘bad choices’
- Reinforce the understanding that all behaviours are methods of communication
- Encourage children to recognise alternative choices and choose ones that follow our school motto - Strive, Support, Succeed
- Promote compassion, sympathy and love, through an expectation of like-mindedness and humility
- Teach appropriate behaviour through positive intervention and reparation
- Recognise individual behavioural norms and respond appropriately, valuing progress
- Develop and foster a restorative practice approach to supporting the children while at school.

## Shared Values

All members of staff will hold the highest expectations, modelling the behaviour we expect from the children. This also extends to any visitor coming into our school and any parents or carers on our school grounds. Positive and productive relationships with children are central to producing an outstanding culture of positive behaviour choices. All staff and governors have been consulted during the formation of this policy and are required to follow the procedures outlined. Adults take the lead with children who struggle to maintain positive relationships, as behaviour is a means of communication. The actions of all adults form our culture and it is imperative that all

adults recognise the key role they take in influencing the character and conduct of our pupils.

At Acton, good behaviour is the expectation and not the exception. We acknowledge that good behaviour is a key contributor to being an Acton Child: it is the minimum standard. We promote in our children a sense of like-mindedness: a feeling of belonging to a community striving together towards a common goal, rather than blind obedience. We expect that children behave consistently whilst in school and beyond the school gate (travelling to or from school, taking part in any school organised or related activity, wearing school uniform or in some way identifiable as a pupil at the school). Adults manage and influence behaviour; children are responsible for the choices they make. All stakeholders, staff, pupils, governors and parents at our school are expected to embody the Acton Vision (1 Peter 3:8).

At Acton, we promote positive behaviour choices through the following practices:

- We value each interaction as an intervention
- We follow up
- We teach routines
- We do not allow strong and negative emotions to dictate adult responses to behaviours children exhibit at school, instead using scripted interventions (See Appendix 1)
- We step our consequences by using our sanction cycle (See Appendix 1)
- We promote positive self-esteem, self-discipline and self-regulation
- We treat every child as unique and precious
- We take time to talk and restore with all involved using Mindful Meetings (See Appendix 2)

## Recognition

We ensure the success of each of our pupils is regularly recognised, through judicious use of Star of the Week certificates, Headteacher Awards, sharing work with other members of staff, generous application of positive verbal or written praise and consistent awarding of house points.

## Expectations

In order to empower our school community to fully inhabit our motto: Strive, Support, Succeed, our expectations for all members of staff at Acton CEVC Primary School are as follows:

1. Daily Meet and Greet; End and Send
2. Consistently catch children doing the right thing with sincere and timely praise appropriate to the child
3. Pick up on children who are failing to meet expectations – follow the Sanction Cycle consistently and deliver sanctions with dignity (See Appendix 1)
4. Use Scripted Interventions (See Appendix 1)
5. Refuse to shout unless safety has been compromised
6. Promote “Fantastic Walking” throughout the school by all at all times
7. Praise in public, Remind/reprimand in private
8. Lead reparation with Mindful Meetings (See Appendix 2) with all involved in any incidents.

9. Sanctions are appropriate, proportionate and time-critical

### **Safeguarding and Support**

Acton is a Church school and we recognise that all behaviour is a form of communication. When children don't have the language to explain how they feel and what they want or need, they may express themselves through their behaviour. We use Zones of Regulation (See Appendix 3) to help the children identify and understand their feelings.

Children could be communicating a range of things including

- That a basic need has not been met e.g. they are hungry, tired, thirsty, hot/cold
- That there is a sensory overload or discomfort e.g. it's too noisy, their t-shirt label is itching
- A feeling that they cannot manage e.g. they can't do the work, a previous memory has been triggered (e.g. by a song or the colour of someone's jumper), or in their opinion a rule has not been applied consistently.

The expectation at Acton is that all staff support children to make the connections between experiences, contexts and language and help them to be emotionally resilient and competent.

Some children may have great difficulty managing self-regulation and self-discipline and this may lead/require staff to question if a safeguarding concern is being communicated. At this point, safeguarding procedures will be followed in line with the school Safeguarding and Child Protection Policy.

Some children may require significant support in the form bespoke risk assessments and behaviour support plans matched to need and that consider the school's legal duties under the Equality Act 2010, in respect of SEN (Special Education Needs).

### **Working with Parents, Carers and Guardians**

In this paragraph, please read the word "parents" as to include parents, carers and/or guardians. Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will aim to be positive in the main. However, mindful meetings for negative behaviour may also involve parents and carers as the needs of the individual child dictates. Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents must work in partnership. Simple agreements that give the child the same message have maximum impact. The 'pincer movement' between a professional and a parent is very hard to escape. School will actively support parents in managing their child's behaviour in a consistent manner. Parents must accept responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate, parents may be asked into school to help support the school in the management of their child's behaviour.

### **Confiscation, banned items and searching pupils**

The Headteacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. The Headteacher and teaching staff

have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present. Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol • drugs • stolen items • knives • weapons • cigarettes • e-cigarettes and vaping products • pornographic material • fireworks • any mobile/electronic device including mobile phones • anything else perceived to pose a threat to pupils at the school

### **Implementation:**

It is the responsibility of the Headteacher and all the staff to implement the school Culture and Character policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school, alongside the staff. The Headteacher supports the staff by enabling all staff to implement the policy. The Headteacher supports the staff by setting the standards of behaviour. The Headteacher is supported in this role by the SENCo and Senior Leadership Team.

### **Monitoring**

Individual Risk Assessments and Behaviour Support Plans will be monitored by the SENCo and staff working with the particular child, including all class-based staff, not solely the 1:1 staff member. The Senior Leadership Team and Headteacher can also give support in this area where required. Internal or external suspensions and Permanent Exclusions will be recorded and monitored by the Headteacher, Senior Leadership Team and the SENCo where appropriate. The Headteacher has the authority to exclude a pupil for acts of inappropriate and/or dangerous behaviour. Please see the school's Exclusions Policy for further details. Significant behaviour incidents (both positive and negative) are recorded on CPOMS by all staff. Incidents are monitored and reported to Governors by the Headteacher, Senior Leadership Team and SENCo where appropriate. Mindful Meeting Records will be kept, monitored and reported to Governors by the Senior Leadership Team via CPOMS. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body reviews the policy every two years. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

### **Outcomes:**

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school. It will be used to promote community cohesion. It will ensure the culture of the school leads each pupil to develop their character and become an Acton Child.

## APPENDICES

1. Scripted Interventions for the Sanction Cycle
2. Mindful Meeting Reflection Sheet
3. Zones of Regulation – Colours and Conduct

### Policy Update January 2026

| Section                                     | Update  |
|---|---|
| Purpose of the Culture and Character Policy | Added: Develop and foster a restorative practice approach to supporting the children while at school. |
| Expectations                                | Added: Sanctions are appropriate, proportionate and time-critical                                     |

## Appendix 1

### Scripted Interventions for the Sanction Cycle



|  |  |
|--|--|
| <p>Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message and (in some points in the cycle) walk away</p> |  |
| <p>1. REMINDER</p>   | <p>I noticed you are choosing to ..... (noticed behaviour)<br/>           This is a REMINDER that we need to strive/support/succeed. You now have the chance to make a better choice. Thank you.<br/> <b>Example - 'I notice that you are calling out. You are not supporting your classmates' learning. Please raise your hand if you wish to speak. Thank you.'</b><br/>           Walk away</p>   |
| <p>2. WARNING</p>  | <p>I noticed you are choosing to ..... (noticed behaviour) Are you feeling Yellow/Red/Blue? This is the second time I have spoken to you. We will speak after this lesson/in 2 minutes. If you choose to do this again you will need to (work at another table/work in another classroom / go to the quiet area etc.) Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation.<br/> <b>Example - 'I have noticed you are not ready to do your work. That means you are not ready to strive. Are you feeling Yellow? If you continue to make this choice then you will have to complete your work at break. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b><br/>           Walk away</p> |
| <p>3. TIME AWAY</p>  | <p>I noticed you are choosing to ..... (noticed behaviour)<br/>           You need to...(Go to quiet area /sit with other class /another table etc) Playground: You need to .....(Stand by other staff member/ me / sit on the bench etc.) I will speak to you in a few minutes about how to get to Green.<br/> <b>Example - 'I have noticed you chose to use rude words. That is not a way of supporting. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes about how to get to Green. Thank you for listening.'</b><br/>           Seek support if necessary (send lanyard to Office)</p>   |
| <p>4. REPARATION repair &amp; restore</p>  | <p>The child will have time to reflect upon their behaviour within a Mindful Meeting. The child will have an opportunity to share their side of a story, if this is needed before reflection. The Mindful Meeting is led by the adult who has sanctioned the child, and/or a member of SLT, if required.</p>   |
| <p>Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>                     |  |

Appendix 2

# Mindful Meeting Reflection Sheet



Name:

Year:

| Yellow                                 |  | Red                                |   |
|--|--|------------------------------------|---|
| Being distracted or distracting others |  | Saying unkind things               | Swearing                                |
| Talking when others are working        |  | Being rude and answering back      | Being physically or verbally aggressive |
| Not following instructions             |  | Not looking after school equipment | Deliberately damaging school property   |

|  |
|--|
| What happened?                                     |
|  |
| What impact did your actions have on other people? |
|  |
| How can you improve this situation?                |
|  |
| What would you do differently next time?           |
|  |

Signed.....

Date.....

Teacher leading meeting: .....

Child's name:

Year:


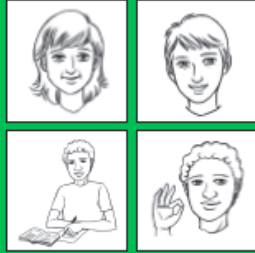


I have received my child's Mindful Meeting Reflection Sheet and discussed the matter with them.

Signed .....

Date:

Appendix 3

# The ZONES of Regulation®

|   |  |   |   |
|---|--|---|---|
|  |               |                             |                    |
| <p><b>BLUE ZONE</b></p> <p>Sad<br/>Sick<br/>Tired<br/>Bored<br/>Moving Slowly</p> | <p><b>GREEN ZONE</b></p> <p>Happy<br/>Calm<br/>Feeling Okay<br/>Focused<br/>Ready to Learn</p> | <p><b>YELLOW ZONE</b></p> <p>Frustrated<br/>Worried<br/>Silly/Wiggly<br/>Excited<br/>Loss of Some Control</p> | <p><b>RED ZONE</b></p> <p>Mad/Angry<br/>Mean<br/>Terrified<br/>Yelling/Hitting<br/>Out of Control</p> |

|   |   |   |   |
|---|---|---|---|
| <p>Withdrawing from learning</p> <p>Choosing not to interact with others</p> <p>Hiding away</p> <p>Anxious tummy ache</p> | <p>Looking at the person who is talking</p> <p>Listening to what others say</p> <p>Following instructions at the first time of asking</p> <p>Sharing and being polite to others</p> <p>Focusing on work</p> <p>Contributing to class discussions</p> <p>Holding doors open</p> <p>Looking after school equipment</p> <p>Keeping the classroom tidy</p> <p>Using manners</p> | <p>Being distracted and distracting others</p> <p>Talking when other people are talking</p> <p>Not following instructions</p> <p>Saying unkind things</p> <p>Not looking after school equipment</p> | <p>Putting self or others at risk of harm</p> <p>Swearing</p> <p>Being physically aggressive</p> <p>Being verbally aggressive</p> <p>Deliberately damaging school property</p> <p>Being rude and answering back</p> <p>Using racist, sexist or any other language which discriminates against others</p> <p>Taking someone else's possessions</p> <p>Repeated or combined Yellow Behaviours</p> |
|---|---|---|---|

