

Viking Academy Trust



Wrap Around Behaviour Policy

The VIKING ACADEMY TRUST Behaviour Policy for Chilton Primary School has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 1 2025

Reviewed annually: Term 1

Last review date: Term 1 2025

Signed

A handwritten signature in black ink, appearing to read 'N. Roby', is written over a light-colored rectangular background.

Chair of Trust

Extended Schools Behaviour Policy

The Viking Academy Trust

Schools in the Viking Academy Trust (VAT)

Chilton Primary School Ramsgate
Arts Primary School Upton Junior
School

This Extended Schools Policy is specific to all three aforementioned schools. Extended Schools refers to Viking's Wrap-Around provision (breakfast and after-school club) and Viking Holiday Club.

1. Purpose

The purpose of the behaviour policy is to outline the expected standard of behaviour from all children attending Viking Academy Trust's Extended Schools Care (Breakfast and After-School Club and Holiday Club) so that every child can enjoy a safe and enjoyable time during their time at the provision.

The policy outlines how staff will:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how children are expected to behave**
- Outline our system of **rewards and sanctions**

Viking Academy Trust acknowledges that Wrap-Around Care and Holiday Club are not as formal as the school day and therefore some principles of existing school behaviour policies have been modified. However, the principles and expectations for children's behaviour remain the same.

Extended Schools Provision is a paid service and not an entitlement to every child attending a Viking Academy Trust School. Should the Extended Schools Leader or Head of School have concerns regarding the suitability of Extended Schools Provision for a child, this will be explained to parents and carers.

Behaviour Principles:

- Every child understands they have the right to feel safe, valued and respected
- All children and staff are free from any form of discrimination
- Staff set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- Children are helped to take responsibility for their actions
- Families are kept informed of any behaviour issues

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and Guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in Schools Guidance 2024](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Keeping Children Safe in Education 2025](#)
- [Preventing and Tackling Bullying 2017](#)

Child-on-Child Abuse

- As outlined in *Keeping Children Safe in Education (2025)*, child-on-child abuse (also known as peer-on-peer 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** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. This may include an online element which can facilitate, threaten and/or encourage physical abuse.
- **Sexual violence** such as rape, assault by penetration, and sexual assault. This may include an online element which can facilitate, threaten and/or encourage sexual violence.
- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- **Causing someone to engage in sexual activity without consent**, for example forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- **Consensual and non-consensual sharing of nude and semi-nude images and/or videos**, also known as sexting or youth-produced sexual imagery.
- **Upskirting** – which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal offence under the Voyeurism (Offences) Act 2019.
- **Initiation/hazing type violence and rituals**, which could include activities involving harassment, abuse or humiliation used as a way of initiating someone into a group, and which may also include an online element.
- This behaviour policy treats child-on-child abuse as serious misconduct and outlines sanctions in response, alongside safeguarding procedures to protect and support all children involved.

3. Bullying

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, name calling, mocking, gossiping, spreading hurtful and/or untruthful rumours, taunting, making offensive comments
Physical	Hitting, kicking, pushing, taking or hiding another’s belongings, any use of violence
Racial/Faith/Cultural	Racial taunts, graffiti, gestures
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 / online	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4. Staff

ALL Staff are responsible for:

- Building positive relationships with children
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Recording behaviour incidents

The Extended Schools Leader (Kerri Arthur) will support staff in responding to behaviour incidents.

4.1 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with staff promptly

5. Pupil Code of Conduct

Viking Academy Trust rules are:

- Be Ready
- Be Respectful
- Be Safe

Viking Academy Trust Safety Code:

- Remember to walk in and around school buildings
- Use toilets appropriately
- Tuck your chair in
- Make sure that an adult knows where you are
- Obey fire regulations
- Wash hands

Viking Academy Trust Playground Code:

- Walk sensibly down from the playground when asked
- Ask if you need to leave playground
- Follow instructions
- Listen to all adults
- Play safely (remember the things that are not allowed)
- Walk to and from the playground

Children are expected to:

- Follow the rules and safety & playground codes
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Show 'three good things' when asked to stop / listen to instructions

6. Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points
- Certificates
- phone calls home to parents
- Special responsibilities/privileges

Behaviour	Action
<p>Poor Conduct e.g. talking when someone else is talking; calling out, not showing three good things, general rudeness, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, not addressing staff or children appropriately.</p>	<p>Check in using a CALM script Connect- NAME are you okay? Attune/ Acknowledge – I notice you are talking, I know it can be tricky sometimes especially when you have something really exciting to say Limit – It is really important you don't talk when I am trying to do the register as I need to know everyone is here Motivate/ Model – I can't wait to talk to you in 10 minutes to hear all about what you want to tell me</p>
<p>Poor Conduct e.g. talking when someone else is talking; calling out, not showing three good things, general rudeness, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, not addressing staff or children appropriately.</p>	<p>Re-address the expectation. Verbal warning is given with an explanation of the issue with the behaviour – e.g. <i>the rule is be respectful and you are talking at the same time as me</i>, followed by an explanation of how the behaviour needs to improve.</p>
<p>Repeat of poor conduct and / or learning behaviour</p>	<p>A yellow card will be issued with explanation of why the card has been issued and what changes need to be made with conduct will be given and emphasised. A warning that it may be changed to a red card if improvements are not made will be given. Children are to be closely monitored and this card will be removed and praised when improvements in behaviour are observed. Yellow cards can be re-given once removed if behaviour begins to deteriorate again.</p>
<p>Yellow card remains without improvement</p>	<p>Logical consequence (e.g. time out). Parent informed</p>
<p>Yellow card issued and no improvement in behaviour / decline in behaviour during a session / additional poor behaviour in a session</p>	<p>The yellow card is exchanged for a red card. Issues with behaviour and how this must be improved are explained. Warning of consequence and next step explained. The red card can be removed completely if a child improves their conduct or can be exchanged for a yellow in response to how behaviour is improving.</p>

Red card remains without improvement	Logical consequence issued. ES Leader & HoS informed Parent informed of 1 st red and how behaviour can improve. Explain potential consequence of 3 red cards in a period of 6 weeks
2nd red card in period of 6 weeks	Logical consequence issued. ES Leader & HoS informed Parent informed of 2 nd red and warning of 3 rd red in a period of 6 weeks potential consequence
3rd red card in a period of 6 weeks	Logical consequence issued. ES Leader & HoS informed. HoS & DOE/EHT liaise with ES Leader to agree action and/or consequence. This may be a period of non-attendance for 6 weeks for either Breakfast Club or After School Club

Examples of Logical consequences	
Behaviour	Consequence
Unkind to peers whilst lining up	Must queue up with adult
Unsafe with scissors or equipment	Cannot use scissors or equipment for that session
Hurts another child	Is removed from play for a timed period
Throws resources around	Once regulated must pick them up with the support of an adult
Continually unsafe when playing football	Football privileges are removed for a fair amount of time.

Some behaviours will earn an automatic card or sanction:

Poor behaviour – Automatic yellow card + sanction	<p>Serious disruption Poor attitude and lack of respect to people and property Non-deliberate swearing / poor language use Lying Dishonesty Teasing / unkindness Silliness in toilets. Damage to equipment or property through lack of care and/or attention Walking away from a member of staff Leaving a room without permission Leaving the playground without permission Hurting child or member of staff by careless action or lack of attention to safety (not deliberate) Deliberate disrespect of environment – throwing paper towels / rubbish on the floor</p>
--	--

<p>Serious misconduct Automatic red card + sanction</p>	<p>Serious Name calling Pushing / shoving / barging Physical harm to others – hitting, kicking, throwing something, biting etc. Swearing Repeated lying after previous incidence Deliberate actions that can cause harm – pulling chairs away, shutting doors on people Unsafe or unsuitable behaviour in toilets – locking doors and crawling out, throwing water, any misuse of toilet paper, soap, paper towels etc. Playing with key-pads / codes / exit buttons around the school</p>
<p>Serious misconduct: removal of access to wraparound care.</p>	<p>Any behaviour which puts safety of children or staff at risk.</p> <ul style="list-style-type: none"> • Any form of bullying • Any form of child on child abuse • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Vandalism • Serious damage to property or equipment • Theft • Fighting • Physical or verbal aggression towards a child or member of staff • Physical assault of a child or member of staff • Racist, sexist, homophobic or discriminatory behaviour or language <p>Possession of any prohibited items (for which a search can be made). These are:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ▪ pupil)

Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection

- Anti-Bullying
- Acceptable Use
- Use of Mobile and Smart Technology and Social Media
- Exclusions Policy
- Staff Code of Conduct
- Online Safety
- Managing allegations
- Whistleblowing