



Alvaston Junior Academy



Behaviour Procedures



A Relationship-Based
Approach to Inclusion

— 2026-2027 —



Kindness



Positive
Relationships



Emotions &
Self-Regulation



Clear
Expectations



Restorative
Practice



At Alvaston Junior Academy, we are committed to providing a safe, welcoming and inclusive environment where every child feels **valued, supported** and **able to thrive**. We recognise the importance of emotional well-being in children's learning and development and, as an attachment aware school, we place positive relationships at the heart of everything we do. We work to foster strong, trusting connections between staff, pupils and families creating a culture where **everyone feels a sense of belonging**.



We recognise that **positive relationships** are the foundation of effective learning and behaviour. As an attachment aware school, we understand that children's **behaviour is a form of communication** and that experiences both in and outside school can influence how pupils respond to different situations. Our staff work to build secure, trusting relationships with pupils while maintaining **clear expectations** and **consistent boundaries**. We support children to understand and regulate their emotions, develop resilience and make positive choices so that every child can flourish both academically and personally.

Our approach is informed by current research and professional learning in attachment, trauma-informed practice and neuroscience, together with a range of respected publications and national guidance, all of which have shaped the principles and practices outlined within this policy. The following key texts and published guidance have helped inspire, influence and develop our school practice and this policy:

- The Kindness Principle: Making relational behaviour management work in school (Dave Whittaker) - This is our main research reference that underpins and informs our relationships and behaviour policy and we refer to its principles when developing and reviewing practice.

- The Whole Brain Child (Dr Dan Siegel and Dr Tina Bryson)
- The Boy Who Was Raised as a Dog (Dr Bruce Perry)
- When the Adults Change Everybody Changes (Paul Dix)
- Emotion Coaching Children and Young People in Schools (Louise Gilbert)
- The Zones of Regulation (Michelle Garcia Winner)
- Brighton & Hove: Developing an Attachment Aware Behaviour Regulation Policy (Sep 2018) [Developing an Attachment Aware Behaviour Regulation Policy](#)
- Know Me to Teach Me (Louise Michelle Bomber)
- Inside I'm Hurting (Louise Michelle Bomber)
- What About Me? (Louise Michelle Bomber)
- The Body Keeps the Score (Bessel van Der Kouk)
- Anna Freud Centre resources - [Schools And Colleges Early Support Service | Anna Freud](#)

Core Values of the Harmony Trust

1. **Respect and Acceptance:** Valuing each individual and promoting an inclusive environment where everyone feels accepted.
2. **Honesty and Integrity:** Upholding transparency and ethical behaviour in all interactions.
3. **Compassion and Kindness:** Encouraging empathy and support among students, staff, and the community.
4. **Resilience and Responsibility:** Fostering a sense of accountability and the ability to overcome challenges.
5. **Co-operation and Collaboration:** Promoting teamwork and effective communication to achieve common goals.
6. **Aspiration and Motivation:** Inspiring students and staff to strive for excellence and reach their full potential.

These values form our belief that all children deserve to learn in an environment that is **safe and secure**, where all children and staff are cared for, listened to and positively supported to achieve their best. We seek to be positive role models to our children, guiding and teaching them through our AJA **STARS**.



Principles of Behaviour at Alvaston Junior Academy

Our approach to behaviour is built around three key principles that underpin our daily practice:

- **Positive relationships** – establishing trusting, respectful relationships where every child feels valued.
- **Emotional regulation** – supporting pupils to recognise, understand and manage their emotions through calm, consistent adult responses.
- **Restorative practice** – enabling pupils to reflect on behaviour, repair relationships and learn from their experiences.



Following *The Kindness Principle*, we ensure that:

- ✓ It starts with kindness
- ✓ We maintain unconditional positive regard
- ✓ Our values are demonstrated in practice, not just written in policy
- ✓ We apply flexible consistency
- ✓ We build relationships through warmth, appropriate humour (banter), and trust
- ✓ We use the PACE approach (Playfulness, Acceptance, Curiosity, Empathy)
- ✓ We recognise that language matters and use it carefully and intentionally

Our Approach

At **Alvaston Junior Academy**, our approach to behaviour is informed by research into attachment, trauma-informed practice and child development. We understand that children's experiences can influence the way they think, feel and behave, and we respond in ways that promote positive relationships, emotional well-being and successful learning.

Our practice is underpinned by evidence from attachment theory and neuroscience. This means we recognise that:

- **Behaviour is a form of communication** and often reflects an underlying need or emotion.
- **Emotional well-being and learning are closely connected**, with children learning best when they feel safe, valued and supported.
- **Positive, trusting relationships** are fundamental to helping children develop confidence, resilience and self-regulation.
- **Consistent, calm and predictable responses** from adults help children understand expectations and make positive choices.
- **Mistakes provide opportunities for learning**, reflection and restoring relationships.

Positive Relationships

At Alvaston Junior Academy, we believe that strong, respectful relationships are the foundation of a positive school culture. We are committed to building trusting partnerships between pupils, staff and families, ensuring every child feels welcomed, valued and included. By fostering a strong sense of belonging, we help children develop confidence, resilience and the security they need to succeed both socially and academically.

The Senior Leadership and Pastoral Team are highly visible, engaging routinely with children and family members to ensure that the behaviour standards and culture of the school are set and maintained.

Supporting Emotional Regulation

We understand that learning to recognise and manage emotions is an important part of children's development. While all children benefit from guidance in developing these skills, some may require additional support due to their individual experiences. Staff respond with patience, empathy and consistency, helping children to identify their emotions, regulate their responses and develop strategies that promote independence and positive behaviour.

Creating Supportive Learning Environments

We recognise that the learning environment can have a significant impact on children's emotional well-being, concentration and behaviour. We aim to provide calm, organised and inclusive classrooms where children feel comfortable and ready to learn. Where appropriate, pupils may access quiet spaces, movement breaks or other strategies that help them remain engaged and emotionally regulated throughout the school day.

School leaders will ensure that all new staff are inducted into the behaviour culture of the school by the Behaviour Lead, or a member of the Senior Leadership Team, on or before their first day, so that they understand our ethos, academy rules and routines.

Trauma-Informed Practice

Our staff are committed to understanding how attachment, trauma and adverse childhood experiences can influence children's behaviour and learning. We strive to provide a consistent, predictable and nurturing environment where children feel emotionally and physically safe. When challenges arise, adults respond calmly, seeking first to understand the child's needs before supporting them to regulate their emotions, reflect on their behaviour and move forward positively.

Social and Emotional Development

Developing children's social and emotional skills is an integral part of life. Through our curriculum, daily interactions and positive role modelling, we teach children to communicate effectively, show empathy, solve problems, manage conflict and make responsible choices. These skills enable pupils to build positive relationships, contribute to the school community and become confident, respectful learners.

The Zones of Regulation

At Alvaston Junior Academy, we use the **Zones of Regulation** to help pupils develop a greater understanding of their emotions and learn effective strategies to manage them. This whole-school approach provides children with a shared language to recognise how they are feeling, understand that all emotions are normal, and identify ways to regulate their emotions so they are ready to learn.

Children are taught that emotions can change throughout the day and that moving between the different zones is a natural part of everyday life. The focus is not on avoiding particular emotions but on recognising them and choosing appropriate strategies to support emotional regulation.

- **Blue Zone** – Children may feel tired, unwell, sad or lacking energy. Staff encourage strategies such as movement, talking to a trusted adult, listening to music, or taking part in activities that help them feel more alert and engaged.
- **Green Zone** – This is the ideal zone for learning, where children feel calm, focused, happy and ready to participate. We encourage pupils to recognise when they are in the Green Zone and to develop habits that help them maintain this positive emotional state.
- **Yellow Zone** – Children may experience emotions such as worry, excitement, frustration or nervousness. Staff support pupils in using strategies including breathing techniques, sensory tools, movement breaks, positive self-talk or time to reflect, helping them regain a sense of calm and control.
- **Red Zone** – This zone represents very intense emotions, such as anger, panic or overwhelming distress. At these times, adults provide calm, supportive guidance to help children feel safe, regulate their emotions and recover. Strategies may include accessing a quiet space, speaking with a trusted adult, practising calming techniques or following an agreed personalised support plan.

Using the Zones of Regulation consistently across the school helps children build emotional awareness, develop self-regulation skills and become increasingly independent in managing their feelings. By providing a common language for emotions, we strengthen communication between pupils, staff and families and support positive behaviour and wellbeing.

The start of the school day

How the day begins sets the tone for learning. All children receive a warm welcome as they enter school. Senior leaders and members of the pastoral team greet children and parents on the main gate each morning. All teachers are ready to welcome the children as they enter the classroom by greeting each child by name, offering a warm smile and positive eye contact, engaging in brief conversations about their morning or interests, acknowledging and celebrating achievements or special events, supporting children who may need reassurance, and encouraging them to settle into their learning through a calm and positive start to the day.

To further support children's emotional well-being and readiness to learn, some pupils access our **Soft Landing** provision at the start of the school day. This offers a calm, welcoming environment where children can enjoy breakfast, engage in play-based activities and settle into school at their own pace. Soft Landing provides opportunities

for positive interactions with trusted adults and peers, helping children feel safe, regulated and prepared for learning before joining their class.

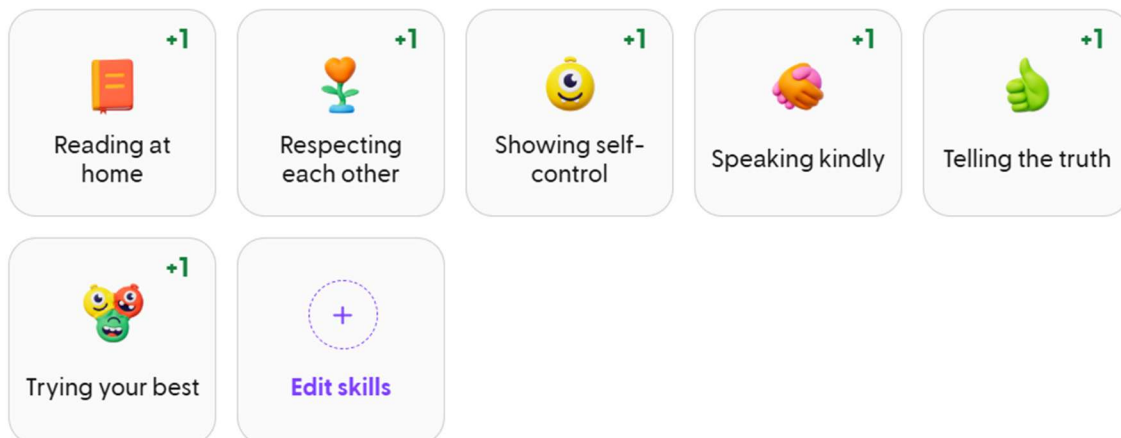
After the gate closure, members of the senior leadership and pastoral team complete a daily walk-round to identify children who may need targeted support.

Acknowledgement and Celebration

We believe every child deserves to feel valued and that their efforts, achievements and positive contributions should be recognised and celebrated. We use **ClassDojo** to strengthen the partnership between home and school, enabling us to share children's successes, celebrate personal achievements and maintain regular communication with parents and carers about their child's development.

ClassDojo supports our approach by recognising positive behaviour, effort, learning habits and our school values. While celebrating success is an important part of our school culture, our aim is to help children develop intrinsic motivation. Through positive relationships, consistent expectations and meaningful feedback, we encourage pupils to make responsible choices because they understand the value of these behaviours, not simply because they receive a reward, but because it is the right thing to do.

Children can earn Dojos points for:



Once awarded, a Dojo can never be taken away.

Each award will earn the pupil a certificate in assembly:

Bronze award = 100 DOJO points

Silver award = 200 DOJO points

Gold award = 300 DOJO points

Platinum award = 400 DOJO points

In addition, when pupils achieve their Dojo award, they are invited to the Dojo shop to choose a prize. The Dojo shop is in the principal's office and is open every day from 3pm. Pupils must be supervised by an adult and can take one prize per award.

CARROT Tokens

To develop the values of courtesy and respect across school, pupils can earn CARROT tokens. All adults, including office and lunch supervisors, will hand out 'CARROTS' when they spot pupils displaying courteous and respectful behaviours. This can be anything from walking sensibly along the corridors, outside of school, helping others, saying please and thank you or even holding a door open for someone, and showing courteous behaviour.

CARROTS are counted each week and a running total is shared with the children weekly in Friday's assembly. Once a class has reached 200 CARROTS, a class treat is rewarded which should be educational and will link to the curriculum areas for that term. Examples may include:

- Art/DT afternoon linked to the topic
- Sports activities
- Film linked to the topic
- Creative crafts such as cross stitching, weaving, clay, junk modelling

ALTON JUNIOR ACADEMY
BELIEVE • ACHIEVE • SUCCEED

CARROTS

Courtesy and Respect

★ **OUR CLASS TOTAL**

THIS TERM'S BEHAVIOUR TARGET

OUR SCHOOL VALUES

BELIEVE **ACHIEVE** **SUCCEED**

TOGETHER WE CAN EARN MORE CARROTS
BY SHOWING COURTESY AND RESPECT EVERY DAY!

Weekly Awards

Two pupils from each class will be awarded **Champion certificates** in Friday's assembly – this status awards children for demonstrating the weekly character competency (Word of the Week).

Classroom Based Systems

Individual teachers may develop reward systems within their own classes to explain, encourage and praise good behaviour.

Other Reward Systems in Place

- Good work can be shown to the class, another class, another adult in school or copied to send home.
- A visit to the Principal, Trust Senior Leaders, or Assistant Principals for commendations.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- Dojos, notes, positive postcard or texts can be sent home to inform parents of good work/behaviour.
- Recognition can be given to success of differing kinds in assemblies e.g. sports trophies and out of school achievements.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Best Class Attendance

Attendance is recognised as a key factor in promoting positive behaviour, wellbeing and successful learning. During Monday's whole-school assembly, we celebrate attendance by sharing and setting whole-school attendance targets, which are tracked on our attendance display for all to see. All staff actively promote and encourage daily attendance, recognising and celebrating good attendance while working positively with families to remove barriers where possible. Some children have individual attendance targets and receive additional support and encouragement from our Pastoral Team. Every half term, the class with the highest attendance receives a reward. Previous rewards have included an Easter egg at Easter, meeting Sprinkle and Cupcake with Pet a Pony, extra playtime, and special arts and crafts activities. We recognise that there are many genuine reasons why children may be absent from school, and no child is ever punished for non-attendance. Whenever a child arrives at school, regardless of the time, they are welcomed warmly, supported to settle quickly into learning, and made to feel a valued part of our school community.

STARS Award

This status awards children for adhering to, and being positive role models, of the AJA STARS. Two children will be selected from each class and at the end of each half term they will be awarded a certificate during our STARS celebration assembly with parents/carers invited to attend.

Emotion Coaching

Emotion Coaching helps children to understand the different emotions they experience, why they occur and how to handle them. During moments of heightened emotions and resulting behaviour, Emotion Coaching can help guide and teach a child towards healthier responses during a difficult moment.

Key elements involved in Emotion Coaching are:

- Becoming aware of the child's emotions
- Recognising the emotion
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand

Responding to behaviour incidents in a relational way

At Alvaston Junior Academy, we view behaviour as an opportunity to teach, guide and support children in developing the skills they need to make positive choices. Our approach is centred on helping children understand the impact of their actions, learn from their experiences and develop strategies that enable them to succeed.

We aim to address the majority of behaviour incidents through calm, timely and supportive interactions that preserve positive relationships and maintain children's dignity.

We recognise that when a child is experiencing heightened emotions, they may find it difficult to think clearly, regulate their behaviour or make appropriate decisions. During these moments, our priority is to help the child feel safe and supported. Staff respond with empathy, co-regulation and reassurance, enabling children to regain emotional control before discussing the incident, reflecting on what happened and identifying positive ways to move forward.

Our Graduated Approach to Behaviour

	A (lacking thought)	B (lacking care)	C (lacking empathy)	D (lacking safety)	E (intentional harm)
	Low level unwanted behaviour		Serious unwanted behaviour		
	Mistake Ill-judged Careless Impulsive	Disruptive Rude Unkind Horseplay	Dangerous play Antagonistic Ignorant of others	Dangerous Aggressive Negligent	Violent Abusive Criminal Planned or malicious
Input from	Class teacher	Class teacher	Class teacher / year group coordinator/ pastoral team	Assistant Principals Phase leaders	Principal Local Authority Other professionals Executive Leadership Team informed
Log on CPOMS	No	No	Yes	Yes	Yes
Parental involvement?	No	Informally on the gate or via Dojo or phone call	Yes (either in person or via phone call)	Yes (in person)	Yes (in person)
Action	'Nip in the bud'	Classroom level reminders and modelling	Pastoral input ELSA Talk Time Parent meetings	Risk Assessment Behaviour Plan Internal seclusion	In Year Fair Access (IYFA) Suspensions and exclusions policy* Local authority support
Repeat of A and B behaviours may lead to escalation of support and intervention					

* We believe that all behaviour is communication, and our focus is on understanding and supporting our children. Exclusions are only considered as a last resort when we need to enhance provision.

Internal seclusion

If a pupil continues to make wrong choices, or if the single behavioural incident is significant and needs senior leadership support, an internal seclusion will be considered. This may mean the pupil spends time in a different classroom or is supervised by senior leaders. Parents will be informed that their child has received an internal seclusion which means no contact with the other children and a period of time away from their normal classroom. If a pupils refuses to remain in seclusion and refuses to complete the work given, the internal seclusion could be converted into a suspension. Pupils in seclusion are given supervised time outside throughout the day. Internal seclusions will be recorded on CPOMS.

Internal seclusion at another academy

If the pupil continues to display unacceptable behaviour, despite a period of internal seclusion at Alvaston, then the seclusion will take place at another alternative Trust academy in Derby. The principal will speak to the Head of Safeguarding and Pupil Wellbeing to arrange a placement in another academy and we will seek Local authority involvement for additional support. Parents/carers will be expected to take and collect their child from the alternative Trust academy and then attend a reintegration meeting once the pupil returns to Alvaston. The pupil will be supervised by a member of Alvaston staff who will join them at the chosen alternative Trust academy.

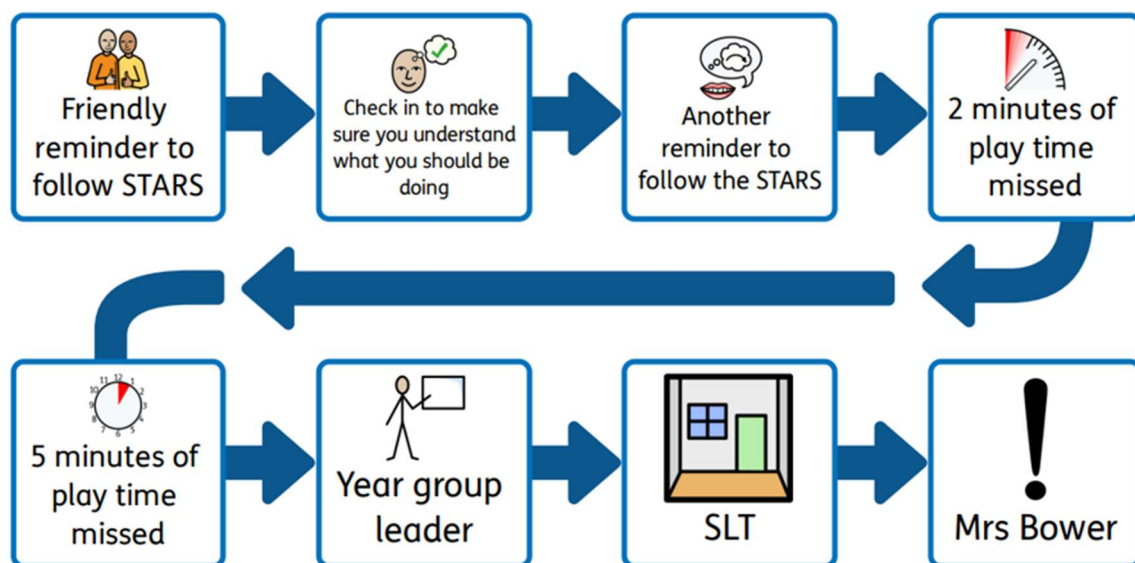
Suspension

In rare, serious cases a suspension or exclusion may be necessary. This will be decided by the principal. A reintegration meeting should be held on the school premises with parents at the end of the suspension before the pupils returns back to class. The Head of Safeguarding and Pupil Wellbeing will be informed alongside the Local Authority.

Classroom behaviour flowchart

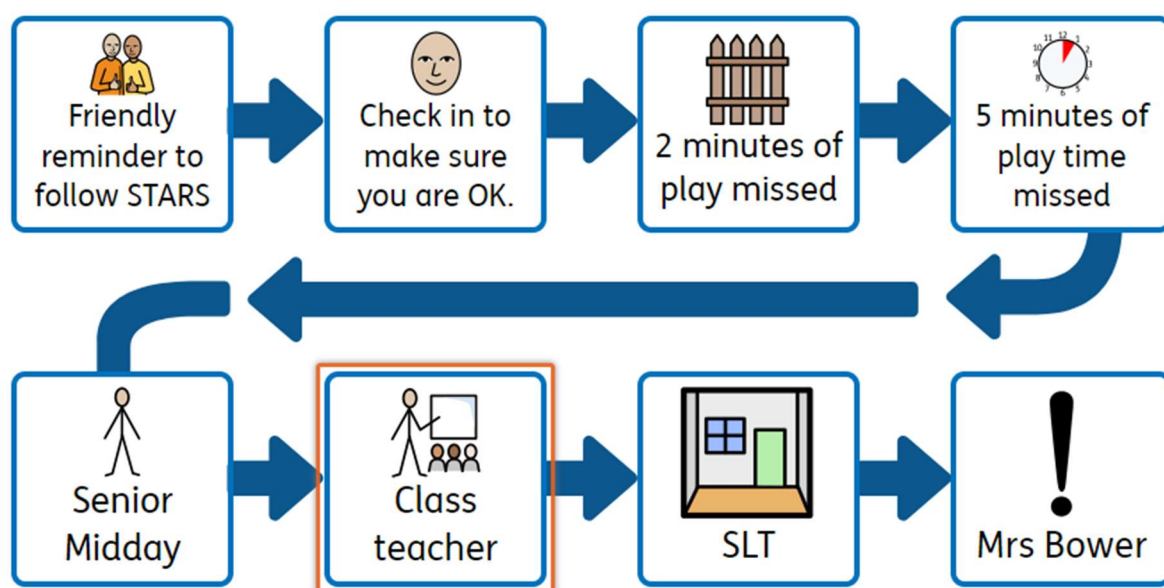
Each mainstream classroom displays a clear behaviour flowchart that helps children understand the steps that will be taken in response to behaviour choices. The flowchart provides a consistent approach across the school, with actions based on the nature and seriousness of the behaviour. It supports staff in responding fairly and proportionately while ensuring that children understand expectations and the consequences of their actions. This graduated approach allows minor incidents to be addressed through

reminders and restorative conversations, while more serious or repeated behaviours are managed appropriately in line with the school's behaviour policy.



Lunchtime behaviour flowchart

A similar behaviour flowchart is used at lunchtimes to ensure consistency throughout the school day. All Midday Supervisors understand and follow this process, enabling children to experience the same clear expectations and consistent responses both in the classroom and on the playground. Midday staff receive regular training on the Academy's Relationships and Behaviour Policy during INSET days and throughout the year, ensuring they are confident in promoting positive behaviour, using restorative approaches, and responding appropriately to incidents in line with the Academy's procedures.



Inappropriate/Derogatory Language including homophobic language

The Trust has a no tolerance policy for all incidents involving the use of derogatory language in relation to a pupil, their family or staff's sexual orientation, race, gender, disability, or culture. Records are kept of all incidents of this nature on CPOMS and at least half termly analysis by senior leaders provides details of any incidents, patterns and actions required to deal with and prevent further incidents of this nature.

Sexualised behaviour, sexual harassment and sexual violence

The Academy is committed to providing a safe, respectful and inclusive environment in which all pupils can learn without fear of harassment or abuse.

Sexualised behaviour, including, but not limited to, sexual harassment, sexual violence, unwanted sexual comments, sexualised language, inappropriate touching, upskirting and the sharing or requesting of sexual images will not be tolerated.

All incidents of sexualised behaviour are taken seriously. The Academy will not dismiss such behaviour as "banter", "part of growing up" or "just messing around". Where such behaviour occurs, it will be addressed promptly, consistently and in line with the Academy's behaviour expectations and safeguarding procedures.

Responses will be proportionate and may include sanctions in accordance with the behaviour policy. Where appropriate, incidents will also be managed as safeguarding concerns and referred to the Designated Safeguarding Lead (DSL) in line with the Academy's Child Protection and Safeguarding Policy and statutory guidance.

The Academy recognises that harmful sexual behaviour can occur between peers. Where concerns arise, the Academy will consider the needs and safety of all pupils involved and will take a contextual safeguarding approach, including support, early help, and referrals to external agencies where necessary.

The Academy will also ensure that pupils receive age-appropriate education through the Relationships, Sex and Health Education (RSHE) curriculum to help them understand consent, respect, boundaries, and healthy relationships.

Mobile Phones

Mobile phones are not permitted to be used anywhere on the school site during the school day. Pupils who bring a mobile phone to school must hand it in to their class teacher immediately upon entering the classroom each morning. Phones will be placed in a secure, locked box for the duration of the school day. At the end of the school day, the phone will be returned to the pupil as they leave the school. Pupils must not use their mobile phone until they have passed through the green gate and have left the

school site. This includes making or receiving calls, sending messages, accessing social media, taking photographs or videos, or using any other function of the device. Any pupil found using a mobile phone on the school site will have the phone confiscated immediately. Parents/carers will be contacted and will be required to attend school to collect the phone.