

Viking Academy Trust



Culture Policy

Approved by the Trust: Term 1 2026

Reviewed every year unless statutory requirements dictate otherwise.

Last review date: Term 1 2026

Signed

A handwritten signature in black ink, appearing to read 'Rob', is written over a faint rectangular box.

Chair of Trust

Culture Policy

The Viking Academy Trust

Empowering Children Through Education: One Childhood One Chance

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This 'Culture Policy' is specific to Chilton Primary School.

Purpose

This policy sets out the school's approach to behaviour, relationships and emotional development. It reflects our commitment to establishing a calm, safe and purposeful environment in which all pupils can learn, thrive and belong.

We are an Attachment Aware and Thrive school. We recognise that behaviour is a form of communication and that positive relationships are central to successful behaviour development. High expectations are underpinned by consistent, relational practice.

The school is committed to developing a culture where pupils are supported to regulate, reflect and take responsibility for their behaviour.

This policy should be read alongside statutory guidance on behaviour in schools and the school's Safeguarding, SEND and Exclusion policies.

The policy outlines how Chilton will:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Define what we consider to be unacceptable behaviour, including bullying and child-on-child abuse

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](#)

[Supporting pupils with medical conditions at school](#)

[Keeping Children Safe in Education 2026](#)

[Preventing and Tackling Bullying 2017](#)
[Behaviour and Discipline in Schools: Guide for Governing Bodies](#)
[Mental Health and Behaviour in Schools](#)
[School suspension and exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Ethos and Guiding Principles

Our approach is underpinned by the following principles:

- Relationships are at the heart of effective behaviour practice
- Every pupil has the right to feel safe, valued and respected
- High expectations apply to all pupils at all times
- Fairness means responding to individual need, not treating all pupils identically
- Emotional regulation develops through co-regulation and consistent adult support
- Clear boundaries and strong routines create security and predictability

We adopt an authoritative approach: firm, calm and kind.

As an Attachment Aware and Thrive school, we understand that behaviour reflects developmental stage, emotional regulation and lived experience. Staff respond with consistency, curiosity and clear boundaries.

Our Three Core Expectations

All behaviour is anchored our three simple, consistent rules:

Be Ready

We are ready to learn, listen and engage.

Be Respectful

We treat ourselves, others and our environment with care.

Be Safe

We keep ourselves and others physically and emotionally safe.

These expectations are explicitly taught, consistently modelled and regularly revisited. They underpin all behaviour systems, conversations and decisions.

Understanding Behaviour

In line with Attachment Aware and Thrive principles:

- All behaviour communicates a need
- Not all behaviour is a conscious choice
- Regulation must come before reasoning
- Children develop self-regulation through supportive relationships

Adults do not shame or publicly reprimand pupils for dysregulation. Instead, they prioritise co-regulation, followed by reflection and repair.

The Thrive approach is used to:

- Identify social and emotional developmental needs
- Inform targeted support
- Guide intervention planning

Positive Reinforcement and Recognition

The school places strong emphasis on the proactive promotion of positive behaviour. Consistent recognition and reinforcement are central to establishing a culture of high expectations and success.

Staff deliberately notice and acknowledge pupils who are meeting expectations. This ensures that positive behaviour is visible, valued and consistently reinforced across the school.

In the first instance, staff prioritise positive praise and reinforcement before the use of corrective or restorative approaches. This supports pupils to experience success, develop confidence and engage positively with learning.

The school utilises a range of systems to recognise and promote positive behaviour, including:

- Praise cards, (Superstar Learner, Over and Above, Gold awards)
- House Points
- Certificates and awards
- Verbal praise and positive recognition
- Whole class reward systems

These approaches are applied consistently to:

- Reinforce the expectations of being safe, ready and respectful
- Promote a culture of belonging and inclusion
- Support the development of intrinsic motivation and self-regulation

Positive behaviour is routinely communicated to parents and carers, strengthening partnership and celebrating success.

Graduated Adult Response

Staff respond to behaviour using a clear, consistent and graduated approach. Language remains calm, respectful and predictable at all times.

Stage 1: Check-In (WING Statement)

A relational check-in is used when behaviour first falls below expectation.

Example:

“The rule is to be ready. I notice you are calling out. Is everything okay? Can I help?”

Purpose: Connect before correct.

Stage 2: Reminder

A clear and concise reminder linked directly to the rule.

“The rule is to be ready. You need to listen now.”

Stage 3: Chance to Change

Clear identification of behaviour and its impact, with opportunity to improve.

“This is now your Chance to Change, the rule is to be respectful. Calling out disrupts others’ learning and you need to change this behaviour. If you have something to add, show an arm response.”

At this stage, the child will be presented with a visual reminder. A ‘Chance to change’ card will be given to the child to remind them it is time to change their behaviour. Once the behaviour has improved the card will be removed. If the behaviour persists this will escalate to Stage 4.

Time and space may be provided to support regulation where needed.

Stage 4: Stop and Share Behaviour

Where behaviour is unsafe, significantly disruptive or demonstrates serious disrespect, it is identified as a:

Stop and Share Behaviour

This indicates a threshold has been reached requiring senior leaders to be informed/ involved. This includes behaviour demonstrating intent to harm, or persistent refusal to follow school expectations.

Example:

“The rule is to be respectful. You have been offered help as well as being reminded of the school rules but you have continued to call out and not accepted the support.

This is a now Stop and Share behaviour.

I need to record this and share it with SLT and your parents so we can support you.”

Stop and Share behaviours:

- Are recorded on Bromcom
- Are reviewed by Senior Leadership
- Are communicated to parents/carers
- Result in restorative follow-up and appropriate consequence

A positive weekly MCAS alert will be shared to parents of all children who have continually followed the school rules. If a child presents with a Stop and Share behaviour, as detailed the incident will be shared with parents and they will therefore not receive the weekly MCAS alert.

Natural and Logical Consequences

Consequences are applied consistently and are:

- Directly linked to the behaviour

- Proportionate and reasonable
- Designed to teach, repair and restore

Examples include:

- Completion of missed learning
- Time spent in an adjacent classroom
- Adapted zones to ensure safe play
- Repair of damage
- Restorative conversations following relational harm or disputes

Public shaming or punitive whole-class sanctions are not used. Behaviour is addressed privately wherever possible.

Escalation Procedures

Where behaviour concerns persist, a clear graduated response is followed:

1. Parent meeting with class teacher
2. Formal meeting with Senior Leadership
3. Monitoring card and/or structured check-in/check-out
4. Referral to Wellbeing, Inclusion and Pastoral Support Team which may lead to Targeted Thrive or SEMH intervention
5. Internal Suspension (Internal Exclusion)
6. Suspension (Fixed-Term)
7. Permanent Exclusion (last resort)

Decisions are informed by:

- Frequency, severity and persistence
- Safety of pupils and staff
- Impact on learning
- SEND and SEMH needs
- Safeguarding considerations

Serious incidents

Serious incidents are defined as behaviours or incidents that place the child or others at risk of significant harm. When a serious incident occurs, positive handling strategies may be used by trained staff. A dynamic risk assessment will be carried out to ensure that any actions taken carefully consider the safety and wellbeing of everyone involved.

Serious incidents will be recorded on Key Survey and shared with parents/carers. Such incidents may result in immediate action being taken in line with the school's escalation procedures.

Suspension and Permanent Exclusion

Used when there is a serious breach of policy. The school will:

- Consider all contributing factors
- Explore alternatives
- Ensure appropriate support has been implemented

- Follow 2026 guidance regarding suspensions and exclusions

Reintegration meetings follow any suspension.

Recording and Monitoring

Behaviour is recorded systematically to identify patterns and inform early intervention.

Incidents are categorised on Bromcom as:

Not Ready
Not Respectful
Not Safe

Additional records may include:

- Dysregulation episodes
- Internal Exclusion
- Friendship difficulties
- SEND-related needs

Leaders regularly review behaviour data to ensure consistency and effectiveness.

Communication with Parents

Strong partnerships with parents are central to effective behaviour support.

- Positive behaviour is shared regularly
- Escalated concerns are communicated clearly and promptly
- Weekly reports are used where needed
- Review meetings are arranged to plan support

Parents are informed promptly of Stop and Share behaviours.

Thrive and Regulation

As a Thrive school, we:

- Prioritise emotional development
- Use Thrive assessments to identify need
- Provide targeted regulation support
- Monitor wellbeing, behaviour and attendance through the Wellbeing Inclusions Pastoral Support team (WIPS) and ensure wellbeing support is provided on a needs basis

We operate using the principle:

Regulate → Relate → Reason

Roles and Responsibilities

All Staff

- Model expectations consistently
- Use agreed language and systems
- Maintain unconditional positive regard

- Separate behaviour from the child
- Work in partnership with families

Senior Leaders

- Ensure consistency and accountability
- Monitor behaviour and inclusion data
- Provide training and support
- Safeguard staff wellbeing
- Identify patterns of Child-on-Child abuse or Bullying

Chilton Primary School takes Child-on-Child Abuse and Bullying extremely seriously:

Child-on-Child Abuse

As outlined in *Keeping Children Safe in Education* (2026), 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 conduct policy treats child-on-child abuse as serious misconduct and outlines sanctions in response, alongside safeguarding procedures to protect and support all children involved.

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

The definitions above are covered and expanded upon in full in our [Anti Bullying Policy](#) which also outlines the school response to tackling and preventing bullying. This conduct policy is designed in conjunction with the Anti Bullying Policy