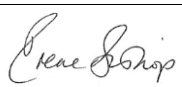
St Alfege with St Peter's
Church of England Primary School

BEHAVIOUR POLICY

Reviewed: September 2026
Next Review Date: September 2027
Custodian: Governing Body/Learning and Achievement Committee

Signed by the Chair of Governors:	

Introduction

Our behaviour policy is underpinned by the overarching vision we have for our school - **Embracing The Greatest Commandments in all that we do**.

As a school community we share the love of Christ in our everyday lives. Our children understand what it means to flourish in all areas of their lives and reflect the image of God. Our learning environment supports the development of healthy minds and bodies and we have high expectations for children's academic achievements and a commitment to helping them make an impact on the world.

Staff and children at St Alfege have high expectations of their own and others' behaviour throughout the school and these are echoed in our values.

Love	Respect	Perseverance
Service to Others	Trust	Hope

Positive Behaviour Approach

St Alfege has adopted a positive approach to the way in which children's behaviour is supported. The underlying principle to this approach is that children are responsible for their behaviour and should make the choice for themselves to do right and not wrong. We have positive rewards for good behaviour and consequences for inappropriate behaviour. These are the consequences of the child's choice. We believe in consistency and fairness.

Through our PSHE lessons, collective worship and everyday interactions, we help to instil an awareness of the importance of

- Being treated with equity – ensuring all children have access to the same opportunities
- Maintaining positive relationships with peers and adults
- Maintaining a happy life
- Using strategies to regulate emotions
- Positive learning behaviours which allow them and others to make academic progress

All staff are committed to a whole school approach to supporting the positive behaviour of all children.

Staff have been trained on how to use Zones of Regulation to help increase children's self-awareness and social and emotional skills. The strategy equips children with the language they need to be able to talk about their emotions and self-regulate those emotions to enable them to flourish in their learning and in their relationships with others.

Staff have been trained on Trauma Informed Approaches to supporting children.

Staff are committed to supporting this positive approach by setting clear and consistent expectations, ensuring clear communication and establishing developing positive relationships with children.

Staff acknowledge the different stages of children's development and do their best to ensure that rewards and sanctions used are appropriate to the behaviour and the individual.

The Assistant Headteacher for Inclusion or the SENCO will advise teachers when a pupil needs more support or reasonable adjustments made in the application of the policy.

We undertake to share with all staff the necessary information that will assist them in dealing with pupils with particular needs and assist them in developing strategies to support pupils in behaving appropriately in class and on the playground.

Children are actively encouraged to take responsibility for their actions, develop an awareness of their feelings and understand how the range of feelings and emotions can impact on their behaviour throughout the day. We want children to become confident at expressing how they feel, knowing the staff at St Alfege are committed to supporting them with managing those feelings.

Parental support is regarded as crucial for encouraging positive behaviours and this involvement is constantly sought.

Responsibility for Behaviour

Supporting the behaviour of the children in the school is the responsibility of all the staff. All staff will promote good and courteous behaviour both in classrooms and around the school, in accordance with the policy. Rewards and consequences must be given consistently and fairly.

The use of praise and positive encouragement is to be used to promote the correct behaviours. Children are given praise on an individual and group basis through:

- Non-verbal (smiles, thumbs up, etc) and verbal praise
- Positive and constructive feedback on work
- Star of the Week awards – given for positive attitude, effort and achievement
- School Council – chosen by pupils to speak for the pupils and to be a positive role model in representing the school

- Phone calls and text messages home giving praise to particular children.
- Class Dojos which can be given for:

    - Independence
    - Demonstrating positive behaviours for learning in the classroom
    - Showing our Christian Values
    - Demonstrating our Half Term Value
    - Demonstrating positive behaviours at lunchtime
    - Passing an Accelerated Reader quiz

The Senior Leadership Team award Golden Dojos; this is worth 5 points. A record will be kept of the number Dojos each child and each class has earned using www.classdojo.com.

Dojo Rewards

For every 50 (KS1) or 100 (KS2) Dojos a child earns and for every 1000 Dojos a class earns, they will be able to choose a reward from the table below. In order to ensure children can see the value in these rewards, teachers should ensure they are carried out within two weeks of the reward being earnt.

Individual Reward Options	Class Reward Options
● Message home to parents/carers ● Sitting on the bench in collective worship ● Use of a special pen/pencil (teacher to organise) ● Be the teacher's assistant for the day	● 20 minutes extra playtime in the afternoon ● Spend the afternoon in Greenwich Park ● Movie afternoon (can be in the hall with popcorn) ● Games afternoon ● Arts & crafts afternoon

Adult dos and don'ts for promoting positive behaviour

- Adults should keep in mind a Trauma Informed approach when dealing with incidents of concerning behaviour – Be Curious!
- Adults in the school will not shout- nothing is gained by being verbally aggressive or modelling a lack of control – reactions to negative behaviour should be non-emotional, limiting attention on the child, given in private where possible (i.e. not in full view of the class) and delivering a consequence if needed. After a lesson has finished, take time to explain your decision and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence).
- Adults in the school will not use overly emotional words to describe behaviour (children's behaviour is never 'disgusting' or 'terrible'). We describe the behaviour and the impact and the impact on the child and others: "You called x … and that made x feel very angry/upset. We don't call people names at St Alfege…."

- Teaching staff will start lessons promptly and punctually – empty time leads to children being off task.
- Adults will ensure children enter and exit classrooms quietly in a line – this will help create a calm atmosphere.
- Adults will encourage children to respond politely e.g. "Yes Miss/Mr XXX'. Likewise, staff will use children's names rather than pronouns such as 'you', 'sweetheart' etc
- If an adult makes a mistake or jumps to an incorrect conclusion – they should apologise. It is important to model mistakes are normal and that we take responsibility for our actions.
- Adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour
- The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite, calm language structures must be used at all times. A harsh, aggressive tone is counter-productive and produces a negative, aggressive response in the child's brain
- Adults should not strive to have the last word.

We all need to take responsibility for our behaviour	
How?	**What does this look like?**
Actively engaging in our learning	● Responding to questions asked by the adults ● Asking questions and participating in discussions ● Being ready to learn as soon as the lesson begins ● Listening to others when they are speaking ● Trying our hardest when completing activities ● Having everything ready that we need to support us with our learning in the lesson (pencils/pens etc)
Being respectful towards others	● Saying kind words ● Showing concern for others ● Saying thank you to others ● Inviting others to play games ● Not being a sore loser ● Not raising our voices towards others when we are upset ● Keeping our hands and our feet to ourselves when we are upset ● Not upsetting others by saying or doing things that we know will annoy them ● Listening to others when they are speaking
Understanding the value of school property	● Being careful when we are using equipment so that it does not break ● Not wasting paper ● Not doodling on walls, tables or books ● Picking up litter when we see it on the floor
Representing the school when we are outside	● Being respectful to others when we travel on public transport ● Leaving space for other pedestrians when we are waiting outside the school gates

	● Sharing the positive aspects of the school when speaking to others

Whole School Consequences

It is important that children are made aware of the consequences of negative behaviour. In order to ensure there is a consistent approach throughout the school we have a developed a system which enables children to understand these consequences, but also being aware through our actions, that behaviour can be turned around to result in a positive outcome.

We use a scale system which is a visible reminder of the consequences of their behaviour.

We would prefer all children to remain at the Positive Behaviours for Learning end of the scale, however we realise this may not always be the case. If children demonstrate behaviours which are distracting to their own or the learning of others, cause offence or are deemed detrimental to the wellbeing and safety of others, they will move along the scale incrementally. At each point children will be reminded of the choices they are making and the potential to move back along the scale if they are demonstrating positive behaviours for learning.



Positive behaviour for learning 0	Reminder 1	Work Alone 2	Time Out 3	Final Stage 4

Reminder

- An adult will remind the child about the class rules and expect to see behaviour improve.

Work Alone

- The child will work in the 'work alone zone' in the classroom for 15 minutes
- They will lose 1 Dojo

Time Out

- Children will work in another class within the Phase for 15 minutes
- They will lose 2 Dojos

Final Stage:

- A member of the leadership team will be contacted and the child will take their work to the leadership office for 30 minutes.
- Class teachers will contact parents at the end of the day to inform them that their child reached *Final Stage.*
- The *Final Stage* will be recorded on CPOMS by the class teacher
- If a child receives more than two Final Stages in the course of a week they will also receive a 15-minute detention the following day either during playtime or lunchtime.
- They will lose **5 Dojos**
- Some behaviours may result in children moving straight to a final stage, Examples of this include repeated defiance, fighting, swearing, being highly disrespectful or

disregarding towards others or intentionally damaging school property. This list is not exhaustive and a member of the leadership team will have the final decision on whether a child should move straight to a final stage.

Lunchtime/Playtime Consequences

If a child makes a wrong choice at lunchtime, they will be given a reminder. If they continue to make the wrong choice they will be asked to sit on the bench for 5 minutes. If a child's behaviour is continually disruptive in the playground or in the lunch hall, or if a child has been involved in a serious incident (see below), then a member of the Leadership Team will be called to the playground or the hall to collect the child.

Children's names should not be moved on the behaviour chart for an incident that happened at lunch or playtime.

Use of Physical Restraint

Physical contact with children should be avoided. Children should only be restrained if it is the only practical way of protecting others from serious injury. This must only be carried out by staff who have undertaken 'positive-handling' training.

Behaviour Outside School

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes any serious breach of policy which could 'bring the school into disrepute'.

Details of incidents resulting in a Final Stage will be recorded on CPOMS, as children's learning is directly affected by being out of the classroom and they are failing to respond to positive strategies coupled with the earlier stages of consequences.

Suspensions

There may be occasions when an incident is deemed by the Headteacher to be sufficiently serious to warrant an internal or external suspension or in the most extreme of cases, permanently excluded.

The range of behaviours that would warrant an internal or external fixed term suspension or permanent exclusion are:

- deliberately hurting someone
- deliberately damaging school property
- deliberately demonstrating an action which could impact on another person's safety
- persistent disruption of the normal functioning of class despite a range of measures to prevent the disruption
- violent assault on a child or adult in the school

- verbal or threatening behaviour towards an adult or child
- use or threat of use of weapon in school
- bullying
- racist abuse
- abuse against sexual orientation or gender reassignment
- abuse relating to disability
- inappropriate use of social media which impacts detrimentally on other members of the school community

If the decision is made to suspend a pupil, it is important that they still receive their education. The School will ensure that work is set and marked for pupils during the first five school days of a suspension.

A suspension is an exclusion for a fixed period of time. This could be:

- an internal suspension i.e. the pupil will attend school but will be excluded from their usual class room;
- a fixed-term suspension (up to 15 days per term and/or 45 days per year);
- or a permanent exclusion.

It is important that all relevant information is provided regarding the incident. Parents/carers will be contacted on the same day and informed of the incident and intended consequence.

Only the Headteacher has the power to suspend a child externally or permanently exclude a child.

In this the Headteacher must consider:

- age and state of health of pupil
- pupil's previous record
- circumstances
- extent of contribution of peer or other pressure
- degree of severity of behaviour, its frequency and likelihood of reoccurrence
- whether the behaviour impairs the normal functioning of the pupils or other pupils
- degree to which behaviour was an infringement of one or more school rules
- whether the incident involved a group of pupils or an individual
- whether consideration has been given to seeking the support of other agencies

Suspension Process

Investigations
In all cases, before the decision to suspend is made the Head teacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head teacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

The decision to suspend

If the Head teacher decides to suspend a pupil they will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision;
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the suspension, the length of the suspension and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

Safeguarding

A suspension will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for suspension, the school may consider an internal suspension until the end of the day, implementing the original suspension decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Pupils with special educational needs and disabled pupils

The school will take account of any special educational needs when considering whether or not to suspend a pupil. The Headteacher will ensure that reasonable steps, in line with the Disability Discrimination Act (DDA) have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

The Headteacher will always consider the child's particular needs and circumstances before using suspension or permanent exclusion as a consequence, and will take into account any additional learning, behavioural or emotional needs before coming to a decision.

The school will aim to avoid using external suspensions as a sanction for a Looked After Child under any circumstance.

Work Set

When a pupil is suspended for more than one day, work will be set by the school within a reasonable time-scale and this should be returned to the school when the suspension is over. If a child is suspended at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

A pupil can be suspended for up to 10 continuous days on a fixed term basis. On the 6th continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

Re-integration

After fixed term suspension the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to suspension will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child and school.

Permanent Exclusions

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). This is a very serious decision and the Head teacher will consult with the Chair of the Governing Body and the Local Authority as soon as possible in such a case.

The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The Governing Body will be informed of all external exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

Equal Opportunities

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Alfege with St Peter's Cof E Primary School should experience discrimination, either directly or indirectly, or harassment on any of these grounds.

Managed move

In cases where the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school. This is not a permanent exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

Procedure for appeal

If parents wish to appeal the decision to exclude or suspend, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure.