

St Alban's C.E Primary School



Behaviour policy September 2025

Our school vision



Our vision is that all our pupils should grow in:

Faith in God, or be inspired by faith, and in their own ability to fulfil their potential,

Hope to be the best of examples, to work to change themselves and the world for the better, and

Love, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

FAITH, HOPE AND LOVE

1 Corinthians 13:13

How our Vision Inspires this Policy: Our vision is that children, through our nurturing support and positive behaviour management strategies, are empowered to take control of their own learning and behaviour to persevere through **faith in their potential, to have hope to aspire to change themselves and the world for the better through their behaviours and love through unselfish love for one another, reflecting God's love for us.**

The aim of our behaviour policy is to provide a safe, nurturing environment based on our school vision, **Faith, Hope and Love and the Christian values of friendship (Faith), Perseverance (Faith), Forgiveness (Love), Compassion (Love), Courage (Hope) and Creativity (Hope)** to help children grow into confident, considerate successful learners. We want them to listen to others and be listened to, to be able to deal with conflict in a reasonable and non-aggressive manner, to be positive members of the community outside school and beyond primary school and treat themselves and others with dignity and respect.

Equality

St Alban's C.E Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or their families, or treat them less favourably, because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity, age, or marriage/civil partnership.

Our approach to equality is based on the following key principles:

1. To promote the ethos that all learners are of equal value
2. To recognise, respect and value difference and understand that diversity is a strength
3. To foster positive attitudes and relationships
4. To foster a shared sense of cohesion and belonging
5. To have the highest expectations of all our children
6. To work to raise standards for all pupils, but especially the most vulnerable (*we believe improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school*)

Intent

At St Alban's we have high standards and expectations of behaviour because we know that this is crucial for children to be able to flourish. We ensure high standards of behaviour and attitudes because we teach our children what this looks like.

- Children are taught the importance of forgiveness and reconciliation
- A restorative justice framework is adopted in all of our conflict resolution and works alongside the forgiveness and reconciliation teaching
- Promote and model appropriate behaviour, recognising the rights and responsibilities of the whole school community
- Prevent problems from arising by encouraging positive relationships
- By fostering *personal responsibility*, each child is helped to feel a sense of belonging to the larger school community.
- We teach them to care for their school environment so that it is a pleasant, safe, worthwhile and happy place to learn

and grow.

Good behaviour is essential if children are to feel safe and happy in order to be able to grow, learn and achieve. At St Alban's we aim for children to develop responsible attitudes, self-discipline and make good choices. We expect children to behave well in every aspect of school life, and for all adults working with them in the school and in the wider community.

Parent partnerships

Parents/carers play a vital role in fostering positive behaviour. Children need parental encouragement and support to participate positively in their day to day school work and in the wider life of the school and community.

For the school policy to be effective, parents/carers need to co-operate with the school in matters of vision, discipline and reinforce the school's efforts at home.

Parents will be made aware of staff expectations of all children and the procedures used by the staff when dealing with challenging behaviour.

Staff encourage parents/carers to share concerns and discuss problems in an atmosphere of mutual support.

Any behaviour plans will be drawn up in partnership with parents/carers and children.

Staff share behaviour management techniques with parents for use in the home when appropriate.

Staff recognise the need to share achievements and success with parents/carers and to show the positive role that parents/carers can play in promoting positive behaviour.

The staff at St Alban's recognise the value of positive reinforcement strategies, restorative justice and reward based systems and encourage parents to use these strategies at home and have read the Church of England Vision and Valuing All God's Children documents.

Please note that appendix (i) details the role of the Governing Board with regards to behaviour.

Implementation

Effective behaviour management is the responsibility of the whole school and can only have maximum impact when staff work as a team to support each other and practice an agreed, consistent, systematic approach.

Staff

- All staff are expected to be proactive when dealing with behaviour, and that minor behaviours are dealt with swiftly and calmly. Staff are expected to deal with inappropriate behaviour of ALL pupils, not just those in their own class. *Know your children as individuals, get to know what strategies they best respond to and share these with the team.*
- We believe that each child should be responsible for their own behaviour.
- We ensure that there is a positive atmosphere in and around the school, through the use of verbal and written praise, stickers, sharing work with staff and other classes and ensuring we communicate with a smile.
- Consistent systems of rewards and sanctions throughout the school enable children to understand and accept the high expectations we have of their behaviour.
- All staff are expected to deal with situations in a calm and constructive manner.
- Staff need to listen to children, treat them fairly and help them to sort out problems in a reasonable way.

Golden Rules

St Alban's has a set of Golden Rules as its core foundation. These are displayed in every classroom, around the school and in the playground. They are referred to explicitly in collective worship, circle time activities and when dealing with inappropriate behaviour to reflect upon:



Our school system to encourage and celebrate good behaviour at St Alban's school

The behaviour system and strategies at St Alban's school is designed so that every child can acquire the appropriate behaviours in order to be successful, thriving, positive members of the community and therefore society.

How we enable and facilitate that in school may at times need to be unique to specific children and therefore will require us as the adults, to tailor the whole school pathways.

<u>Strategy - individual</u>	<u>For what?</u>	<u>For who?</u>
Golden Book The pupil goes to the HT, explains their reason, their name is put in the Golden Book and they choose a sticker. Any staff member can put children in the Golden Book. Each week Golden Book children are celebrated in whole school worship and a certificate presented to them.	Celebrating a wide range of positive behaviours and/or achievements in school, for example: <ul style="list-style-type: none">• Excellent learning behaviours• Behaviour relating to the Golden Rules, vision or Christian value• Personal attainment or achievement in any area of school life• Growth mindset behaviours• Achievements in wider opps or activities outside school	All pupils
Star of the day Special sticker given at the end of each school day. The class teacher awards star of the day, but this can also be suggested by any member of staff.	Celebrating a wide range of positive behaviours and/or achievements in class that day, for example: <ul style="list-style-type: none">• Excellent learning behaviours• Behaviour relating to the Golden Rules, vision or Christian values• Personal attainment or achievement in any area of school life• Growth mindset behaviours	All pupils

<p>Merit cards</p> <p>Individual cards where children collect 10 merits (given by any staff member).</p> <p>Once complete, the card is taken to the HT and a sticker awarded/card changed.</p> <p>Each week the children receive the corresponding certificate in whole school worship and a selection of their merits are read out to celebrate their reasons.</p> <table border="1" data-bbox="97 521 616 965"> <thead> <tr> <th>Card</th> <th>Certificate</th> </tr> </thead> <tbody> <tr> <td>White merit card</td> <td>Head teacher certificate</td> </tr> <tr> <td>Bronze merit card</td> <td>Bronze certificate</td> </tr> <tr> <td>Silver merit card</td> <td>Silver certificate</td> </tr> <tr> <td>Gold merit card</td> <td>Gold certificate</td> </tr> <tr> <td>Platinum merit card</td> <td>Platinum certificate</td> </tr> <tr> <td>Diamond merit card</td> <td>Diamond certificate</td> </tr> </tbody> </table>	Card	Certificate	White merit card	Head teacher certificate	Bronze merit card	Bronze certificate	Silver merit card	Silver certificate	Gold merit card	Gold certificate	Platinum merit card	Platinum certificate	Diamond merit card	Diamond certificate	<p>Celebrating a wide range of positive behaviours and/or achievements in school, for example:</p> <ul style="list-style-type: none"> • Excellent learning behaviours • Behaviour relating to the Golden Rules, vision or Christian values • Personal attainment or achievement in any area of school life • A particular focus on behaviours that live out the school vision or values 	<p>Y2 – Y6</p> <p>Pupils in EYFS and Y1 receive immediate rewards through stickers</p>
Card	Certificate															
White merit card	Head teacher certificate															
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Diamond merit card	Diamond certificate															
<p>Marvellous mathematicians</p> <p>Reason shared and certificate presented in weekly whole school worship by the maths lead.</p>	<p>Teachers put forward one child per week for achievement in an aspect of maths through the week, this includes perseverance in maths</p>	<p>All pupils</p>														
<p>Strategy – whole class</p>	<p>For what?</p>	<p>For who?</p>														
<p>Pom pom jars</p> <p>Working together to achieve pom poms, that when the jar is full they have a whole class reward.</p>	<p>Celebrating when children work together as a whole class, such as lining up, behaviour on trips, helping at school events, behaviour for staff other than their teacher</p>	<p>All pupils</p>														

Our school system for dealing with inappropriate and unacceptable behaviour at St Alban’s school

We have a very clear system for dealing with behaviour that does not demonstrate the school Golden Rules or does not show that pupils are being effective learners. It is a clear, graduated response that is the same across every year group and is implemented by every adult working in the school:

Step 1	Non verbal strategies, distraction if appropriate
Step 2	Warning
Step 3	Time out zone within the classroom
Step 4	Time out zone in partner classroom – white slip completed by adult AND GIVEN TO DEPUTY HEAD

If, following the above steps, a child's behaviour does not improve:

- Teacher meets with the leadership team to discuss (white slip completed)
- Teacher contacts parent to share what has happened and how they can work with school to address
- Actions are planned and taken that are clear, proportionate and reasonable in relation to the behaviours shown (with a clear emphasis on fresh starts and reconciliation)

White Slips

Any adult in the school may have a concern or an observation about a child's behaviour. Communication between adults about children's behaviour is crucial to ensuring swift action and improvement.

If an incident occurs that the adult feels needs sharing with leadership, the adult is to complete a white slip and either give it to a member of leadership OR put straight into the white slips box in the Headteacher's desk.

All white slips are monitored at least one a week to ensure patterns can be monitored and appropriate actions taken.

Red book

The red book is used to record and track the following types of incidents:

- A physical fight
- Bullying (see also anti bullying policy)
- Racist name calling and behaviour
- Sexist, homophobic or transgender phobic name calling and behaviour
- Swearing at an adult
- A serious incident of defiance towards a member of staff

Pupil names are put in the red book and a member of the leadership team talks through the incident with the pupil during lunchtime. An incident form is completed, a reflection form is completed as well as notes made by the adult during the conversation.

Actions are planned and taken in discussion with the child's class teacher and their parent. All incidents that are in red book are reported to the parent either in writing or verbally.

Red book incidents are monitored weekly during the leadership team meeting and reported to the Governing Board through the Headteacher's report, termly.

Incidents may also be reported to the link governors at any point during the term in order to keep the Board up to date swiftly with any patterns, concerns and actions taken.

Playground

In the playgrounds, staff play with and supervise the children in order to model good behaviours and team work. Staff are based in specific zones and deal with behaviour immediately using a clear, visual system - yellow and red cards - that is used to help pupils regulate their behaviours:

Yellow card – used twice – pupil had time out from the activity for 2 minutes per yellow card shown

Red card – used once – pupil misses that activity for the whole playtime

Children have a rota for their playgrounds (with Computing Club available to all every day 1-1.30pm), so that they know which classes are allocated to which activities each day. This is to promote an enjoyable playtime experience and ensure that all pupils have a chance to experience a range of games and activities.

Any injuries during playtimes are to be referred to an adult on duty and if serious to a first aider. All injuries must be recorded, following the school First Aid procedures (incident books are located in every classroom and both KS1 and KS2 playgrounds): incident recorded and then passed to office OR inputted directly onto Medical Tracker.

Serious injuries, including ANY head injuries must be reported to the Headteacher or Deputy Headteacher immediately

Challenging behaviour

Sometimes children demonstrate behaviour that is very different to the majority of pupils in school. At St Alban's we try to firstly understand why a child is showing these behaviours and then will work with the staff, parents, child and outside professionals when appropriate to try to:

- Help to identify the underlying factors
- Have a **wellbeing plan** in place that promotes self esteem, success/achievement and safety (of themselves and others)

Outside agencies that the school works closely with are:

- PLSS outreach team (Robson House)
- Educational Psychologist
- CAMHS
- Social Care
- Camden school inclusion team
- Camden safeguarding team
- Satellite provision

Physical intervention (restraint)

Children's safety is our priority. In rare cases, and always as a last resort, we will physically intervene with a child for their safety and the safety of others: if they are harming themselves, harming others or damaging the school environment.

All staff are trained in positive handling strategies through a whole setting holistic approach—**Team Teach**. This training is led by Robson House.

All incidents of physical intervention (restraint) are recorded on a Physical Intervention Form and in the NAES Bound and Numbered Book. These are kept in the Headteacher's office and a form is filled out after each physical intervention. Parents are always informed promptly of any physical intervention used in school.

Suspension and Permanent Exclusion

Suspension and exclusion are part of the tools that the school uses in order to establish high standards of behaviour and maintain the safety of the school community. St Alban's school views suspension and exclusion as sometimes a necessary way for a pupil to access alternative provision and therefore remain engaged in education.

St Alban's follows Camden guidance and procedures when dealing with suspension or exclusion.

Suspension – this is an exclusion for a fixed period of time. This can range from half a school day to a block of days.

Permanent exclusion – this is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently is only ever 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

(DfE document: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, Sept 2022)

Bullying

There are many definitions of bullying, but most have 3 things in common:

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

At St Alban's, bullying of any form will not be tolerated from children or adults (please refer to the Anti-Bullying policy and Valuing All God's Children document for further information). The Anti Bullying Alliance has a child friendly definition that we use in our school:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Children are encouraged from the moment they join the school the importance of reporting incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert of signs of bullying.

Strategies we use in our school to address bullying are:

- The Leadership team must be informed of the incident/s and an incident form completed.
- Class teacher must be informed.
- The children involved must be spoken to.
 - Victims of bullying are given the space to say how THEY would like the incidents to be dealt with, this will vary according to the child
- Parents of all involved will be spoken to.
 - Keep good communication with the school
 - Do not intervene with other children or their parents
- Actions to be taken will be clearly shared and planned.
- Parents/carers will be informed of the strategies the school are using to deal with the situation.

What may not be bullying?

The vast majority of unpleasant, unkind or ‘physical’ behaviours that young children (up to age 8) display are described by child psychologists as:

“falling within the boundaries of the ordinary developmental challenges and conflicts that exist within this particular age group of children as they learn to socialise with others.”

During this age range, children may resort to occasional name calling, physical behaviours such as pushing, pulling, hitting, grabbing, kicking, because they are still learning how to express their feelings of anger or frustration in words and their emotional self-regulation is less developed. These behaviours are unpleasant, but if not repeated or sustained then it is ordinary and not bullying. The school system for dealing with unacceptable or inappropriate behaviours will be used to address these.

Racial, Homophobic, Transgender and Sexual Harassment

Staff, children and parents/carers are made aware that it is the school’s policy that racial, homophobic, transgender or sexual harassment of any form will not be tolerated from children and adults.

All members of the St. Alban’s CE Primary community are to be treated with dignity and respect as they are individuals made in God’s image.

All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them.

Children are expected to look out for one another and be alert to signs of racial or sexual harassment.

Staff need to be alert to any incidents of racial or sexual harassment and follow the procedures for reporting and recording incidents as outlined above for bullying.

Children on the Code of Practice with challenging behaviours

All of the details above continue to be relevant when setting SEND Support Plan targets for children on the code of practice with challenging behaviours.

Children must be involved in the setting of targets for their SEND Support Plan and/or Wellbeing Plan. They need to be involved in self-evaluation of targets in partnership with staff and parents/carers. They need to have an awareness of the consequences of their actions and the shared action that will be taken by the school and parent/carers. If a child has an allocated key worker from an outside agency, then that person must be fully informed as to the action the school is taking/involved in creating the plan (if appropriate).

The Wellbeing Plan is shared and regularly reviewed with parent/carers, class teacher and any supporting adults involved.

When dealing with individual children, staff need to be fully aware of their individual Wellbeing Plans and follow them consistently. All incidents must be logged in the inclusion file so that there is a detailed record of behaviours and consequences.

Moving around the school, transitions, lunch hall

The school Golden Rules and expectations for behaviour and conduct are expected not only in classrooms, but when moving around the school and in communal spaces.

Such times include:

- Waiting and walking in lines
- Collective Worship (children are expected to not talk in worship, unless engaged to do so)
- PE
- Swimming
- Movement on the staircase and in corridors
- Going out to play and going back to class
- Before the start of the school day
- At the end of the school day
- Offsite visits

Pupils are expected to *walk* around the school and to do so with minimal or no talking. Staff will ensure that all pupils are ready to learn by showing they are still and quiet when entering their classrooms after break times.

In the lunch hall, pupils are expected to:

- We line up quietly
- We walk in the dining hall
- We finish what we are eating before we speak
- We remember to say please and thank you
- We put our hands up to ask to leave the hall

Behaviour out of school – beyond the school gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil, work with the police should they contact the school and/or work with any other agencies who become involved eg: social care. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Behaviour of children in the school is every member of staff's responsibility. Nothing should be ignored. A consistent approach from all members of staff will ensure the high standards of behaviour we expect can be reached.

Searching Pupils

School staff can search pupils with their consent for any item which is banned by the school rules.

However, the Headteacher or staff authorised by the Headteacher reserves the right to search pupils and their bags if there is reasonable concern that they could be carrying a prohibited item. This will always be carried out by the Headteacher or a senior member of staff with another member of staff present. The procedure for this would be to speak to the children and the parents to discuss the matter, at the earliest possible time.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Mobile phones must be handed in to the office when a child reaches school and collected at the end of the day. No mobile phones are allowed in bags or in classrooms.

Whistle Blowing

We ensure that all staff feel fully supported and that the behaviour of the pupils is all of our responsibility. We do this through revisiting and reviewing our systems for behaviour at regular times of the school year and in weekly Friday briefings. If for any reason a member of staff had concerns about another member of staff's conduct then they should report that confidentially to the Headteacher. If the concern is about the Headteacher then they report to the Chair of Governors. All staff have the right to follow the school's whistleblowing policy if they have any concerns.

Pastoral support of staff

The school follows LDBS guidance when dealing with any staff misconduct and adheres to the following basic principles

- i) confidentiality
- ii) clarity of investigation process
- iii) support for the member of staff from county or unions

Review and Evaluation

The policy is reviewed at the beginning of each academic year and inset is planned accordingly.

This policy should be read in line with;

Safeguarding and Child Protection Policy
 Child on Child and sexual violence guidelines
 Schools searching and screen guidance
 Online Safety Policy
 Acceptable Use Policy
 Anti-Bullying Policy
 Anti-Racism Policy
 Exclusion Policy
 Physical Intervention and Restraint Policy
 Harmful sexual behaviour protocol

Appendix (i) - The role of governors

1. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
2. Section 88(2) of the EIA requires the governing body to: a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and b. notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
3. When carrying out the functions under Section 88(2), the governing body must have regard to guidance issued by the Secretary of State. Paragraphs 6-11 below provide this statutory guidance.
4. Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.
5. The School Information (England) (Amendment) Regulations 2012 requires schools to publish their written statement of principles on a website.
6. A guide to the law for school governors provides information on governors' other legal duties.

7. The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

8. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. Although these powers may look straightforward in legal terms, they are not always fully understood by staff, pupils and parents, and staff can feel particularly vulnerable to challenge if they use them.

9. Clear advice and guidance from the governing body, which feeds directly into the behaviour policy, will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance.

10. While it is for each governing body to decide their own principles, we would always expect the governing body to notify the head teacher that the following should be covered in the school behaviour policy:

a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);

b. The power to use reasonable force or make other physical contact;

c. The power to discipline beyond the school gate;



d. Pastoral care for school staff accused of misconduct; and

e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

11. In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

12. Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality



Name of child:	Year group:	Date:
How do I feel right now?		
 Happy Sad Angry Worried Scared		
What happened?		
Which Golden Rule did I not follow?	How will I make it right?	
		

Appendix iv

St. Alban's CE Primary School and Nursery Written Statement of Behaviour Principles

1. Our behaviour principles are underpinned by our school vision of Faith, Hope and Love.
2. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others (be ready, be respectful, be safe)
3. All pupils, staff and visitors are free from any form of discrimination.
4. Staff and volunteers set an excellent example to pupils at all times.
5. Rewards, sanctions and reasonable force are used consistently by staff, in-line with the behaviour policy.
6. The behaviour policy is understood by pupils, parents and staff.
7. The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
8. Pupils are helped to take responsibility for their actions: restorative justice is used to support his.
9. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
10. Racist, homophobic, transphobic and or child on child abuse will not be tolerated in any circumstances.
11. The Governing Board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Headteacher and the Full Governing Board annually.