# Behaviour Policy

## Albemarle Primary School
## 2026 - 27

This document was approved and adopted by the governing body.

**Approved**: October 2026

**Approved by:** Governing Board

**Next Review:** October 2027

# Albemarle Primary School Positive Behaviour Management Policy

## Our Ethos

At Albemarle Primary we believe passionately in the importance of inclusion and equality for all children and staff, and strive to ensure these values are at the heart of our practices.

We respect each person as a unique individual with something to offer and something to learn, and we value positive relationships between staff and children, based on courtesy and respect, which we believe are vital to the development of self-esteem, confidence, self-regulation and self-discipline. Developing such relationships relies on the good behaviour of our pupils, which we encourage and reward. Everyone expects the very best behaviour and we work together to achieve it. We treat children fairly and consistently by valuing and taking account of their individual needs. We also teach values, attitudes and skills which foster mutual respect and care, and use assemblies, PSHE sessions and nurturing principles to discuss and respond to such values. By rewarding and reinforcing examples of good behaviour, we increase children's self-esteem and confidence.

## Aims and Expectations

### Building excellence to achieve the highest standards for our school community.

It is a primary aim at Albemarle Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a school committed to children achieving excellence regardless of ability, culture, religion or social background. We promote a nurturing and creative learning environment where every individual is respected and valued. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school recognises good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Staff will model the behaviour that they expect from the children and support each other in maintaining good classroom management.

As a nurturing, inclusive and healthy school we will ensure:

• Everyone is respectful to each other
• Everyone is praised for positive behaviour
• Everyone is encouraged to build positive relationships which are nurtured
• Everyone has clear boundaries and rules
• Everyone applies the rules and expectations of behaviour consistently
• Everyone is encouraged to grow in self-confidence and self-belief
• Everyone listens to each other and allows others to speak without interruption
• Everyone within our school community act as good role models
• Everyone celebrates individual success and collaborative success

It is also expected that adults will make their influences positive by ensuring that they:

- Do not ignore or avoid challenging situations
- Do not 'walk on by'.
- Never say to a child 'just ignore it' or 'just ignore them'.
- Attempt to deal with a situation when they see it and seek advice and support if necessary
- Give a child time to think and **reflect**
- Model **respect** to other adults and children

## Our school values

**Our Ethos**
At Albemarle, we are an inclusive and aspirational community where everyone belongs. We celebrate diversity, nurture curiosity, and create opportunities that broaden horizons. Working in partnership with families, we strive for excellence, preparing our children to thrive in an ever-changing world and contribute positively to society.

**Our Values – The 5Rs**

- **Respect** – We value ourselves, others, and the environment, showing kindness and fairness in all we do.
- **Responsibility** – We take ownership of our behaviour and learning, acting with honesty and integrity.
- **Resilience** – We persevere through challenges with courage, determination and a positive attitude.
- **Resourcefulness** – We use creativity, independence and initiative to solve problems and seek solutions.
- **Reflection** – We learn from our experiences, celebrate achievements and grow from mistakes.

**In practice, this means that:**

- We deliver an ambitious, inspiring curriculum that develops a love of learning.
- We prioritise wellbeing so that every child and adult feels safe, valued and supported.
- We celebrate achievements and uphold high expectations, rooted in our 5Rs.
- We work in partnership with families and the wider community to extend opportunity.
- We prepare children to be confident, responsible and compassionate citizens of a diverse world.

### Expectations around the school

- Strive for excellence to achieve the highest standards for our school community and value others' right to learn.
- Think positively and work cooperatively to find peaceful solutions to any problems that arise.
- Treat everyone with respect e.g. hold doors open for people when necessary, use good manners, move quietly inside the building and when coming in and out of assemblies.
- Display good table manners at lunchtime and always say please and thank you
- Look after our environment e.g. pick up litter, pick up coats and bags, leave learning spaces as you would like to find them and take care of their own/school property.

### Strategies used to promote good behaviour:

- Maintain calm body language at all times/make polite silent gestures
- Praise good behaviour/ignore bad behaviour where appropriate
- Focuses on the future, e.g. what could you do differently next time?
- Give children time to respond when adults ask them to do something
- Give choices and consequences to enable the child to make the right choice
- Break down bigger problems into smaller manageable steps
- Defuse situations by discussing issues in private so that there is no public humiliation and praise in public
- Use positive language
- Remind children about the rules and expectations
- Think carefully about the position of children when lining up, strategically place them in an order which will enable success.

It is essential that children are rewarded for success in all areas. Praise, stickers, Head teacher awards, sharing good work with class/buddy class, positive marking, celebration certificates and green celebration slips, Golden Time and communication with parents are all ways in which the children and their positive choices are celebrated.

In all situations staff will treat others with dignity and fairness. Staff will use positive language and emotional coaching to encourage resolution and reflection such as:
‘I have noticed that …’
‘I need you to …’
‘ I need to see you …’
‘I know you will …’

‘I understand you are feeling …’
‘Thank you for …’
‘What do you need from me to help you resolve this?’.

They will also use ‘The Albemarle Way’ to help script responses or interactions;

‘At Albemarle we are reflective. I need you to think about …’
‘Remember the Albemarle Way. I need you to be responsible …’

Albemarle Primary School uses the ‘Good to be Green’ system to manage behaviour. It is a tool to support a consistent and fair approach to discipline throughout the school, is easy for pupils and staff to understand, is an immediate way of implementing discipline and is simple to operate and maintain.

It’s Good to be Green promotes the following:

- Being kind, polite, helpful, and aware of each other's feelings
- Listening carefully to others without interrupting
- Looking after our own and other people's belongings
- Trying our best, working hard, and learning from our mistakes
- Treating other people the way we would like to be treated
- Always telling the truth even when it might mean implicating others

Each class has a chart in the classroom which supports the delivery of the programme.




All children begin the day with a green card in their named pocket. The aim is for each child to maintain green throughout the day. Children who make good choices, do good learning, show kindness and show perseverance when something has been a challenge can also earn a bronze, silver and/or gold.

**Consequences for unacceptable behaviour**
**Yellow Card:** Following a previous verbal warning (shown by a tilted card), if staff have to warn children about poor choices again, staff change their green card to yellow. This yellow warning card gives children an opportunity to reflect on/consider their behaviour and make sure that they turn it around. Children can go back to green if their behaviour improves.
Children on a yellow warning card (Years 1 – 6) who behave inappropriately again, receive a red card (with no warning). If other teachers/support staff/coaches have to warn children about inappropriate behaviour, they must report back to children’s class teachers as soon as possible.

**Red Card:** Sometimes just giving a warning of moving children onto a Red Consequence Card is enough but if this doesn’t work, then staff move their Yellow Warning Card to the back of their pocket to reveal a Red Consequence Card. Typically children can go back to Green after an am or a pm session and Nursery children can do so after one session.

**Staff should issue Red Cards sparingly for the following reasons:**
- Putting yourself in danger, e.g. leaving classroom/playground without permission
- Hiding/stealing personal belongings; assuming ‘found’ property can be taken

- Destroying things that belong to other people/graffiti/vandalism
- Any unwanted touching or intimidating/frightening others
- Physical violence, e.g. spitting, beating/biting/choking/kicking/punching/slapping
- Verbal or emotional violence: swearing, demanding money or possessions
- Racism & using inappropriate/offensive language
- Unacceptable behaviour to adults, e.g. shouting, arguing back, losing your temper
- Persistent poor behaviour in class
- Continued extreme rude behaviour showing lack of respect to adults.

Children on a red card miss 15 minutes of playtime and/or lunchtime on the day or the following day where they will reflect with a member of the SLT. This will be recorded and parents will be informed of their child's attendance. If a child receives three red cards in any half-term the Head teacher/Deputy Head teacher will meet with the child's parents and discuss further support.

On the rare occasion that a child makes a behaviour choice that puts themselves, other children or staff in danger, the adult responsible will take the appropriate action to ensure the safety of others is not compromised and the Good to be Green tier system is not followed.

### Celebrating Outstanding Behaviour in KS1 and KS2

Children who achieve **10 gold cards** within a half term are recognised in our end-of-half-term Celebration Assembly, where they are awarded a special certificate to mark their achievement. Those who achieve **25 gold cards** within a full term are invited to a special tea party with the Headteacher, celebrating their outstanding behaviour and consistent demonstration of our school values.

### It's Good to be Green in the Early Years

Nursery do not have a Good to be Green chart, but Reception classes do. This is used alongside verbal praise and stickers to celebrate children's positive behaviours and demonstration of school values. Children may receive a silver or gold card. If they receive a gold, they will add a token to the class jar, working towards a whole class reward or celebration when the jar has been filled.

Adults in Nursery and Reception give verbal warnings if a child displays inappropriate behaviour towards peers or adults. If the behaviour continues, the child is asked to sit on a 'Reflection Chair' in a designated area of the classroom, away from their peers, to reflect on their actions. A timer is used to provide a clear visual prompt, and an adult or additional visual aids may be provided to help the child understand and reflect. Warning or consequence cards are not used in the Early Years.

**Pupils requiring additional or individualised behaviour support**

The school recognises that the whole-school behaviour approach, including Good to Be Green, may not be sufficient or appropriate on its own for every pupil. Behaviour may communicate an unmet need, difficulty with communication or regulation, a response to trauma or adversity, or a need associated with SEND, disability or mental health. The school will maintain high expectations while making reasonable adjustments and providing individualised support so that pupils can participate, learn and remain safe.

Where a pupil displays serious, repeated or escalating behaviour, staff will consider whether there are underlying needs and whether additional assessment or support is required. The pupil, their family, class teacher, SENCO/DHT and other relevant staff will work together through a graduated assess-plan-do-review approach.

Where appropriate, an individual Behaviour Support Plan will be put in place. This will set out the pupil's needs and known triggers, preventative strategies and reasonable adjustments, agreed responses to dysregulation or unsafe behaviour, successful regulation and de-escalation strategies, any risk-management arrangements, and how incidents and progress will be recorded and reviewed.

The plan will make clear how the whole-school policy should be adapted for that pupil. Staff must follow the individual Behaviour Support plan, this does not remove boundaries or expectations; it provides a fair and personalised route through which the pupil can understand and meet them. Consequences will be considered in the light of the pupil's needs, understanding, circumstances and the reasonable adjustments in place.

Behaviour Support Plans will be developed with families and, wherever appropriate, with the pupil. They will be shared with relevant staff and reviewed at least termly, or sooner following a significant incident, change in need or evidence that the plan is not working.

The school may seek advice or support from external agencies, with appropriate family involvement and consent where required. This may include the Educational Psychology Service, CAMHS, Wandsworth Inclusion Services, Victoria Drive Pupil Referral Unit, speech and language therapy, occupational therapy, Early Help or other specialist services. Where a pupil has an Education, Health and Care Plan, the school will consider whether an early review is needed if behaviour concerns indicate that needs or provision have changed.

Any response to behaviour, including suspension or permanent exclusion, will take account of the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice and current Department for Education guidance. A pupil will not be suspended or permanently excluded simply because the school considers that it cannot meet their additional needs or disability.

### Lunchtime

The playground is organised into activity zones and staff are responsible for managing an area. Children are encouraged to engage in activities and purposeful play to avoid unstructured times outside. Lunchtime supervisors are trained on how to lead playground games and are familiar with the Behaviour Policy so that they can support children to be successful during lunchtimes. Buddies and Peer Mediators that are children in Year 6 also support children at playtimes to have successful interactions in the playground.

### Monitoring and Evaluation

It is important that there is a system in place whereby it is possible to monitor the effectiveness of this policy. There is a difference between children who are testing the boundaries from time to time and children for whom extra support is required in order to comply with school rules and routines. There are always some children for whom behaviour policies do not work in isolation. These children need to be part of the behaviour policy but may also need specialist behaviour approaches drawn up with their parents, teachers, SENCO/DHT or Head.

Pupil voice is recognised as a means to monitor, improve and tackle behaviour issues within the school. This is done through regular class reviews of their class behaviour agreement.

A central record of all children attending a lunchtime reflection is managed by the SLT and names are entered into the behaviour monitoring log on CPOMs. All incidents are reported directly to class teachers and SLT. Appropriate sanctions are given according to this policy.

All incidents are monitored by the SLT on a regular basis and are reported to the governing body. Children who are regularly breaching the boundaries are identified and their needs are discussed with the SENCO, class teacher and families.

SEND/Behaviour Support Plans are shared with parents and reviewed regularly (at least termly). At Albemarle Primary School we recognise that some children may display an emotional and/or behavioural need. Our aim is to support these children within our positive approach to behaviour management. These children may have an additional learning needs/learning barriers to learn or build/maintain interpersonal relationships, inappropriate types of behaviour or feelings under normal circumstances, general pervasive mood of unhappiness or depression or a tendency to develop physical symptoms or fears associated with personal or school problems. These children will be monitored by the SENCO and the Senior Leadership Team. Our Learning Behaviour Mentors and ELSA support vulnerable children and their families. We also work closely in partnership with Victoria Drive Pupil Referral Unit to provide additional bespoke support for vulnerable children and their families.

It is very important that it is understood that at all times staff will use their professional judgement when implementing this policy and we will endeavour to ensure that parents and families will work in partnership to respect this policy.

### Promoting Teamwork and Collective Responsibility

At Albemarle, we actively promote teamwork and a strong sense of community within each class. Children are rewarded for demonstrating positive collaborative behaviours such as working together effectively, transitioning calmly around the school, and being ready on time. Each class works towards a collective reward, which is agreed by the children and their teacher, and given once the class has achieved their target. This approach encourages pupils to take responsibility not only for their own behaviour, but also for supporting and motivating one another as a team.

### The role of the Headteacher

It is the responsibility of the Headteacher, under the Education Act 2011, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. It is essential that leaders communicate immediately with families/carers when children are struggling with their behaviour in order to avoid further incidents and more serious consequences for the child. Leaders recognise that behaviour is usually as a result of more complex underlying issues for the child.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher or SLT keep records of all reported serious incidents of misbehaviour.

Only the Headteacher, or the acting Headteacher, may suspend or permanently exclude a pupil. These decisions will be lawful, reasonable, fair and proportionate and will follow current Department for Education statutory guidance. The governing board and local authority will be notified as required.

**The role of the governing board**
The governing board is responsible for reviewing and approving the principles of this policy, monitoring its effectiveness and holding leaders to account for its fair and consistent implementation. Governors will consider relevant behaviour information, including patterns affecting pupils with SEND or other vulnerable groups, and will fulfil their statutory responsibilities in relation to suspensions and permanent exclusions.

**Preventing bullying and child-on-child abuse**
Bullying, discriminatory behaviour and child-on-child abuse are not tolerated. Staff will respond promptly to concerns, support the pupil affected, record and report incidents through the school's agreed safeguarding and behaviour systems, and provide proportionate consequences, education and restorative support. Incidents involving sexual violence or sexual harassment will be managed as safeguarding concerns in accordance with the Safeguarding and Child Protection Policy. Further detail is provided in the Anti-Bullying Policy and Safeguarding and Child Protection Policy.

**Behaviour outside school and online**
The school may respond to behaviour outside the school premises or online where it is connected to school, affects the orderly running of the school, threatens another pupil, staff member or member of the public, damages the school's reputation, or could adversely affect the safety or wellbeing of a member of the school community. Any response will be lawful, reasonable and proportionate and will take account of the pupil's age, needs and circumstances. Safeguarding concerns or suspected criminal behaviour will be referred to the appropriate agencies where necessary.

## Equality, Diversity and Anti-Racism

At Albemarle, we are proud to serve a diverse community, and we actively teach our children to show kindness, respect and understanding towards everyone. Racism, in any form, is not tolerated in our school. We believe it is important to educate children so they understand what racism is, why it is hurtful and wrong, and how they can play their part in saying no to hate. If a racial incident does occur, it is always taken very seriously. All incidents are recorded and monitored, and appropriate consequences are given depending on the nature of the incident and the age and understanding of the child involved. Just as importantly, we ensure that the child affected feels supported, listened to and safe. Alongside this, we help children learn from their actions through restorative conversations, education and reflection, so that they can make better choices in the future. Through our curriculum, assemblies and wider school life, we celebrate diversity and promote respect and equality, ensuring that every child feels safe, valued and respected at Albemarle.

**Restrictive interventions, including the use of reasonable force**
Every child has the right to be treated with dignity and respect. We recognise that for some children – particularly those with SEND or poor mental health – school can be an overwhelming environment. In such situations, children may react to confusing or distressing situations or feelings by displaying behaviours that put themselves or others at increased risk. We recognise that this means they are at a heightened risk of requiring physical intervention to minimise the impact of their behaviour on themselves and others around them.
Staff are trained in positive behaviour management through 'Team Teach' and 'Dingley's Promise'. Staff will always try to use positive behaviour support and strategies that will de-escalate behaviours in the first instance. Where possible, an adult who knows the child well (and may have been trained to understand and meet the child's specific needs, for example if they are on the SEND register) may be able to pre-empt a response and prevent emotional dysregulation and challenging behaviours from occurring or escalating. Where they cannot, other strategies may be employed such as:

- Encouraging a child to move away from a situation that they are finding stressful before the any challenging behaviour occurs
- Providing the child with calming strategies and support to help prevent harmful behaviours
- Distracting the child with an alternative, motivating activity
- Moving away any staff or children who may be harmed rather than moving the child themselves
- Moving away any objects with which the child may harm themselves or others
- Giving the child space and time to calm in a safe location

However, in some situations - for example if a child is about to run out into a busy road, or is physically harming another pupil or adult repeatedly/without stopping - reasonable force may be necessary and would be appropriate.
A *physical restraint* is any action by staff to physically restrict the movements or actions of a child. This may include safely holding their arms or legs to prevent them from continuing a certain unsafe behaviour e.g. climbing or kicking.
*Moving and Handling* (manual handling), is any action that forcibly moves a child. This may include picking the child up (including to move them to a safe space), pulling on their hand, or the use of backpack harnesses.

Albemarle endeavours to give its whole teaching and support staff team access to Team Teach Level 1 training, in which staff are introduced to basic physical supports/holds. Key senior staff will receive Level 2 training, enabling a wider range of one and two-person safe holds to be used to support children who are exhibiting more extreme or harmful behaviours, and where attempts to de-escalate have not been successful.

Where staff have applied physical restraint or have physically moved or handled a child, this should always be recorded on the school's safeguarding and monitoring system – CPOMs – and reported to the parent on the same day. Where this is required on a regular basis, a discussion will be had with parents and where appropriate external agencies (for example Wandsworth Inclusion Services) to ensure best safe practice, and that all adults around the child agree that this is in their best interests. The child's safety and wellbeing is always at the forefront of decisions.

The school will follow the Department for Education guidance 'Restrictive interventions, including the use of reasonable force, in schools', effective from 1 April 2026. Restrictive intervention will be used only when necessary, for the minimum time required and in a way that is reasonable and proportionate to the circumstances. Incidents will be recorded, reported and reviewed in accordance with the guidance and the school's procedures.

## The role of staff

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff receive clear guidance about school expectations of their own conduct at school.

### The role of parents and carers

Parents and carers are expected to support their child in following the school's expectations and to work constructively with staff when concerns arise.

Families are asked to read and acknowledge the Home School Agreement and the Parent, Carer and Visitor Code of Conduct at the beginning of each academic year, and to work in partnership with the school to support their child's education, wellbeing and behaviour. The expectations set out in these documents apply to all families, regardless of whether a signed acknowledgement has been returned.

### Parent, Carer and Visitor Code of Conduct

**Albemarle Primary School values the positive partnership it has with families and the wider community. The expectations for parents, carers and visitors when communicating with the school or visiting the school site are set out in the school's *Parent, Carer and Visitor Code of Conduct*, which forms part of this policy framework. Where behaviour falls below these expectations, the Headteacher may take proportionate action, including restricting communication or access to the school site where necessary and in accordance with Department for Education guidance.**

### Pupil Transition

Moving into a new year or a new school can be a challenge, particularly for vulnerable children. At the end of each year all children meet their new teacher and spend some time getting to know them. In addition, children who find change a particular challenge may meet their teacher individually, sometimes with their parents. Year 6 pupils are prepared for transition to secondary school. In addition, staff members hold transition meetings to facilitate the conversation about the well-being of the children.

To ensure that behaviour is continually monitored and the right support is in place, information related to a pupil's behaviour issues may be transferred to relevant staff at the start of the term or year.

### Staff training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

### Searching and confiscation

The Head teacher and Deputy Head teacher have a statutory power to search pupils or their possessions, without consent where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

**Prohibited items are:**

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

### Exclusions and Suspensions

We are an inclusive school and will work hard to develop strategies to include all children. However, in cases where the school's approach towards behaviour management has been exhausted, then the use of suspensions (previously known as fixed term exclusions) and, ultimately, permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from persistent disruption and can learn in safe, calm and supportive environments.

Internal suspension takes place within school and involves a pupil completing their learning away from their usual class, supervised by a senior member of staff or the inclusion team, for a defined period. It may be used following a serious incident or an accumulation of incidents and will include appropriate reflection, support and reintegration. An internal suspension is not a formal suspension. Any formal suspension or permanent exclusion will be decided only by the Headteacher, or acting Headteacher, and will follow the current Department for Education statutory guidance on suspensions and permanent exclusions.

A suspension is a formal exclusion from school for a fixed period. Permanent exclusion will be used only as a last resort and in accordance with the statutory tests and procedures set out in current Department for Education guidance.

Please refer to the Exclusions and Suspensions Policy for more detail.

### Links with other policies:

- Equal Opportunities
- PSHCE Policy
- SRE Policy

- Special Educational Needs
- Anti-Bullying Policy
- Mobile Phone Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy