St ALPHEGE CE INFANT SCHOOL

and

SUNBEAMS NURSERY

Whole School Policy for Developing and Maintaining Positive Relationships and Behaviour

Date of last review/update: September 2026
Date of next review: September 2027
Governing Body ratification: September 2026

Loved, Inspired, Shining

Values:
At St Alphege, we believe that every child has the right to love and be loved, as they are by God, flourishing and reaching their potential. Our St Alphege values of Love and Kindness underpin all that we do and every interaction that we make.

"God is love. Whoever lives in love lives in God, and God in them." 1 John 4:16

We feel that it is a prime directive to see the good in children, acknowledge their strengths and achievements and give them an understanding of their worth and the contribution they can make.

Rationale
St Alphege is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our school family, we adhere to the values of being caring and responsible people. This policy is written for all members of the school community, to allow for a shared understanding of our expectations and to ensure that these are applied consistently and fairly. Wherever possible, staff will use restorative approaches rather than punishments.

Aims
- To encourage a love for one another
- To ensure a safe, comfortable, caring and happy school where there is mutual trust
- To create an environment where great learning can take place.
- To promote good citizenship, self-discipline, forgiveness and tolerance of each other
- To promote self-respect, a respect for others and a respect for individual difference
- To be aware of the need for rules and promote an acceptance of them
- To encourage and praise appropriate behaviour and language throughout the school
- To support pupils to ensure that they are ready for learning
- To ensure a consistent and calm whole school approach which is used and approved by all staff and visitors to the school.
- To ensure that parents or carers are informed and are aware of the disciplinary procedures
- To provide a system of rewards that encourage good behaviour and swiftly aid the adaptation of inappropriate behaviour
- To prevent bullying and develop skills to deal with unwanted behaviour from others.
- To ensure the children are aware of what constitutes' good manners', and to encourage these at every opportunity
- To ensure adults are using consistent language to promote positive behaviour.
- To use preventative or restorative approaches where possible rather than punishments

Principles
At St Alphege we fundamentally believe that behaviour must be separated from the child. We actively encourage children to recognise that they can and should make 'good' choices. We teach appropriate behaviour through positive intervention and the reinforcement of self-esteem and self-discipline. We believe that every child has the right to learn and no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for

learning. This depends upon the building and reinforcement of trusting and positive relationships between all members of the school community.

We also understand that for some children; consistently following our behavioural expectations may be beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

This policy is designed to address the following:

1. To improve and develop children's standards of behaviour and social interaction with regard to-

- Relationships with each other
- Respect for others including all adults
- Respect for property

2. Children's attitudes to school, their learning, their peers, adults and property.
3. The achievement of a consistent approach to managing challenging situations for all staff.
4. Expectations in relation to children's manners and courtesy.
5. Action to be taken against any child struggling to adhere to the behavioural expectations of the school.

It is of major importance that all staff including those who have supervisory responsibilities for the children, are aware of what is expected from the children in terms of their behaviour. Consistency in approach is of paramount importance.

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, carers, pupils, visitors and governors, work towards the school aims by:

- providing a consistent environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- investment in, fostering and promoting good relationships and a sense of belonging to the school family.
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and learning
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour throughout the school, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other.

Our expectations for behaviour

As members of our school community, we adhere to three simple expectations. **"Be Ready, Be Respectful, Be Safe"** which can be applied to a variety of different situations and are taught and modelled explicitly.

These are discussed and displayed with the children, and form rights and responsibilities relevant to the age and stage of each child. Expectations will be discussed with the children to ensure

clarity in understanding and to help them to take ownership of their shared responsibility.

Guidelines for specific situations and safety should be established and reinforced consistently. E.g. Arrangements for moving around the building, use of cloakroom, and expectations for behaviour during whole school worship or assemblies and lunchtimes. Each time, adults will remind the children which expectation they are related to: "Lining up quietly, shows me you are ready to go to the hall for lunch." "Walking in the corridor shows me that you are keeping yourself and others safe."

All staff must:

- Take the time to welcome children at the start of the day
- Be at the door of their classrooms at the beginning and end of each day
- Model positive behaviours and build trusting, strong relationships
- Plan/ deliver lessons that engage, challenge and meet the needs of all learners
- Use the recognition board throughout every session (Key Stage 1)
- Use positive noticing throughout every session
- Be calm and give "take up time" when going through the steps.
- Remember that prevention is better than sanctions.
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'
- Consistently follow up incidents, retaining ownership and engaging in reflective dialogue.

The Senior Leadership Team must:

- Be a visible presence around the school
- Take time to greet children and families at the start of every day
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Regularly share and celebrate good practice
- Encourage and model the use of positive praise
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Regularly review provision for learners who fall beyond the range of written policies
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Adult Strategies to Develop Excellent Behaviour

- IDENITIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting

- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Our Expectations	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily Meet and Greet 2. Lovely lines 3. Wonderful walking 4. Class recognition board (KS1)	1. Message home 2. Class bead jar (KS1) 3. SLT Praise 4. Class rewards 5. Marvellous Milkshake Meeting

Relentless Routines:

Praise in Public Remind in Private	Wonderful walking around the school	Consistent language Time in NOT Time out

Five Steps to Success:

	Steps	Actions
1	Reminder	I noticed that you chose to… This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. Remember our school expectation of being safe. Please walk. Thank you for listening.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the expectations and consequences should they continue. Use the phrase: "Think carefully about your next step." Example - 'I have noticed you are not ready to do your work. Our expectation is that you show me you are ready. You have now chosen to catch up with your work at playtime. *Please note, that for some children this will not be a choice and this example will not be appropriate* Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3	Last chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Example - 'I have noticed you chose to use rude words. This doesn't meet the school expectation of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' **DO NOT describe child's behaviour to other adults in front of the child**
4	Time out	Time out might be a short time, on the thinking spot or on the bench at playtime. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at break time in the playground or a more formal meeting as appropriate. Any formal meeting will follow a restorative approach (see Appendix) ***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Behaviour and Reward Systems

We aim for pupils to strive towards both good personal behaviour and collective group behaviour.

We reward and reinforce positive behaviours in the following ways:

Positive Noticing

This is a strategy that will be explicitly modelled by all staff with all children. For example: "I notice that you are waiting quietly and respectfully for your lunch today. Thank you."

Class Recognition Board – In Key Stage 1

Each class in Key Stage 1 has a recognition board, with the aim that every child's name should be put onto this by the end of each week. The recognition board will carry a target for the week such as: lining up safely, taking turns etc. Children are placed onto the recognition board for effort and not achievement. Both adults and children can nominate others for the recognition board, ensuring a collective effort and team approach. Children cannot be removed from the recognition board once they have been placed upon it.

Message home

We recognise and reward children who consistently go "above and beyond" our expected standards. These children will get a message home, communicating to their parents how they have achieved this recognition. This message will take the form of a face-to-face conversation in front of the child where possible, or a phone call home for working parents.

Marvellous Milkshake Meetings

Each week, one child from each class will be recognised for consistently going above and beyond expectations. They will be invited to attend the Marvellous Milkshake Meeting where their behaviours will be celebrated and rewarded.

Bead in the Jar reward system for collective behaviour and promotion of team work (KS1)

Children who display excellent behaviour, either individually or as a group or whole class, can earn the right to put a 'bead in the jar', which would ultimately earn a 'Treat' for the class when the jar is full. Each class has adopted their own version of this system. Once the jar is full, the staff will consult with the children who play an active role in deciding what they would like their treat to be.

Promoting the St Alphege Values

Children are verbally recognised for demonstrating the St Alphege Values: Love, Kindness, Forgiveness, Koinonia, Joy and Trust. The value is named so that the children understand why they are being recognised.

Celebration Worship and Awards

These are linked to the School Development Plan, with the children designing their own stickers linked to the acronym in the School Development Plan. These are awarded for SMSC as well as academic achievements, reinforcing our commitment to celebrating the whole child.

The children are awarded stickers throughout the week when they have demonstrated achievements in these areas. One child will be nominated by their teachers for each award and selected to celebrate their achievements during a weekly celebration worship. The names of these children will be included on the weekly newsletter to parents.

Sanctions:

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is not accepted by the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

Adults will be very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which expectation/routine it contravenes.
- Tell the child what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the child; allowing them time to decide what to do next. If there are comments, as you walk away, note them and follow up later.

We resist endless discussions around behaviour and spend our energy returning children to their learning.

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Staff will remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS, at the staff member's discretion.

Restorative Approaches

Restorative meetings are a core part of repairing damage to trust between staff and children. Our Restorative meetings are structured and consistent:

Restorative meetings will be held in private and without interruption. They will include discussion around some of the following questions. These will be tailored to the age and stage of the child.

1. What happened?
2. How did this make people feel?
3. Who has been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

Adults will reaffirm their commitment to building a trusting relationship. Restorative meetings will be held between class-based staff and children. Senior Staff will support these meetings where required.

In incidents that occur between children, or where child on child abuse has been cited or suspected, both the alleged victim and the alleged perpetrator (if there is one) will be offered a restorative conversation to enable dialogue and a positive resolution to be sought. The nature of the incident will be taken into account when deciding if this conversation occurs separately or with the children together.

Mantras

All staff will use consistent language when dealing with behaviour incidents, creating an emotionally predictable environment.

I can see that you are feeling…
I have noticed that you are…
I need you to do x or y
Remember our expectation about…
This is how we do it here

Individual Behaviour Support Plans

Our tracking systems allow us to promptly identify the needs of pupils who require additional support and this is given via interventions within the class provision map. Individual behaviour plans will be used when behaviour is persistent and would be written collaboratively with the head of school, inclusion leader, class teacher, wellbeing and learning mentor, child and parent together setting smart solution-focussed targets with an inbuilt reward system for success. These plans will be reviewed regularly to ensure they are successful and are meeting the needs of the child.

Individual Pastoral Support Programmes

It is very rare for pupils to need a pastoral support programme, but this would be implemented for children who need additional support to a behaviour support plan which may include significant timetable changes and support from external agencies. In such a case, there would be a referral to external agencies such as the Specialist Teaching and Learning Service (STLS) and parents would be heavily involved in supporting the process.

Liaison with Parents and Carers

All parents are informed of the school policy at their initial meeting with Head of School prior to children starting school. Details are also included within the Home-School Contract and are published on school website. Parents will be directly involved in both celebrating success and reinforcing expectations.

Monitoring

A copy of this policy will be shared with all staff and a brief working summary will be available in the staff handbook for students, volunteers and visitors to the school.

The class teacher is responsible for overseeing the operation of this policy for all children in their class.

The Senior Leadership Team will continually monitor the behaviour throughout the school and will be held to account by the Governing body. Governors will undertake routine monitoring visits and will report back to the Full Governing Body.

Behaviour and individual cases will be discussed at weekly triage meetings with the Head of School, Inclusion Leader, Wellbeing staff and Attendance Officer. Support for individual pupils or families will be allocated on a weekly basis following the meeting.

This policy will be evaluated annually through consultation with all the parties involved, i.e. children, parents, carers, staff and governors.

Agreed changes to this policy will then be incorporated as necessary.

Extreme Behaviours

We are aware that some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans' and a Pastoral Support Plan as outlined above. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. Procedures for this can be found in the Positive Handling policy which should be read alongside this policy.

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.