COGNITA

Behaviour Policy

Alleyn's Hampstead Nursery & Junior School

September 2026

Registered in England & Wales - Cognita Schools Limited No. 02313425
Registered Office: Seebeck House, One Seebeck Place Knowlhill, Milton Keynes, Buckinghamshire, MK5 8FR

1. Introduction

1.1. This policy is designed to foster a school ethos that promotes high quality teaching and learning to support the wellbeing of our pupils in order for them to thrive in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School.

1.2. This policy applies to all pupils including those in the Early Years, parents/carers, and staff.

1.3. We are committed to promoting and protecting the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

1.4. In keeping with Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), our policy outlines our Code of Conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the safety welfare of children.

1.5. The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct. **Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (including online).**

1.6. This policy should be read in conjunction with the School's other applicable policies including our Anti-Bullying Policy, Safeguarding and Child Protection Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND Policy,Staff Code of Conduct, IT Policy, Use of Reasonable Force, Restrictive Interventions and/or Restraint Policy (incorporating Searching, Screening and Confiscation) Policy, and Child Absent from Education, Child Missing Education and Attendance Policy.

1.7. The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

1.8. If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant Police authority. If any misbehaviour is considered to be linked to any child experiencing, or being likely to experience, significant harm, then our Safeguarding and Child Protection Policy will

be rigorously followed, and action will be taken in accordance with the relevant local Safeguarding Partners referral procedures. If any child is in immediate danger or is at risk of harm, a referral will be made to children's Social Care and/or the Police immediately in accordance with the provisions of the Safeguarding and Child Protection Policy.

1.9. We publish our policy for parents/carers, pupils and staff. It can be found on our website. We review this policy at least annually, and when significant changes are required under government guidance. This policy is referred to in our Parent Contract accordingly.

1.10. We support pupils at times when difficult events happen in their lives, such as domestic abuse, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps pupils to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

2. Our Approach

2.1. Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment. To support children in making positive behavioural choices, the school follows a set of Golden Rules which are fundamental to a happy and successful school community.

2.2. These Golden Rules are:
We show respect to everybody.
We are inclusive and celebrate our differences.
We take care of other people and play kindly and gently.
We are honest at all times.
We look after our own property, that of others and the school.
We try our hardest even when things are not easy.

The Golden Rules are frequently referenced by staff and pupils, ensuring they are well understood and consistently applied across the school. Parents are asked to support their children in keeping the rules.

2.3. ROCCK values
The school's ROCCK values (Respect, Opportunity, Curiosity, Courage and Kindness) are referenced alongside the Golden and School Rules, to support children in making good choices with their behaviour.

2.4. We work in partnership with our parents/carers, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour. We expect our staff, parents/carers and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents/carers to model positive behaviours at all times so that our pupils can benefit fully from their experiences in school.

2.5. It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.

2.6. Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy, and to ensure that all children are properly included in the educational experiences and opportunities provided whilst the learning of their peers is not impeded.

Where needs emerge, we will ensure that this is communicated to the child's parents/carers from the outset, and that the child receives early help via external support such as via early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. This is in conjunction with internal targeted support in school.

2.7. Staff work closely with the Special Educational Needs Coordinator (SENCo) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary/private organisations/professionals.

3. School Principles and Rules

3.1 Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

3.2 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

3.3 The School Principles:

- School staff and pupils should all show respect for one another;
- Good behaviour should be the expectation, and, in parallel with support for all those involved, sanctions should always be applied consistently for unacceptable behaviour, including all forms of child-on-child abuse, including but not limited to bullying, harmful sexual behaviour, and violence (see the Safeguarding and Child Protection Policy for further information);
- Appropriate and preventative action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst more vulnerable groups of pupils, for example, but not limited to those with special educational needs or disabilities;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse/neglect/exploitation, or through the divorce or separation of parents should be identified and those children supported;
- All pupils should be listened and responded to;

- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, School trips, work placements, sports events and journeys to and from the School;
- All School staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the School community should understand and accept the principles on which this policy is grounded.

3.4 The School Rules:

The written school rules are designed to aid the happiness and safety of the school community, and the smooth running of the school.

Respect and Kindness

• We always use polite, respectful language.
• We never use racist, sexist, hurtful or offensive words.
• We do not tolerate bullying.
• We never use physical aggression (such as pushing or fighting).
• We are aware of others when moving around the school and kindly hold doors open for people behind us.

Looking After Property

• We treat the school building and everyone's belongings with care.
• We do not vandalise or damage property.

Uniform and Appearance

• We wear the full Alleyn's Junior School uniform.
• We may wear small, plain stud earrings.
• We do not wear makeup, nail polish or other jewellery.
• We tie back hair that is shoulder length or longer with plain blue accessories.

Food and Personal Items

• We do not bring food in from home. Birthday cakes, biscuits and sweets are not allowed.
• We do not bring money to school unless it is for a charitable event.
• We do not bring playtime toys to school, including trading cards, soft balls or similar items.

Safety and Travel

• We hand mobile phones in to the School Office at the start of the day and collect them at the end.
• We stay within the School grounds unless accompanied or given permission by a member of staff.
• We do not ride bicycles, scooters or skateboards on school grounds.
• We ensure written permission from parents is provided for children travelling home independently or accompanying younger siblings home.

Parents are expected to support their children in keeping the rules.

4. Expectations and Responsibilities

4.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our pupils should be able to behave in socially acceptable ways.

4.2 Teachers have authority in our school to discipline pupils for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for pupils on/off site; unless the Headteacher says otherwise.

4.3 To be socially acceptable, we believe that our pupils should be able to:

- Treat other pupils and staff with respect and kindness;
- Speak politely to other people; and
- Have self-confidence and high self-esteem.

4.4 To encourage this, the staff will:

- Treat all pupils and adults with respect and kindness;
- Speak politely to other people;
- Praise all pupil's efforts and achievements as often as they can;
- Explain to pupil's what they should have done or said when they get it wrong;
- Encourage self-reflection to pupil's when they get something wrong to encourage learning;
- Tell parents/carers in a timely manner about their child's efforts and achievements, any concerns around behaviours, and explain any concerns about risk to self/others arising from the behaviour; and
- Avoid using critical, belittling or sarcastic language towards all pupils and adults.

4.5 We will not accept the following behaviour from pupils or adults (including staff):

- Use of unkind or rude language;
- Hitting, kicking, biting or other such physical responses; or
- Racist, sexist or homo/bi/transphobic remarks, or other discriminatory comments towards anyone including those with protected characteristics (Equality Act 2010).

4.6 <u>The role of the teacher</u>

- Teachers are responsible for ensuring that the School's behaviour policy is enforced in their class, and that their classes behave in a responsible manner during lesson time;
- Incidents of poor behaviour may (where appropriate) be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly and equally;

- Staff should always make it clear that they are upset about the pupil's behaviour, not the pupil. They should always use private, not public, reprimands, so that when a sanction is applied the pupil can make a fresh start.
- If a pupil misbehaves in class, the teacher will keep a record using the school behaviour recording system of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they must seek help and advice from the senior member of staff named at the front of this document, including a conversation with the parent/carer to seek improvements and the use of appropriate strategies;
- Any behaviour which constitutes a safeguarding concern will be escalated to the Designated Safeguarding Lead (DSL) who take any required action.
- The teacher reports to parents/carers about the progress of each pupil for whom they are responsible, in line with our School policy. The teacher/DSL may also contact a parent/carer if there are concerns about the behaviour or welfare of any pupil, with reference to the School's Safeguarding and Child Protection Policy as appropriate;
- A record is made of any incident involving a pupil, or staff member which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents/carers. We record all details fully and accurately. Incident logs are kept in school and records maintained in the child's personal file and the online platform;
- Obey all health and safety regulations in classrooms, around the School and in all off site educational activities including helping to keep the School clear of clutter and litter;
- Never make racist, sexist, homo/bi/trans phobic, prejudiced, faith-targeted or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010);
- Never resort to physical interventions to manage behaviours (other than in situations where there is risk of harm/danger)
- The use of reasonable force and restrictive interventions, including the use of restraint, seclusion and/or removal, may be used exceptionally and only to prevent injury to pupils, staff, damage to property or to prevent pupils committing an offence. Only the minimum restraint is used for the briefest length of time. The action taken is recorded by the person who undertook the intervention,the parents/carer must be informed the same day and provided with the school record of the intervention as soon as practical. Please see our separate policy on the Use of Reasonable Force, Restrictive interventions and/or Restraint (incorporating searching, screening and confiscation) for further details;
- Comply fully with the Safeguarding and Child Protection Policy, Staff Code of Conduct, and the IT Policy

4.7 Expectations of pupils in our school

- Comply with the School's Behaviour Policy at all times
- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when a staff member is giving instructions;
- Follow instructions promptly and accurately;
- Follow the staff member's instructions about moving around the classroom;
- Follow the Golden rules and ROCCK values:
- Treat others with respect, kindness and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;

- Move sensibly and calmly around the buildings and grounds;
- Never make racist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010); sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

The above list is not exhaustive.

4.8 Mobile Phones

The school follows the DfE guidance (January 2026) which states that 'all schools should be mobile-phone free environments by default; anything other than this should be by exception only.'

Mobile phone usage is prohibited during the school day for pupils up to and including Year 6. This includes during lessons, between lessons, at breaktimes and lunchtimes and in clubs before, during and after school, as well as school visits and trips that take place during typical school hours. Exceptions to this may be made, but this must be agreed between the school and parents prior to the device being used in school and will only be approved for exceptional cases.

The school recognises its duties under the Equality Act 2010 and will consider reasonable adjustments where a pupil requires a device for medical monitoring or other agreed support related to a disability, health condition or learning need. Any exceptions must be documented within the pupil's healthcare plan or learning support plan. Devices permitted under such arrangements must only be used for the agreed purpose, and where access to a personal device can be supervised and/or provided by school staff through the school day. Smart watches and other wearable/hearable devices capable of communication, internet access, photography or recording are treated in the same way as mobile phones. Pupils must not use or wear these devices during the school hours.

Staff must never use their personal mobile phones or connected smart watches when pupils are present and must only use work devices (see Code of Conduct and ITPolicy).If mobile phone usage is necessary for work purposes or medical reasons, staff usage must be kept to a minimum.

The school does not condone the ownership of smart phones for pupils. If mobile phone ownership is deemed necessary for pupils by their parents/carers, it is preferable that this should be a basic phone/brick phone/flip phone and not a smart phone. Parents/carers should make informed decisions about the age at which their child should obtain a smart phone and follow up to date government guidance, which at the time of writing is not recommended below the age of 14.

Pupils are encouraged to leave mobile phones at home and not bring them into school. However, it is understandable that many parents/carers may prefer for their child to be contactable traveling to and from school. Therefore, any pupils who has a phone must, on arrival at school, pupils must , on arrival at school hand in their phones to their Class teacher. Phones are sent to the reception office for safe-keeping. At the end of the school day, a pupil

will collect the phones from the reception office, and the Class teacher will hand out the pupils' phones.

The school will direct the use of pupil mobile phones on residential trips and trips outside of the normal hours of the school day. This will be communicated to parents/carers as part of the trip's communication.

Confiscation

The school reserves the right for all staff to confiscate pupil's mobile phones should this policy be breached, for example where a mobile phone is used by a pupil or is heard ringing in a pupil's bag. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully.

In considering whether a confiscation is a proportionate penalty, the schools will consider what disciplinary outcome the confiscation is intended to achieve and whether there are other ways to achieve the same outcome, as well as the pupil's individual circumstances such as age and SEND status.

The Headteacher is supported by DfE to confiscate mobile phones and similar devices, if they consider it proportionate, for whatever length of time they deem proportionate. The Headteacher, or staff authorsied by the Headteacher, is permitted to search for mobile phones or similar personal devices, in line with the DfE guidance: Searching, screening and confiscation in schools - GOV.UK

The school will consider whether misbehaviour regarding the use of mobile phones gives cause to suspect that a pupil is already experiencing, or may be at risk of abuse, neglect and/or exploitation. Where this may be the case, as set out in part 1 of keeping children safe in education, school staff will follow the school's Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead (or deputy). They will consider if pastoral support, an early intervention or a referral to children's Social Care is appropriate.

Parents needing to contact their child during the school day must do so via the school office.

4.9 Expectations of parents

Parents/carers who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents/carers and encourages them to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

5. Policy on Rewards and Sanctions

5.1. Our rewards – promotion of good behaviour

To assist the staff in their management of behaviour, there are rewards which are used to reinforce the behaviour they expect, and sanctions which are applied when behaviour is different from that expected.

AHNJS's reward system is designed to promote the ROCCK values and learning dispositions such as hard work, endeavour, patience, kindness, tolerance and understanding of others and to promote positive citizenship.
In addition to the formal awarding of rewards in the form of House points, staff must also remember that the verbal praise they give to pupils is of great importance and highly valued by the children in their care.

Equally true is the fact that ill-considered and insensitive criticism by staff can have effects on a pupil's self-confidence and self-image. Staff must also ensure that they are consistent in a team approach to discipline and rewards, and that pupils know what is expected of them.

In the event of a misdemeanour, the level and type of sanction administered should be in accordance with the sanctions detailed below. Sanctions must be seen to be fair, consistent and meaningful. Where a child has a special educational need or disability, staff should apply reasonable adjustments to this policy and to the awarding of rewards and sanctions to promote positive behaviour.

From the beginning of their time at AHNJS, children are guided and encouraged by teachers to express how they feel in different situations. Children are taught to tell others if they do something to them that they do not like, using the words "Please stop, I do not like it when you…". If the other child's actions continue then an adult should be sought to reinforce the message. If the other child, then makes the choice to continue the unwanted behaviour a sanction will be enforced by the supervising staff member.

All staff will also be responsible for recording the negative behaviour on the online platform. If the behaviour is of a more serious nature, it should be brought to the attention of one of the Senior Leadership Team. They may then, if they feel it is appropriate, pass it on for the attention of the Headteacher.

5.2 Rewards

To ensure that children's good behaviour and actions are rewarded, the School has a number of ways to celebrate individual successes and reinforce the behaviour we would like to see in school.

Children in Nursery and Pre-Reception are given stickers for good work. They share their work with other teachers and the Headteacher.

House Points (Electronic points) may be awarded to recognise positive behaviour that reflects the school's ROCCK values—Respect, Opportunity, Curiosity, Courage and Kindness—as well as the school's Golden Rules. These points celebrate pupils who demonstrate respect for others, show kindness and inclusion, act honestly, care for their own and others' property, and try their best even when learning feels challenging.

House Points (Electronic points) contribute towards the reward certificates outlined below and are used to encourage pupils to make positive choices that reflect the values and expectations of the school community.

Celebration assemblies take place to support our positive approach and reinforce good behaviour, thereby celebrating all children's achievements, raising self-esteem and self-confidence.

Reward certificates - based on House Points (Electronic points)

Children receive a bronze, silver, gold, or platinum certificate upon reaching the designated House Point thresholds below:

- Bronze ROCCK certificate - 100 per term. Awarded in assembly.
- Silver ROCCK certificate - 200 per term. Awarded in assembly.
- Gold ROCCK certificate - 300* per term. Awarded in assembly.
- Platinum ROCCK certificate - 400* per term. Awarded in assembly.

*For a gold ROCCK certificate children must have at least 10 house points in each of the ROCCK values.
*For platinum ROCCK certificate children must have at least 20 class dojo points in each category.

Reward certificates based on our Learning dispositions

Children's successes with our learning dispositions are regularly recognised and celebrated alongside their other achievements across the curriculum. They are recognised in the following ways:

- Stickers are awarded to children who successfully exhibit a learning disposition.
- Weekly commendation certificates can be used to highlight children's achievements with a particular learning disposition.

Headteacher commendation

Children who have completed excellent work, gone above or beyond expectations in school or for another reason that the class teacher thinks is appropriate will be awarded a Headteacher's commendation. This will take place in the Head's office and will include a certificate.

5.2. Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- restorative justice approach;
- social skills training;
- referral to CAMHS and/or educational psychology services/professionals; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

5.3. Our sanctions

All staff generally deals with minor breaches of discipline in a caring, supportive and fair manner. A pupil's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

For the majority of minor misdemeanours, a reminder of the principles of community living and school values is sufficient—especially if the pupil is contrite, understands their mistake, and apologises. Occasionally, however, a sanction may be necessary to demonstrate to the child, and sometimes the wider community, that actions have consequences.

Corporal punishment is illegal and is never used or threatened at our School. Physical methods to manage a pupil's behaviour at home by parents/carers is a safeguarding issue and will be dealt with under the School's Safeguarding and child Protection Policy.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

5.3.1. We consider whether the behaviour under review gives cause to suspect that a pupil is experiencing, or is likely to experience, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We will consider whether continuing disruptive behaviour might be the result of unmet educational, SEND, or other needs such as trauma. At this point, we will consider whether a referral to Early/Family Help or other agency is needed to support the child/family.

5.3.2. Parents/carers will be involved at the earliest stage when needs arise, are persisting or recurring.

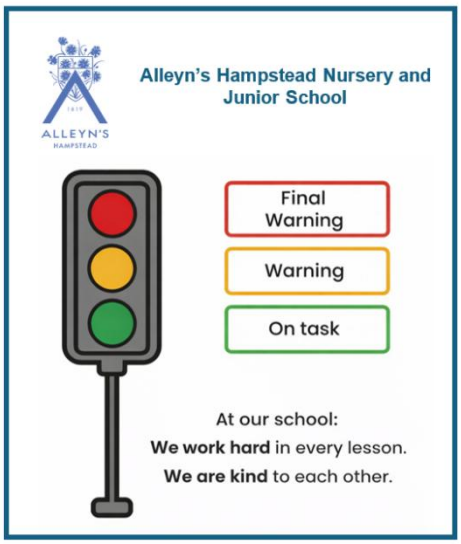
5.3.3. It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension, expulsion and removal in other circumstances, without first using lower-order strategies. A record is kept of the sanctions imposed upon pupils for serious misbehaviour.

5.3.4. Any sanction must be reasonable in all the circumstances and account must be taken of relevant factors which may include the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

These include the following:

In class behaviour management

In class a simple traffic light is used to keep children on task and to provide a simple visual queue if they are not doing what is expected. The traffic light allows the child to correct their behaviour at any time without a sanction being used (See Behaviour procedure on Appendix 2).



Moving past a final warning results in a loss of social time and parent contact. Disrupting learning and failing to follow instructions are classified as serious incidents; should a child fail to meet classroom expectations, the stage system outlined below will be implemented.

The stage system for behaviour management

Stage 1

Includes annoying other pupils, boisterous behaviour, talking when not required, distracting others, low-level interruption, taking property without asking, general nuisance, inappropriate personal appearance/uniform breach, ignoring instructions, and moving dangerously inside the building. It also comes into action when a child has had a final warning in the traffic light above.

Sanctions for Stage 1:

- When the child's behaviour has been identified as a problem, the teacher has an individual word with the child concerned.
- The child is made aware of the areas for improvement we are looking for. It is made clear that there is an opportunity for the child to improve the situation before the child goes on report. Deprivation of Golden Time or an equivalent withdrawal of privilege e.g. missing playtime may occur.
- Children involved will be given time and space to reflect on what has happened. Children will be encouraged to self-regulate their emotions and have some time to discuss what has happened with the class teacher.
- Staff may use 'think sheets' (Appendix 4) to support this process. Children may complete these independently or talk them through with an adult. This reflection will only be effective once the child is feeling calm and positive so there may be a necessary delay between an incident and the reflection process.
- Parents are informed by Class Teacher.
- Log on the Behaviour record (online platform) as Stage 1. Behaviour of the child is monitored closely for one week, without a report card, by all who teach the child.
- The Class Teacher informs all other teachers teaching the child that, for the next week, the child's behaviour will be closely monitored in lessons and outside the classroom.
- The Class Teacher liaises with the subject teachers about how things are going within the week.
- Head of Phase is informed.

Stage 2

Involves the persistence of Stage 1 behaviours over several days/multiple times, physical or verbal aggression, biting/kicking/spitting, bad language/rude noises, name-calling and teasing, disrupting the learning of a group of children, and twice-repeated unkindness to others.

Sanctions for Stage 2

- No improvement at Stage 1 means that the child remains on close observation for a further week.
- The child's parents are contacted by the Class Teacher to inform them that their child's behaviour has been giving cause for concern and has not shown significant improvement during the last week. Parents are given an idea of the improvement the School is looking for. The parents are asked to support the efforts the pupil and School are making and to encourage the pupil to try hard and improve behaviour.
- Entry on the Behaviour record (online platform) listed as stage 2.
- Withdrawal of suitable privilege will occur e.g. missing play times, school outing/residential, sport fixture. SLT can support with supervision.
- The child involved will be given time and space to reflect on what has happened, how they and others feel and the effects of what has happened. This may take place outside of the classroom. The child will be guided to think about how they can restore relationships with those affected.
- Staff may use 'Think sheets' (Appendix 4) to support this process. Children may complete these independently or talk them through with an adult. This reflection will only be effective once the child is feeling calm and positive so there may be a necessary delay between an incident and the reflection process.
- Child is on report to the class teacher with age-appropriate and accessible targets. These notes will be logged on the Behaviour record (online platform).
- One week and then review.
- Second week if little progress is shown with parents attending a meeting with the Class Teacher and Head of Phase.

Stage 3

Encompasses the persistence of Stage 2 behaviours over several weeks, endangering themselves or others, bullying (repeated unkindness to the same person), physical assault, inappropriate touching, willful damage to property/school, verbal abuse to teachers/staff/peers, stealing, disrupting the learning of the whole class, abuse/threatening behaviour, extreme rudeness to an adult, leaving school premises without permission, dangerous refusal to follow instructions, and failing to successfully meet behaviour targets.

Sanctions for Stage 3

- The child is removed from lessons, and the Deputy Head Pastoral is informed immediately.
- If there is still no improvement parents will be called in to see the Headteacher at a Disciplinary Meeting to receive a formal report of the behaviour and to discuss appropriate strategies to improve the behaviour of the child. If there is a case of a serious breach of discipline, the Headteacher may move to an immediate suspension when meeting with

parents.

● Entry on the Behaviour record (online platform) listed as Stage 3

● Parents and the pupil may be asked to sign a behaviour agreement which could constitute as a formal warning. This would make it clear that if the behaviour were to continue or the behaviour were to be unresolved, temporary exclusion or internal suspension may be imposed.

● The deprivation of other privileges including After School Clubs, membership of late room and other sanctions e.g. trips and performances will be reconsidered.

● Strict sanctions such as some form of temporary exclusion or a review of the automatic transfer to the Senior School, could follow if the Headteacher of the Junior School regards the case as serious enough. In particularly serious cases, expulsion from Junior School may be considered. Parents should be advised that when places are offered to the Senior School, the contents of a child's behaviour file may form part of the decision.

● A letter confirming the outcome of the Disciplinary Meeting will be sent.

● Timing of agreed strategies may be established and a review date set.

● If a suspension occurs, a further Disciplinary Meeting will take place under the child's reentry to school. At this meeting the parents and child will be asked to sign a behaviour contract.

● If there are still some concerns at the stage of transfer at 11+, the parents will be invited into School to meet with the Headteacher of the Junior School and the Deputy Head Pastoral of the Senior School to set up a continuing review system from the start of Year 7.

● This is not an exhaustive list and the School reserves the right to impose sanctions deemed appropriate to the circumstances.

Other things to note

● On completion of a reflection sheet, children must discuss what they have written with the adult who has instigated the sanction. A conversation about how they can make up for their behaviour should be had (an apology, replacing damaged property etc.).

● Age must be considered when dealing with undesired behaviour and attitudes, as well as the expected developmental phases of our younger learners.

● The personal circumstances, and any specific educational needs of the child must be considered.

● This is not an exhaustive list but should act as a guide to ensure consistency across the school.

6. Suspension and Expulsion

6.1 The Headteacher reserves the right to suspend, expel or remove pupils from the school. Suspension and expulsion will be dealt with in accordance with our Suspension, Expulsion and Removal in Other Circumstances Policy, which includes examples of behaviour that may warrant those sanctions.

7. Allegations of Problematic Sexual Behaviour (PSB), Harmful Sexual Behaviour (HSB) and Child on Child Abuse

7.1. Allegations of a pupil demonstrating PSB, HSB and/or other forms of child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the Designated Safeguarding Lead. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents/carers when there has been a report of PSB/ HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents/carers to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway, to the extent appropriate. Referrals to children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

8. Complaints Procedure

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. We expect our parents/carers to share any concerns informally with us so that we can continuously improve the quality of education at our school

8.1. The School's Complaints Procedure [(which apply equally in the EYFS setting)] is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

9. Monitoring and Evaluation

9.1. The School will record all behavioural incidents (including child on child abuse, including, but not limited to bullying) and sanctions in accordance with this policy which will be used to

monitor behavioural issues within the School and to evaluate the effectiveness of this policy. The Headteacher is responsible for ensuring these records are appropriately maintained.

9.2. The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

9.3. The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

9.4. Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.

9.5. Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the European Director of Education.

Version control:

Ownership and consultation	
Document Sponsor	Group Director of Education
Document Author / Reviewer	Director of Education, Europe and USA
Consultation & Specialist Advice	Regional Lead for Inclusion, Europe and USA Regional lead for Safeguarding, Europe and USA
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Switzerland	No
Austria	No
USA	No
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Related documentation	Anti-Bullying Policy Suspension, Expulsion and Required Removal in Other Circumstances Policy Safeguarding and Child Protection Policy Use of Reasonable Force, Restrictive Intervention and/or Restraint Policy, incorporating searching, screening and confiscation IT Policy Code of Conduct

Mrs. Sarah Cartwright-Styles

Headteacher

Appendix 1 – Negative behaviours and attitudes

Disruptive behaviour		
Stage 1	**Stage 2**	**Stage 3**
● Annoying other pupils ● Boisterous behaviour ● Talking, not listening when required ● Distracting others ● Low-level interruption; calling out ● Taking property without asking ● General nuisance ● Inappropriate personal appearance; uniform breach ● Ignoring instructions ● Moving dangerously inside the building	● Persistence of Stage 1 over several days/ multiple times ● Physical or verbal aggression ● Biting/Kicking/Spitting ● Bad language/rude noises ● Name-calling and teasing ● Disrupting the learning of a group of children ● Twice repeated unkindness to others	● Persistence of stage 2 over several weeks ● Endangering themselves or others ● Bullying-repeated unkindness to the same person ● Physical assault ● Inappropriate touching ● Wilful damage to property/school ● Verbal abuse to teachers/staff/peers ● Stealing- taking the property of others with the intention to keep it ● Disrupting the learning of the whole class ● Abuse/Threatening behaviour; extreme rudeness to an adult ● Leaving school premises without permission ● Dangerous refusal to obey instructions. ● Failing to successfully meet behaviour targets.

Undesired academic attitudes		
Stage 1	**Stage 2**	**Stage 3**
● Homework not completed ● Not prepared for school- lack of equipment in school (water bottle, indoor shoes, PE kit) ● Careless presentation of work ● Not giving best effort over the course of a day ● Negative attitude ● Ignoring instructions ● Not participating ● Avoiding working	● Persistence of stage 1 over several days ● Refusal to work ● No homework twice in a row ● Not giving best effort over the course of several days	●Persistence of stage 2 over several weeks ● Maliciously damaging or spoiling someone else's work. ● Not giving best effort over the course of a week ● Academic dishonesty

Appendix 2 – Behaviour procedure *(Linked to Our Golden Rules)*

Our Golden Rules

- We show respect to everybody.
- We are inclusive and celebrate our differences.
- We take care of other people and play kindly and gently.
- We are honest at all times.
- We look after our own property, that of others and the school.
- We try our hardest even when things are not easy.

These rules underpin all behaviour expectations across the school. Expectations are taught explicitly, modelled by adults, and reinforced consistently.

For monitoring and consistency

- All behaviour incidents are logged.
- Patterns are monitored by phase leaders and SLT.
- Staff receive regular training to ensure consistency.
- Golden Rules are revisited regularly in assemblies and PSHE/Circle times.

EYFS

In EYFS, behaviour is understood as communication. Children are supported to:

- Learn routines and boundaries.
- Develop emotional regulation.
- Build early understanding of right and wrong.
- Repair relationships with adult guidance.

Adults use calm, consistent language and focus on teaching the behaviour we want to see.

Promoting positive behaviour

Adults will:

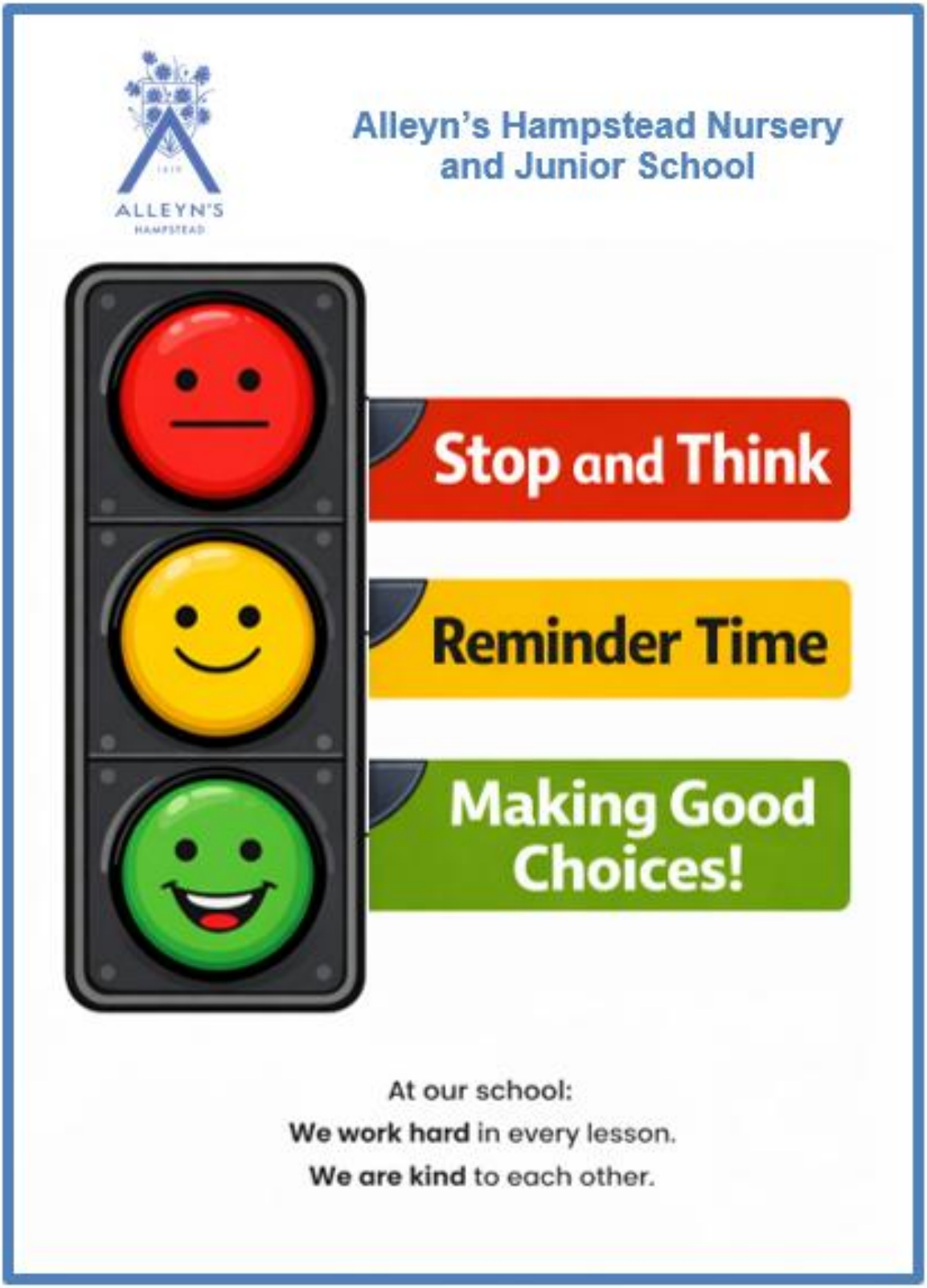
- Model respectful, kind interactions.
- Use clear, simple language linked to the Golden Rules.
- Praise specific behaviours (e.g., “You showed respect by listening carefully.”).
- Teach turn-taking, sharing and problem-solving through play.
- Use visual prompts and consistent routines.
- Reinforce effort (“You kept trying even when it was tricky.”).

When behaviour falls below expectations (refer to Traffic light poster):

:

Step 1 – Gentle reminder
• Get down to child’s level. • State the rule clearly and simply. “We take care of our friends. Hands are for helping.” • Redirect to appropriate behaviour.
Step 2 – Support & choice
• Give a clear choice. “You can play gently with the blocks, or choose a different activity.” • Support emotional regulation (naming feelings, calm space, breathing).
Step 3 – Reflection & repair
• Short restorative conversation:

What happened? How did that make others feel? What can we do to make it better? • Support child to repair (apology, helping rebuild, kind action).
Step 4 – Escalation (if needed)
• Time-limited removal from activity to regulate (not isolation as consequence). • Phase leader informed for repeated behaviours. • Parents informed if patterns emerge.


ALLEYN'S
HAMPSTEAD
Alleyn's Hampstead Nursery and Junior School
Stop and Think
Reminder Time
Making Good Choices!
At our school:
We work hard in every lesson.
We are kind to each other.

KS1

Children begin to:

- Understand consequences.
- Take greater responsibility.
- Reflect on behaviour and impact on others.

Language remains supportive and instructional.

Promoting positive behaviour

Adults will:

- Explicitly link praise to Golden Rules.
- Use visible reminders in classrooms.
- Celebrate inclusive behaviour and effort.
- Use class rewards and recognition systems.
- Teach conflict resolution and respectful disagreement.

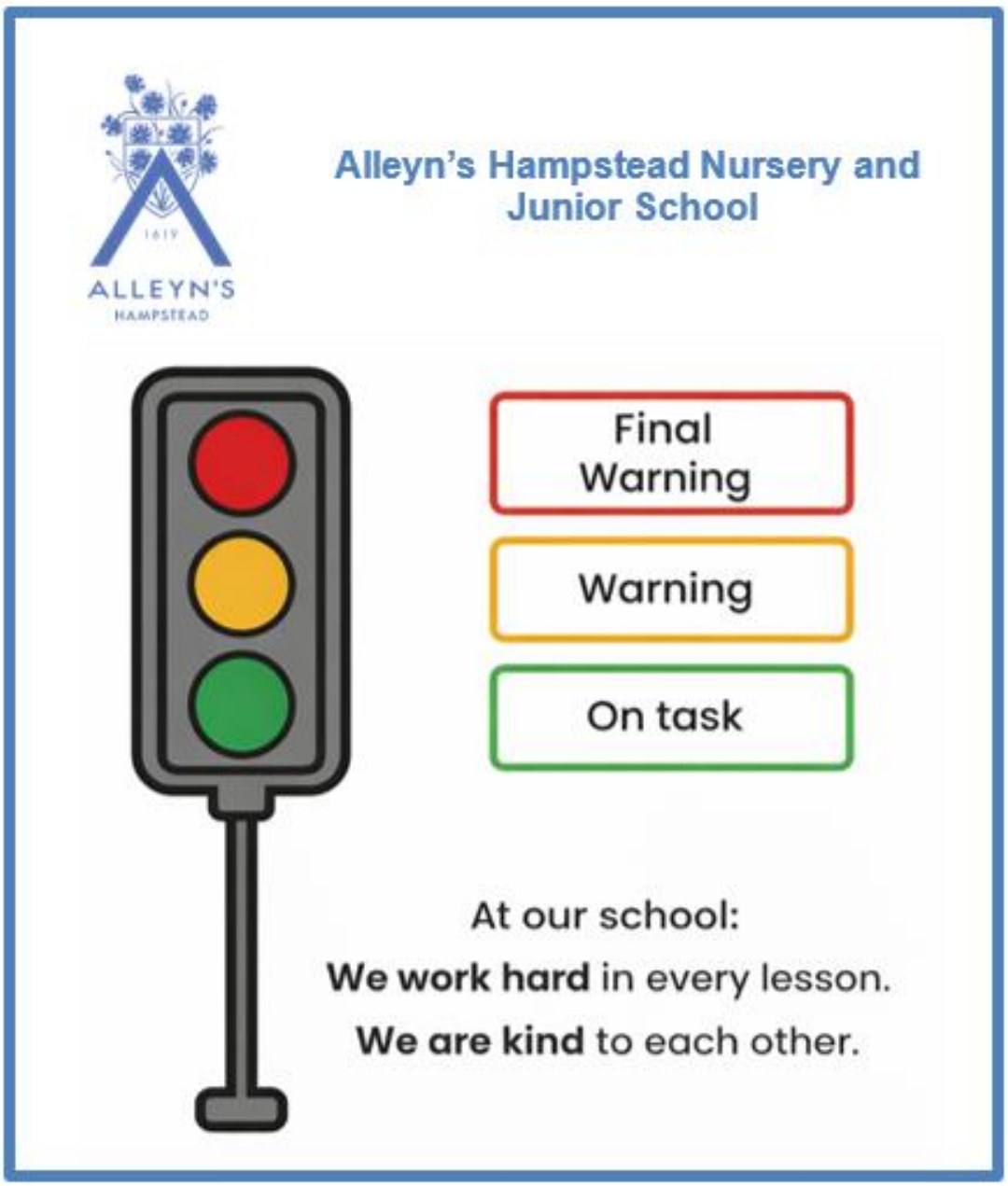
When behaviour falls below expectations (refer to Traffic light poster):

Step 1 – Reminder
• Quiet verbal reminder referencing Golden Rule.   ○ “Remember, we show respect by listening.”
Step 2 – Warning
• Clear warning and explanation.   ○ “This is a warning. If it continues, there will be a consequence.” • Opportunity to correct behaviour.
Step 3 – Consequence
Appropriate, proportionate consequence, such as: • Short time out in class. • Missed minutes of play to complete reflection sheet. • Repair task (tidy, apology, restorative action).
Step 4 – Escalation

- Phase leader involvement.
- Parent informed for repeated or serious incidents.
- Behaviour logged.

Restorative Questions:

- What happened?
- What were you thinking at the time?
- How did this affect others?
- What can you do to make it right?



KS2

Children are expected to:

- Take responsibility for choices.
- Demonstrate self-regulation.
- Show leadership in modelling Golden Rules.
- Engage in restorative reflection independently.

Promoting positive behaviour

Adults will:

- Encourage pupil voice and accountability.
- Reward effort, honesty, resilience and inclusion.
- Provide leadership opportunities.
- Promote peer mediation where appropriate.

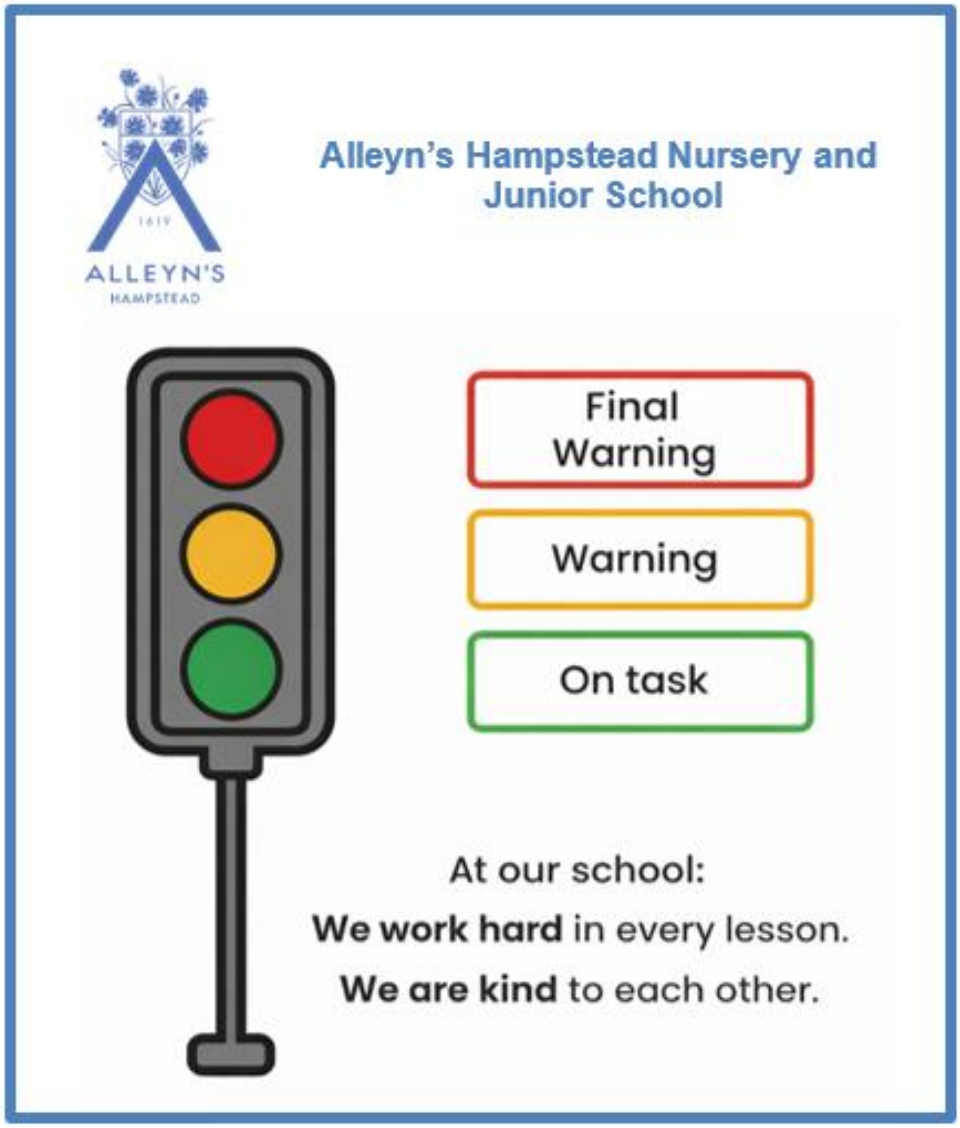
Recognition may include:

- House points (Dojo class points).
- Certificates.
- Responsibility roles.
- Celebration assemblies.

When behaviour falls below expectations (refer to Traffic light poster):

Step 1 – Reminder
• Discreet reminder referencing Golden Rule.
Step 2 – Formal Warning
• Clear warning logged if appropriate.
Step 3 – Consequence
May include: • Loss of privilege.

• Break/lunchtime reflection. • Completion of restorative reflection form. • Internal time out in another class.
Step 4 – Escalation
For repeated or serious behaviour: • Phase leader involvement. • Senior leadership involvement. • Parent meeting. • Behaviour support plan if required.



Appendix 3 – Golden rules posters

EYFS

KS1

Our Golden Rules

We show respect to everybody.

We are inclusive and celebrate our differences.

We take care of other people and play kindly and gently.

We are honest at all times.

We look after our own property, that of others and the school.

We try our hardest even when things are not easy.

KS2

★ Our Golden Rules ★

We show respect to everybody.

★ We are inclusive and celebrate differences.

We take care of other people and play kindly and gently.

We are honest at all times.

We look after our own property, that of others and the school.

We try our hardest even when things are not easy.

Appendix 4 – Think sheet (Comic strip)

Let's draw tricky moments. This will help our brains learn for next time.

What did I do?	What was I thinking?	How was I feeling?	What other people think/feel?	Next time I can
I did..	I thought	I felt	They thought/felt	wait/choose ask for help