



***Aldington Primary School***  
***Behaviour Policy***

<b><i>Draft Prepared</i></b>	July 2025
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<b><i>Review 1:</i></b>	22nd September 2025
<b><i>Review 2:</i></b>	
<b><i>Review 3:</i></b>	
<b><i>Signed by Headteacher:</i></b>	
<b><i>Signed by Chair of Governors:</i></b>	July 2025
<b><i>Final Review:</i></b>	

## **Policy Statement**

At Aldington Primary School we are committed to creating a safe, supportive and inclusive environment where all pupils can thrive academically, socially and emotionally. We believe that high standards of behaviour are essential for effective learning and personal development.

Our Behaviour Policy reflects our core values of '*Nurture and Challenge*', with a family ethos that promotes a caring environment where every child feels valued, safe and understood. We believe that a strong, supportive community is the foundation of positive behaviour where we focus and celebrate positive behaviour, fostering a culture of kindness and respect. We focus on restorative practices to support our children in navigating friendships throughout their time with us. We recognise the unique needs of each child, providing tailored support to help them thrive socially and emotionally. Alongside all of this we collaborate with parents, carers and the wider community to uphold our values and expectations.

## **Aims of the Policy**

Our Behaviour Policy aims to:

- To create a positive school culture based on mutual respect, kindness, responsibility and a sense of belonging
- Encourage self-discipline and personal accountability among pupils, providing support to be able to regulate feelings and emotions and involve children in the consequences process
- Ensure that all members of the school community feel safe, valued, respected and that they have been treated fairly.
- Provide clear expectations and consistent responses to behaviour (rewards and consequences)
- Foster strong partnerships with parents and carers to support pupil behaviour.

## **Behaviour Expectations**

At Aldington, we follow three simple principles:

## Be Safe. Be Ready. Be Respectful

<b>Be Safe:</b>	<b>Be Ready:</b>	<b>Be Respectful:</b>
<p>Safety is paramount in ensuring a conducive learning environment. This principle covers:</p> <ul style="list-style-type: none"> <li>● Following instructions promptly</li> <li>● Moving around the school in a calm and orderly manner</li> <li>● Using equipment and materials safely</li> <li>● Seeking help when feeling unsafe or uncertain</li> </ul> <p>By prioritizing safety, schools aim to prevent accidents and create a secure space for all.</p>	<p>By promoting readiness in schools aim to create an environment where students can focus on their education without unnecessary distractions. This principle covers:</p> <ul style="list-style-type: none"> <li>● Having necessary equipment and materials</li> <li>● Being mentally prepared to engage in lessons</li> <li>● Demonstrating a positive attitude towards learning</li> </ul>	<p>Respect is fundamental in fostering a positive school community. This principle emphasises:</p> <ul style="list-style-type: none"> <li>● Listening attentively when others are speaking</li> <li>● Using polite language and manners</li> <li>● Valuing the opinions and feelings of others</li> <li>● Caring for school property and the belongings of others</li> </ul> <p>Respectful behaviour helps in building trust and cooperation among students and staff.</p>

These principles are often displayed in classrooms and around the school to remind students of the expected behaviours. They are integral to creating a positive, respectful, and safe learning environment. Staff model and encourage these behaviours constantly, focusing on the desired behaviour.

### Rewards

At Aldington, we use a structured reward system at individual, team, class, and whole-school levels that offers a comprehensive approach to promoting positive behaviour.

Reward Level	Rationale	How we do this	
<p><b>Individual Reward:</b> To acknowledge and reinforce personal achievements and positive behaviours</p>	<p>Personal motivation, recognises individual effort, ownership of their own actions, boosts self-esteem, encourages goal setting, fostering a growth mindset</p>	<p>Star of the Week Moving names up Verbal praise Bucket Fillers</p>	<p>Key Stage 1: Stickers</p> <hr/> <p>Key Stage 2: House Points</p>
<p><b>Team Reward:</b> To foster collaboration and a sense of community among children</p>	<p>Promotes teamwork, builds school spirit, sense of belonging, healthy competition, sportsmanship, empathy</p>	<p>Team Days- during Enrichment Weeks House Points Sports Day</p>	
<p><b>Class Reward:</b> To encourage collective responsibility and create a positive classroom environment</p>	<p>Promotes a collaborative atmosphere where children support each other, reinforces group norms/expectations, acknowledges the efforts of the entire class, fosters a sense of achievement *A visual representation in the classroom will be available for children to see their progress</p>	<p>Class reward at the end of term Celebration Assemblies/Afternoons Purposeful Play Friday</p>	
<p><b>Senior Leader Reward:</b> To motivate, encourage and acknowledge the achievements of all children for a variety of successes</p>	<p>Personalised acknowledgement, meaningful/impactful interactions for children, enhanced motivation, promotes a positive and cohesive school environment, fosters parental engagement</p>	<p>Postcards home Random drop ins to class with stickers for children who have moved their name up Invitations to additional Forest School/School Council HUB sessions throughout the year</p>	

## Emotional Regulation

At Aldington, we understand the importance of Emotional Regulation and support children in their ability to recognise, understand and manage their emotions, reducing reactive behaviour and promoting a calm, safe learning environment.

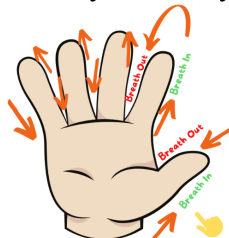
### Teaching & Embedding Regulation Strategies

- **Develop emotional literacy:**
  - Use PSHE/RSHE lessons, circle time, and stories to build pupils' vocabulary around emotions and bodily reactions. Encouraging discussion (e.g. "I feel frustrated when...") helps pupils label and express emotions safely
  - Adults labelling emotions when they occur to build understanding and vocabulary (e.g. "I wonder if you are feeling \_\_\_\_\_ because you are \_\_\_\_\_")
- **Teach self-regulation techniques:**

There are two main responses that we use:

- Finger breathing

#### Five Finger Breathing



Stretch one hand out like a star. Use your pointer finger on your other hand to slide your fingers up and down.  
1. Breathe in through your nose, trace up finger slowly;  
2. Breathe out through your mouth, trace up your finger slowly down to the other side;  
3. Repeat with each finger.

- 5, 4, 3, 2, 1

#### 5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN *see*
- 4 THINGS YOU CAN *touch*
- 3 THINGS YOU CAN *hear*
- 2 THINGS YOU CAN *smell*
- 1 THING YOU CAN *taste*

It is important to note that every child will have a preference in their calming down technique but these are the two main strategies that we use to support children to regulate.

- **Provide calming spaces:**
  - Establish 'calm corners' in rooms, or emotion regulation areas equipped with sensory tools, feeling charts, or reflexive activities - these are available both in the classroom and on the playground.

## **School-Wide Systems & Routines**

- **Consistent environment:**
  - Use clear, positively phrased rules, visual timetables, and predictable daily routines to give pupils security and reduce anxiety
- **Calm transition rituals:**
  - Incorporate movement and water breaks between lessons to reset emotional states.
  - Ensure movement between place to place is calm and orderly to minimise anxiety or stress (walking down the corridor, indoor voices)
- **Whole-school approach:**
  - Train all staff in de-escalation and emotional regulation, using frameworks ensuring consistent responses across classrooms and communal spaces.
  - Staff have a good awareness of how children's brains develop through regular training and understand that children require time to de-escalate before any conversation or resolution is made.

## **Individualised Support for Regulation**

- **Emotion-coaching & IBPs:**
  - Staff should validate feelings ("I can see you're upset...") and guide pupils through breathing or grounding steps. For pupils with SEMH needs, develop Individual Behaviour Plans including explicit regulation strategies
- **Safe-space exit cards / permission to leave:**
  - Provide discreet 'safe place/safe person' cards or privileges that allow pupils to access calming spaces without stigma

## Staff Well-being & Modelling

- **Staff emotional self-awareness:**
  - Promote peer reflection, stress-management strategies, and modelling of calm behaviours by staff, reinforcing that emotion regulation is part of everyday practice
- **Leadership by example:**
  - Leaders model regulation through open communication, mindfulness practices in assemblies, and calm crisis responses, setting the tone for all.

## Sanctions/Consequences

### Principles of Sanctions at Aldington Primary School

- **Fairness and Consistency:** Sanctions should be applied consistently and fairly, ensuring all students are treated equitably.
- **Proportionality:** The severity of the sanction should correspond to the seriousness of the misbehaviour.
- **Clarity:** Students should clearly understand the rules and the consequences of breaking them.
- **Supportive Approach:** Sanctions should aim to help students learn from their mistakes and develop better behaviour in the future.
- **Involvement of Parents:** Engaging parents in the process can help reinforce expectations and support the student's development.

As a school, we aim to focus on the positive behaviours to encourage children to make the correct choices, however on occasion where an undesired behaviour has occurred, the following steps and sanctions will be put in place:

General Warning	This is a <b>reminder</b> to the whole class about the expectations of behaviour <i>'Remember to put our hands up and not call out'</i>
Direct Warning	Child will be given a <b>yellow card</b> as subtle as

	possible and at an appropriate moment, discuss the reason for the card and how it can be put right.
Time out in class	Children will be given a <b>red card</b> which means they need to move to the time out space in their classroom. A discussion will be had about why they are there, how they can make it right and what will happen if this isn't the case* <b>10 minutes</b> Children will make up this time at break/lunch whichever is next.
Time out in another class	Children take their learning to another classroom for <b>20 minutes</b> . Teachers assess which class would be best suited for them. Children will make up this time at break/lunch whichever is next and parents will be informed by the class teacher.
Sent to SLT	If children continue to make the wrong behaviour choices, they will be sent to SLT and a phone call home to parents will be made. Repeat visits to SLT will result in a formal meeting with child, teacher, parents and SLT.

If negative behaviour occurs during the afternoon sessions, the time that the children need to make up for this will be carried over to the following day (Monday-Thursday). If however, this happens to be on a Friday, children will miss time from their 'Purposeful Play' session on a Friday afternoon in order to not carry a consequence over a weekend and for all the child to start the following week with a fresh start.

**OPAL:**

General Warning	This is a <b>reminder</b> to the zone about the expectations of behaviour <i>'Remember to we don't run in the dinner hall'</i>
Direct Warning	Children will be shown a <b>yellow card</b> as subtle as possible and at an appropriate moment, discuss the reason for the card and

	how it can be put right.
Time out	Children will be shown a <b>red card</b> which means they need to sit out in that zone. A conversation will be had about what the expected behaviour is in that zone <b>*10 minutes</b>
Time in	Children will be sent into school (outside SLT Office) to have some time out to reflect on their choices and a conversation will be had with the adult dealing with the situation to decide if they are ready to return to the playground the following day. <b>*20 minutes</b>
SLT	Children who continue to make incorrect choices that mean they are not being safe, ready or respectful will be sent into SLT where a decision will be made about their next steps/consequences and phone call home will be made

In some cases, certain behaviours are deemed serious enough to warrant immediate referral to the Senior Leadership Team (SLT). These behaviours typically involve safety concerns, significant disruption, or breaches of school policy that require prompt attention.

**Behaviours Requiring Immediate SLT Referral**

<b>Behaviour</b>	<b>Reason for referral</b>
Physical aggression (hitting, biting)	Poses immediate risk to the safety of others
Verbal abuse or swearing directed at staff	Disruptive and disrespectful
Bullying (physical, verbal or cyber)	Repeated harm to others, violates school ethos
Serious defiance or refusal to follow instructions	Disrupts learning of others
Leaving school premises without permission	Safety concerns
Racist, sexist or homophobic remarks	Breach of equality policies, promotes discrimination
Theft or vandalism	Legal implications, damages school property

Possession of prohibited items (alcohol, drugs)	Breach of school rules
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## **Recording Behaviour Incidents**

All staff involved in any behaviour from a 'Red Card' to 'Sent to SLT' will record the incident on Bromcom. The recording will include the child/children involved along with a clear description of what happened.

The Safeguarding Team will use this information at their weekly Safeguarding Meetings to highlight any concerns and ways in which they can be addressed.

## **Training and Professional Development**

All staff will receive regular, ongoing training in behaviour strategies covering de-escalation, emotional regulation, reward/sanction systems, and inclusive approaches. Training will be bespoke, reflecting the needs of the children and staff areas of development to build confidence and skills in particular areas. During training, realistic scenarios will be discussed regularly at training sessions to achieve experience in applying the Behaviour Policy.

In the academic year 2025/2026 the school will receive ongoing training for behaviour from Virtual Schools Kent and Dr Emma McQuillan (EdPsych) to develop skills set and confidence in staff.

## **Monitoring**

Due to the ongoing training alongside this new policy, this policy will be reviewed at the end of Term 1, 3 and 5 to allow for reflections and appropriate adaptations. A final review will be in July 2026. Each review will be shared with the Governing Body.

Monitoring will be ongoing over the year in the forms of Bromcom incident analysis, Anti-Bullying Survey (November), pupil voice, parent survey (June/July) and staff feedback.

The Behaviour Policy will be reviewed annually.