

Behaviour Policy

We do believe that behaviour is learnt and therefore can be changed or re-learned. We aim to teach the children at The King Alfred Federation how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places with, or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children.

All adults who work at The King Alfred Federation have a responsibility for behaviour.

Children are expected to respond to whoever is responsible for them. This includes teaching and support staff and voluntary and parent helpers.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations. Parents will receive feedback via face to face meetings or telephone conversations.

Our approach to good behaviour is based on the understanding that positive actions and rewards are generally more effective than negative actions or sanctions. We use the following methods of helping children to learn, recognise and adopt behaviour that is positive and rewarding:

- Recognising right and wrong
- Following good examples
- Sharing
- Working and playing co-operatively
- Using resources wisely and carefully
- Helping others
- Reporting problems to adults who can help.

What kind of rewards do we use?

- Praise – verbal, written, sticker, friendly word or gesture, referral to another adult, certificates
- Special responsibility, privilege or trust – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job (e.g. monitor) or responsibility (e.g. give out registers, take messages).
- Informing parents – communicating good news whenever possible, sending home messages, entry in reading diary or sometimes a phone call.

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We expect children to:

- Work hard and to the best of their ability
- Talk to each other and adults politely
- Avoid fights and arguments and refer to an adult for help
- Walk when they are inside the building, play safely when outside.
- Accept responsibility for their own behaviour – and apologise if necessary.
- Arrive in school on time each day.
- Show respect for others.
- Recognise and respect each other's culture and background.
- Listen to each other carefully and try to see each other's point of view.
- Respect their own and each other's property and personal belongings.
- Be patient with others.
- Avoid disturbing people who are working
- Respond appropriately to all adults.
- Look after the school building and equipment.
- Share resources and responsibilities.

These are some of the behaviours that are not appropriate at school:

- Name calling or verbal abuse of any kind, but especially sexist or racist name calling
- Deliberate acts of violence
- Deliberate acts of disrespect (e.g. spitting at, making obscene gestures towards)
- Bullying (threatening, picking on or intimidating another person)
- Stealing or damaging property
- Swearing or using offensive or insulting language
- Leaving the building or grounds without permission
- Stopping others from working or interfering with others' work.
- Refusing to follow a reasonable instruction
- Arriving late or missing school without good reason.

If a child's behaviour is proving to be a problem for them or for others we will take measures to observe and record behaviour patterns in order to have an accurate and realistic picture of the problem. This will help to identify the reasons for the behaviour and possible solutions.

What happens when things go wrong?

We have divided negative behaviour into three categories. Examples are as follows:

Low level - calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others working.

Medium level - Continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, answering back, hitting/verbal aggression, deliberately damaging the school environment, breaking property on purpose, stealing

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High level - Continually behaving in any of the above ways **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing the member of staff, racist remarks/comments, bullying.

In general the class teacher will deal with low and medium level negative behaviour, but if a child persists then s/he will be sent to another class for a period of time. They may miss all or part of their playtimes. They may also be referred to the Key Phase Leader responsible for their year group. This senior member of staff is always involved with high level negative behaviour and may keep the child in at playtimes. They may send a letter to the parents and may involve the Inclusion Leader. All instances of negative behaviour are recorded on the child's behaviour card which is kept in the classroom.

In a few cases the child may be referred on to the Deputy Headteacher when the behaviour is very serious. The parents will be informed.

In the final instance a child may be referred to the Head of School, especially if the behaviour is extremely serious. In every case the Head of School will contact the parents. The Head of School, or in her absence the Deputy Headteacher, can exclude a child for a fixed term. Finally and in the last resort the Head of School can use permanent exclusion.

Each child in the class has a named pocket with 5 coloured cards. The first card is green and is displayed at the beginning of each day. Each of the five cards corresponds to a consequence:

Green	first card
White	warning
Blue	loss of playtime
Amber	10 minutes in another class
Red	sent to key phase co-ordinator

If a child stays on a green card all day then s/he will receive a sticker on a chart. Ten stickers equal a reward.

If a child breaks a rule then s/he will receive a single verbal warning. If s/he continues to break the rules then s/he has to turn a card, moving the front one to the back of the stack. The sanctions are then applied as above.

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At the end of the day the colour of card on the front of the pack is recorded on the chart and the cards are all returned to green. The phase leader monitors the charts regularly to check on possible behaviour issues.

It is important that every day is a new day, a new chance to do well. The cards are purely for behaviour in the classroom and in assemblies/whole school events. It is important that we have a fair and transparent system that all children can understand.

We are confident that the children at The King Alfred Federation will respond well. Many of them behave very well, and we will do all we can to help and encourage those who find it a little more difficult to do so.

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