



Behaviour Policy

SUMMARY

This policy sets out the procedure to be followed when a complaint is made to the school.

POLICY OWNER

Headteacher

DELEGATION

Full Governing Board

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DATE OF NEXT REVIEW

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Introduction

At the East Reading Federation, we are committed to fostering a safe, respectful, and inclusive learning environment where all pupils are supported to thrive — both emotionally and academically. Across our schools, we promote positive behaviour as a foundation for learning and wellbeing. We do this through nurturing relationships, consistent expectations, and clear routines that help every child feel seen, heard, and valued.

Our Federation values underpin everything we do. These values guide how we learn, play, communicate, and solve problems together. We expect all members of our school community to model and uphold these values in every interaction.

We take a **zero-tolerance approach to bullying**. Bullying is defined as *deliberate, repeated behaviour that causes physical or emotional harm to another person and involves an imbalance of power*. This may include name-calling, exclusion, intimidation, physical aggression, manipulation, or online harassment.

This policy applies to **all behaviours** that contradict the ethos and expectations of the Federation — including bullying, discrimination, or any conduct that makes others feel unsafe or excluded. We believe that no child should feel afraid or isolated at school. It is our collective responsibility to ensure that every pupil feels a sense of belonging, safety, and pride in being part of our school community.

We support pupils to build positive habits and emotional regulation skills through:

- Recognition of effort and pro-social behaviour
- Supportive learning environments that reduce anxiety and encourage cooperation
- Restorative approaches that repair relationships and foster accountability
- Proactive strategies that de-escalate challenges and nurture self-esteem

AIMS

- To ensure that every pupil within the East Reading Federation is given equitable opportunities to thrive — socially, emotionally, and academically — so they can make meaningful progress and positive life choices.
- To cultivate an environment where pupils are supported to make **pro-social behaviour choices** and develop the understanding that they are responsible for their own actions.
- To foster a culture of respect, empathy and community, in line with our Federation values of **Diversity, Inclusivity and Aspiration**.
- To nurture **self-belief**, confidence, and pride in both **effort and achievement**, empowering pupils to take ownership of their learning and behaviour.
- To ensure **pro-social behaviours** are explicitly taught, modelled, encouraged and recognised across all year groups and settings.
- To embed the use of **therapeutic and educational consequences** that support reflection, restoration and a deeper understanding of the impact of anti-social behaviour.
- To maintain **calm, predictable and inclusive learning environments** where every child feels emotionally secure, valued and inspired to be their best self.
- To strengthen **positive, proactive partnerships with parents and carers**, working together to support the holistic development of every child across the Federation.

OBJECTIVES

- Staff will provide **equitable access to learning** by adapting the curriculum and tailoring behaviour approaches to meet the needs of each pupil, just as they would differentiate for academic learning.
- Pupils will be taught to recognise, develop and value **pro-social behaviours** through direct instruction, peer interactions and strong adult relationships, while learning the **impact of their behaviour on themselves and others**.

- We will work with each child's unique experiences and emotional needs to **promote positive self-worth, internal discipline** and long-term behavioural growth.
- All members of the school community — including pupils, parents, carers and staff — will commit to and uphold a shared **Home/School Agreement** that reflects our values and behavioural expectations.
- **Pro-social interactions** — as outlined in this policy — between pupils, staff and parents are consistently fostered across the Federation to ensure **strong, respectful and solution-focused relationships** among all those working to support the child.
- Embed a **therapeutic approach to behaviour management**, using both protective and educational consequences where appropriate, and applying the Federation's **3Rs model: Revisit, Reflect and Repair**.
- Ensure that **where protective or educational consequences are used**, they are clearly understood, thoughtfully implemented, and regularly evaluated to identify and respond to the child's ongoing needs.
- Promote a shared understanding across the Federation that **positive emotional well-being underpins positive engagement and academic progress** — all staff are expected to prioritise emotional regulation and connection as a foundation for learning.
- Where needed, all staff are equipped and expected to use **de-escalation strategies**, drawing from agreed **scripts or individual behaviour plans** and following the Federation's commitment to trauma-informed, therapeutic approaches.

WHAT IS PRO-SOCIAL BEHAVIOUR?

Pro-social behaviours are any actions which benefit the individual and others around them. Pro-social behaviour acts as a strong motivator in education, for it provides pupils with a purpose beyond themselves and the classroom. This allows the individual to learn that they are part of a bigger picture and their actions affect others.

When teachers make space for pro-social behaviour in education and social learning, then they can illustrate that what pupils are learning will have a direct impact on the world that they live in. Pro-social behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself.

Examples of pro-social behaviour:

- positive relationships and interaction with peers and adults (tone of voice, body language)
- acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')
- identify, understand and accept mistakes as learning opportunities, using a growth mindset to persevere and challenge themselves to complete the task
- identify, reflect on and repair anti-social behaviour choices
- respect their right and that of others to learn and understand their responsibility to ensure that their behaviour choices do not negatively impact on this.
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- We aim to promote pro-social behaviour by recognising and celebrating it in the following ways:
- Giving personalised and specific verbal praise and positive feedback
- Communicating with parents/carers to highlight pro-social behaviours
- Role modelling to peers throughout the school
- Allocating specific roles of responsibility within the class and school
- When children demonstrate school values, acknowledging this
- Celebration and sharing of learning in whole school assembly
- Incidental rewards and praise
- Personal incentives and rewards such as stickers and certificates
- Whole class rewards for reaching a target related to school values
- 'Good Work' visits to the Headteacher

Pro social behaviour around school

Across the East Reading Federation, we expect all pupils to move through school buildings in a **calm, respectful and purposeful manner** that reflects our shared values.

- To gain attention, staff use a consistent silent signal — typically by standing at the front of the room and raising a hand. Pupils are expected to respond by stopping, facing the adult and raising their hand in return, in silence.
- When transitioning between lessons or locations, pupils **line up quietly** unless an agreed alternative arrangement is in place to support individual needs.
- Movement through corridors and shared spaces is expected to be **quiet, focused and respectful**, ensuring all children feel safe and learning is not disrupted.
- All adults in the Federation model and reinforce these expectations consistently and with kindness, providing prompts, praise and reminders as needed to uphold a culture of mutual respect and pro-social behaviour.

PROTECTIVE CONSEQUENCES

These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include, but are not limited to:

- staff to pupil ratios that are greater than the statutory minimum
- access to outside space
- specific staff support given at break and lunchtimes
- differentiated teaching spaces and/or learning, as needed
- differentiated timetabling
- work being completed during break or part of lunchtimes
- work requiring completion to be sent home, and supported by parents/carers
- adaptations enabling pupils to access school trips, residential or extra- curricular activities
- Time away from the child's class. Whilst all measures will be taken to support children to avoid exclusion, there may be a time when exclusion from an area or school is necessary

Protective consequences are further supported through the 3Rs (Revisit, Reflect, Repair) which provide an opportunity for the pupils to learn from the experience.

This time may also be used to further understand the triggers behind anti-social behaviour choices through the use of various behaviour analysis tools.

EDUCATIONAL CONSEQUENCES

These are consequences put in place by staff to help the child to learn, rehearse or to teach them about their actions to aid internalisation of pro-social actions to avoid repetition.

These may include, but are not limited to:

- Third person role play to understand peer/adult feelings
- Talking through a scenario (EYFS)
- Social stories
- Behaviour-related research to understand how and why actions have impacted others
- Restorative meetings with child and parent/carer
- Completing or redoing tasks to the expected standard for the child
- Modelling pro-social behaviours to younger peers
- Reparation of mistake with support

LOW LEVEL BEHAVIOUR
<div>Including*</div> <div>- Interrupting learning (e.g. calling out; not listening; not following instructions; being disrespectful to peers or staff; refusal to complete work; not getting on with/completing learning to the expected standard; lying to a member of staff; provoking peers to get a reaction; swearing; misuse of technology; vandalising property)</div> <div>*This is not an exhaustive list</div>
ACTIONS TAKEN

1. Reminder given of values, with an explanation of how behaviour is negatively impacting on themselves or others
2. If the behaviour continues, a second reminder is given as above. This will include the limited choice consequence which will be put in place (i.e. Are you are going to complete the task in a different area of the classroom or in different classroom
3. If behaviour continues, another reminder will be given as above. The child will then be given a limited choice consequence (i.e. Are you going to complete the task in a different classroom or at break time / lunctime?)
4. Where this process has been followed and a child continues with low level anti-social choices, the child will miss some of their break / lunctime to complete any incomplete task

If positive changes are seen after any reminder, this positive choice will be acknowledged with praise and no further consequence is required (i.e. "Thank you for listening, it's great to see you're ready to learn").

DISRUPTIVE, DIFFICULT OR DANGEROUS BEHAVIOUR

Including*:

- Using violence
- Repeatedly making anti-social choices (ignoring adult instruction; swearing; prejudicial language; deliberately provoking other children to create a response)

NB: other behaviour may result in contact being made to parents by a member of staff; particularly where the pattern of behaviour continues. For example, where provocation or swearing is persistent.

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ACTIONS TAKEN

1. De-escalation script followed by any adults involved: i.e.
 - [Child's name] I can see something has happened
 - I am here to help
 - Talk and I will listen
 - Come with me and....
2. Child to be encouraged to a safe and calm space when ready.
3. Incident to be investigated and all involved to be listened to by identified member of staff
4. Discussion about the anti-social behaviour and the subsequent protective and/or educational consequences
5. Parents/carers contacted, if deemed appropriate.
6. Protective/educational consequences to be explored with identified member of staff.

Restorative Approach

Our policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them
RESPONSIBILITY – taking responsibility for your own actions

REPAIR – developing the skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION – working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low-level issues i.e. friendship break-ups, disputes over games, running in the corridor and not responding to adult instruction. When leading a restorative approach, questions will first be asked to the child/person who has been harmed and then to the person who has caused this.

The approach always needs to take place in a calm and quiet place. Record of the session will be made on CPOMS.

If there is a situation where de-escalation is required all staff should follow the script below:

**[Pupil's name] I can see you are upset, I have come to help. Talk and I will listen.
Come with me (open hands).**

In the East Reading Federation, we may use particular techniques to help children reflect on a situation they have been involved in. This could include the use of a template such as the example below. The children may be encouraged to talk through the questions or write some responses to prompt thinking about how they could take different actions in the future

Name:

Date:

What have my actions been?

Why was this inappropriate?

What could I do differently?

How will my actions be different in the future?

DIFFERENTIATED RESPONSE

We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we can take a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

To predict and prevent escalation of difficult or dangerous behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differ from those in this policy. These may include a Behaviour Plan or a reduced timetable. External agencies might include:

- RISE Regulation - Behaviour Support Service
- Educational Psychology Service
- Primary Mental Health Worker

Where a child is at risk of exclusion, a Risk Reduction Plan outlining behaviours (prosocial, difficult and dangerous) and specific responses will be put in place with support from RISE Regulation Behaviour Support team. This may include responses in addition to or different from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the Risk Reduction Plan.

EXCLUSION

Internal, Fixed term or permanent exclusions can take place. If the Headteacher deems this necessary, the exclusion will be arranged according to Reading Borough Council guidelines. Please see the separate policy covering exclusions and suspensions

PHYSICAL INTERVENTION

The East Reading Federation has a separate Positive Handling Policy, which should be referred to for detailed guidance on the use of physical intervention. Across the Federation, all behaviour management is underpinned by a commitment to **de-escalation strategies**, and this principle is reflected throughout the separate policy.

Monitoring of behaviour

All staff use CPOMS to record behaviour incidents, actions taken and conversations relating to any incident. CPOMS is monitored regularly by the Senior Leadership Team to investigate patterns and trends. Class teachers will usually deal with incidents initially before a member of the senior leadership team will become involved.

Our federation system for escalating behaviour concerns is as follows:

- Class Teacher
- Year group/Phase Lead (ASPS)
- Deputy Head Teacher
- Head Teacher

Serious concerns will be investigated by a member of the senior leadership team.

Partnership with Parents

The staff across the East Reading Federation work in close partnership with parents and carers to support pupils' behaviour and wellbeing. We value open and ongoing communication with families and regularly share information to help reinforce positive behaviour. Guidance on positive parenting approaches and links to external support services — such as Parenting Special Children or the Local Offer — are made available to families as needed.

Where a child's behaviour causes concern, class teachers and/or a member of the senior leadership team will meet with parents to agree on shared strategies for support. Parents are actively involved in the development of individual behaviour plans when these are required. Where appropriate, individual behaviour charts may be used both at school and at home to ensure a consistent and supportive approach.

Confiscation of inappropriate items:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property and protects them from liability for damage to, or loss of, any confiscated items.

The power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Physical Intervention Policy
- Recording and reporting of serious incidents
- Child Protection Safeguarding Policy
- Exclusion and Suspensions Policy

Reference has been made to the following documents in the writing of this policy: Ensuring good behaviour in schools Department for Education, 2012
<http://media.education.gov.uk/assets/files/munro/ensuring%20good%20behaviour%20in%20schools%20summary.pdf>

This policy is reviewed annually