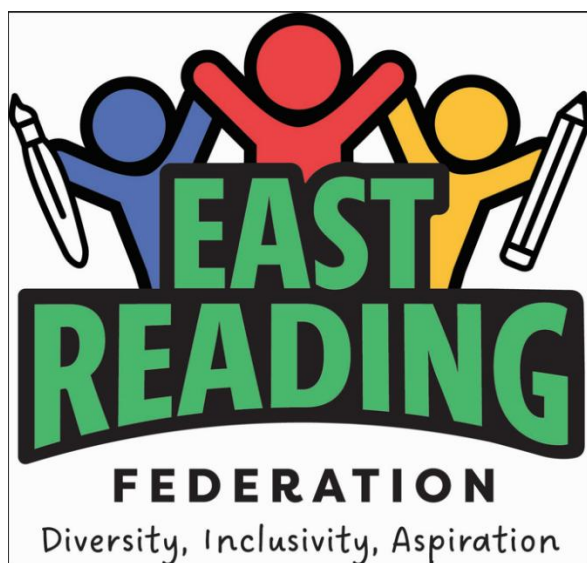




Written Statement of Behaviour Principles

POLICY OWNER
Chair of Board of Governors

DELEGATION
Full Governing Board

DATE OF APPROVAL
September 2026

DATE OF NEXT REVIEW
September 2027

REVIEW CYCLE
Annual

PUBLISHED ON WEBSITE
Yes

Paper copies available by emailing

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Approved by:	David Dymond	Date: 21 st September 2026
Last reviewed on:	21 st September 2026	
Next review due by:	1 st September 2027	

We believe that a safe, calm, inclusive and respectful environment is fundamental to successful learning and to the wellbeing of every member of our school community.

Our approach to behaviour is based on high expectations and low threat. We expect children to behave well, but recognise that behaviour, self-regulation and positive relationships are learned skills. It is therefore the responsibility of adults to explicitly teach, model, practise and reinforce these skills, and to provide additional support where a child is not yet able to meet an expectation independently.

The Governing Board believes that:

- Every pupil has the right to feel safe, valued, respected and included, and to learn without unreasonable disruption from others.
- Every pupil has the right to be treated with dignity and without discrimination, bullying, harassment, intimidation or prejudice. Behaviour which causes another person to feel unsafe will be taken seriously and addressed promptly.
- Behaviour should be taught. Expectations, routines and social behaviours should be clearly explained, modelled, practised and revisited so that pupils understand what successful behaviour looks like across classrooms, shared spaces, playtimes, lunchtimes and the wider school community.
- The long-term aim of behaviour support is self-regulation and internal discipline. Children should increasingly learn to understand their emotions, recognise the impact of their actions, make positive choices and regulate their behaviour without reliance on external control.
- Children sometimes need co-regulation before they can self-regulate. When a pupil is distressed or dysregulated, adults should respond calmly and predictably, reducing escalation and helping the child return to a state in which they can think, communicate and learn.
- High expectations apply to all pupils. Understanding the reasons for behaviour does not mean excusing behaviour that is unsafe or harmful. Adults should be curious about the factors influencing behaviour whilst maintaining clear boundaries and supporting pupils to learn what they need to do differently.
- Equity does not always mean treating every child in exactly the same way. The school will make reasonable adjustments and provide additional scaffolding for pupils whose SEND, communication needs, developmental stage or other vulnerabilities create barriers to meeting expectations. Adjustments should enable pupils to access high expectations rather than lower them.

- Relationships matter. Adults should develop warm, respectful and trusting relationships with pupils and use calm, clear and consistent communication. Staff and volunteers are expected to model the behaviour and relationships we want pupils to develop.
- Consistency and predictability create safety. Pupils should experience clear expectations and broadly consistent adult responses across the school. The school's Behaviour Steps provide a shared framework while allowing professional judgement and appropriate adjustments for individual need.
- Positive behaviour should be noticed, acknowledged and strengthened. Adults should use positive framing and specific recognition to help pupils understand what they are doing successfully and encourage the development of positive habits.
- Consequences should have a clear purpose. Where behaviour falls below expectations, responses should be proportionate and should help to make future unsafe or antisocial behaviour less likely. Consequences may be:
 - educational, helping the pupil understand, practise or repair what has happened; and/or
 - protective, reducing risk and keeping the pupil or others safe.
 - Consequences must never humiliate, shame or deliberately frighten a child.
- Repair is an important part of learning from behaviour. Where appropriate, pupils will be supported to revisit what happened, reflect on its impact and repair relationships or harm. Restorative conversations should take place when children are sufficiently regulated to participate meaningfully.
- Safety takes priority. Where behaviour creates an immediate risk of harm, adults will take appropriate protective action. Restrictive intervention is not a behaviour-management strategy or punishment. It will only be used where lawful, necessary and proportionate to manage immediate risk, and in accordance with the school's Restrictive Intervention Policy.
- Suspension and permanent exclusion are serious measures. They will be considered in accordance with statutory guidance and school policy, including where necessary to protect the safety and education of the school community. Where a pupil has additional needs, leaders will consider the support, reasonable adjustments and preventative strategies that have been or should be put in place.
- Pupil voice matters. Children should be listened to when incidents are investigated and when support is planned. Their account should be considered alongside other available information so that decisions are fair, balanced and informed.
- Families are important partners. The school will work openly and constructively with parents and carers, particularly where patterns of behaviour emerge or additional support is required. Communication should support shared understanding, early intervention and consistent approaches between home and school where appropriate.
- Behaviour may communicate an underlying barrier or need. Where behaviour is frequent, persistent or changing, staff should move beyond responding to individual incidents and consider patterns, triggers, learning barriers, unmet needs and skills that may require further teaching or support.
- Support should become increasingly planned rather than reactive where needs persist. Where appropriate, this will include individual targets, behaviour or regulation plans, risk assessment, the graduated approach and involvement from the Inclusion Team or external professionals.
- The school will learn from behaviour information. Leaders will monitor patterns and trends, including repeated incidents, contexts in which behaviour occurs and the experiences of vulnerable groups, so that provision, teaching, environments and staff practice can be improved.
- Staff should be supported to implement the Behaviour Policy well. Leaders are responsible for ensuring that staff understand expectations, receive appropriate training and coaching,

and have access to timely leadership and inclusion support when behaviour is difficult to manage.

The Governing Board expects the Behaviour Policy to reflect these principles and to be understood and implemented consistently across the school.

The Governing Board will monitor the effectiveness of the school's approach to behaviour, including its impact on pupils' safety, wellbeing, inclusion, self-regulation and access to learning.