



CAVERSHAM PARK PRIMARY SCHOOL

Behaviour Policy

Introduction

This policy applies to all staff at Caversham Park Primary School: Teachers, Teaching Assistants (TAs), Emotional Literacy Support Assistants (ELSAs), Early Years Practitioners (EYPS), Lunchtime Assistants, Wrap Around Care Staff, Administrative and Premises Staff, Supply Teachers and Volunteers. This policy also aims to inform parents / carers about the therapeutic approach to behaviour used in Reading schools, including Caversham Park Primary School. For most children in our school, this policy will apply, but any part of this policy can be differentiated to best meet to specific needs of an individual.

This policy is based on the rights, responsibilities and needs of individuals and groups within our school community:

- We all have the right to feel safe
- We all have the right to work and learn
- We all have the right to be respected
- We are all responsible members of our school community

This policy is to be adhered to by all members of staff with an awareness of their safeguarding responsibilities, as set out in statutory guidance Part 1 of *Keeping Children Safe in Education (DfE 2025)*. It is also to be read in accordance with *Behaviour in School (DfE 2025)*.

Rationale

Caversham Park Primary School has high expectations of pupils' conduct and behaviour. All members of staff aim to create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated and in which pupil feel safe and everyone is treated respectfully.

Caversham Park Primary School is committed to supporting the social, emotional and mental well-being of its children, staff, parents and carers. The purpose of this policy is to outline our approach to supporting children regulate their behaviour both in and outside of the classroom.

Caversham Park Primary School follows the **therapeutic thinking** approach to behaviour, which is endorsed by Brighter Futures for Children (responsible for delivering Children's Social Care, Early Help and Education Services across Reading).

Therapeutic thinking is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic e.g. a group, class or school. Prosocial behaviour is behaviour which is positive and benefits other people or society. Unsocial behaviour is where there is a lack of effort to behave sociably in the company of others, but not to the detriment of others. Antisocial behaviour is that which causes harm or distress to an individual, a group, to the community or the environment (*See Appendix 1: Understanding and Responding to Prosocial, Unsocial and Antisocial Behaviours - Consequences Ladder*)

This policy uses advice from the November 2018 DfE publication "Mental Health and Behaviour in Schools" which aims to support Caversham Park Primary School in supporting pupils whose mental health is poor and is manifested through their behaviour.

At Caversham Park Primary School, we understand that where children experience a range of emotional and behaviour problems, outside the normal range for their age, they may be categorised as experiencing a variety of mental health conditions. We also recognise that some special educational needs and disabilities increase the likelihood of mental health conditions.

In addition, it is recognised that children's life experiences (past and present) may affect their mental health and as a result, their behaviour. "Mental Health and Behaviour in Schools" (DfE November 2018) identifies risk factors such as social disadvantage, family adversity and cognitive or attention problems and recognises that children exposed to multiple risks are much more likely to develop conduct disorders (typically internalised behaviour) or behaviour problems (typically externalised behaviour). At Caversham Park Primary School, we understand that risk factors can be counterbalanced by protective factors and that, in order to promote positive mental health, it is important that we use these protective factors to enable pupils to be resilient when they encounter problems and challenges.

At Caversham Park Primary School, we recognise that behaviours which challenge must be viewed as a communication of an emotional need. Behaviour should be viewed within the context of the system around the child and within the context of important relationships.

Policy Aims, Objectives & Purpose

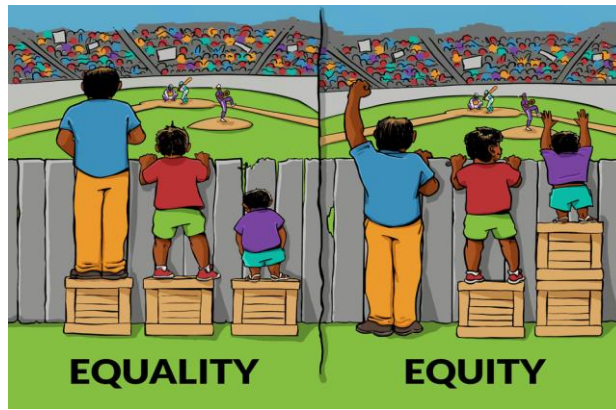
At Caversham Park Primary School our Behaviour Policy aims are to:

- Support a therapeutic approach to behaviour
- Support the development of emotional regulation and positive mental health
- Ensure that pro-social behaviours are taught, encouraged and recognised
- Use therapeutic and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions
- Promote an environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour
- Ensure that all children within our school receive the behaviour approach they need
- Support the inclusion of all children
- Ensure that there is a culture with our school that values all pupils: allowing them to feel a sense of belonging where pupils are able to seek emotional and well-being support from practitioners
- Ensure that the children feel safe, secure and ready to learn
- Give staff the tools to understand, not simply suppress, behaviour

Key Behaviour Principles

Behaviour is an integral part of life and is displayed by all human beings. Behaviour can be positive or negative but all behaviours are communications in response to a feeling, experience or stimulus.

At Caversham Park Primary School, we believe that behaviour should be considered within the context of social, emotional and mental health needs. We believe that promoting equality of opportunity does not mean that all children should be treated the same: rather we believe that children should receive what they need in order to achieve success (equity). Therefore, some children require a differentiated approach with their behaviour.



How we Teach Behaviour

At Caversham Park Primary School, we recognise that behaviour management is not about controlling children's behaviour, but about teaching children how to behave in a socially acceptable manner.

Behaviour is taught in the following ways:

- Relationships - the more we know about a child, the more therapeutic we can be
- Role modelling
- Consistency
- Routines
- Prioritising prosocial behaviour
- Planning alternatives to antisocial behaviour
- Reward and recognition
- Feedback and recognition through a dialogue with the child
- Comfort and forgiveness
- Positive language and praise
- Advocacy of school learning behaviours
- Zones of Regulation

At Caversham Park Primary School, our children, supported by staff and their parents/carers, are encouraged to:

- be well-mannered, polite and show respect by:
 - saying 'please' and 'thank you';
 - opening doors;
 - addressing people in a courteous manner;
 - listening and taking turns to speak;
 - avoiding interrupting and not talking over others who are speaking;
 - sharing;
 - using polite greetings;
 - avoiding arguing with, or answering back, any member of staff or any other adult;
 - avoiding the use of any socially unacceptable language to anyone.
- show respect for property by:
 - taking care of school property;
 - taking responsibility for their own property;
 - looking after the school environment
 - never stealing or deliberately causing damage to school's or other pupils' possessions.

Behaviour that is expected from pupils will be acknowledged through:

- Verbal and constructive recognition by adults and peers in the classroom and around the school
- School assemblies
- House points
- Certificates, including "Star of the Week" certificates, presented in assemblies
- Work and positive behaviours celebrated on our school website and on our school social media platforms

Caversham Park Primary School has high expectations of all children. We aim to treat children with dignity and respect at all times, and in doing so, encourage a two-way dialogue with children about both positive and negative behaviour.

At Caversham Park Primary School, we manage the development of internal discipline: using an approach based on self-direction and motivation. Praise and encouragement are widely used in managing children's behaviour in order to promote self-esteem. Children will learn that it is their behaviour that can be unacceptable and not themselves as individuals.

Roles and Responsibilities

At Caversham Park Primary School, everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the school
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it
- Establishing and maintaining high expectations at all times and praising when expectations are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected
- Ensuring to strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance
- Recognise bullying and unkindness when they occur and take the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy)
- Consistently promoting pro-social behaviour
- Facilitating learning about relationships and behaviour
- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children

Behaviour should not define or be used to label a child; the actions of a child are "choices" , whether conscious or not, and adults should always encourage children to discuss better courses of action, suggest consequences and also how they might repair any poor choices or relationships. Care should be taken not to label choices as "good" or "bad" but as a communication of a child's needs.

At Caversham Park Primary School, staff must use clear and unambiguous language when speaking to children. There must never be anything in the vocabulary, tone or delivery of something said by a member of staff that would make a child feel isolated, humiliated or worthless.

The Role of Governors

The Governing Body has the responsibility of monitoring and evaluating the impact of this policy.

The Role of the Headteacher

At Caversham Park Primary School, the Headteacher takes lead responsibility for implementing measures to secure acceptable standards of behaviour. It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the

school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher, supported by the Deputy Headteacher is responsible for:

- Maintaining a positive school ethos by establishing a happy, safe, secure and well-maintained school environment
- Ensuring that no pupil will be discriminated with regards to race, religion, culture, gender or other individual need and ensuring the safety of all
- Supporting staff and children's emotional wellbeing and mental health
- Liaising with external professionals to support with specific children
- Regular and clear communication with parents / carers about the role they are expected to play in the development of their child's behaviour at school
- Effective monitoring and review of therapeutic behaviours throughout the school
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur
- Regular training on a whole school basis and for individuals as part of the school's induction process and as part of training needs

The Role of Teachers and Staff

It is the responsibility of all members of staff in our school to have high expectations of all the children in terms of behaviour. It is essential that all members of staff treat each child fairly and with respect and understanding. All teachers have an important role in developing a calm and safe environment for the children and in establishing clear boundaries of acceptable pupil behaviour. All staff should uphold our whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that the children can see examples of good habits and are confident to ask for help when needed.

The Role of Teachers

Teachers are responsible for:

- Recognising and valuing the needs of individual pupils to enable them to achieve their full potential
- Taking the time to get to know individuals in their class / classes and building relationships with them
- Being respectful, fair and non-judgemental
- Staying calm and acting as a good role model
- Consistently implementing the Behaviour Policy
- Ensuring that children behave in away that is safe for themselves and others by taking action to prevent incidents and difficult / dangerous behaviours before they occur both in the classroom and on the playground
- Enabling pupils to take increasing responsibility for their own learning and conduct
- Using positive reinforcement for all children
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour
- Implementing behaviour guidelines using the school system for rewards and consequences
- Pro-actively seeking ways to avoid difficult and dangerous behaviours that may arise for individuals, through priming children about expectations and pre-empting, where possible, when situations may arise
- Ensuring there is effective supervision of all pupils at all times
- Liaising with parents / carers about matters which affect their child's happiness. Progress and behaviour by keeping the parents / carers well informed and attending meetings when requested

- Liaising with the Headteacher, the Deputy Headteacher, the SENDCo, the ELSA and any external professional / agency who might be supporting the child, regarding the initiating and the implementation of therapeutic behaviour plans if required for individuals
- In accordance with the school's Safeguarding (including Child Protection) Policy, immediately informing the Headteacher / Designated Safeguarding Lead (DSL) if behaviours arise that are a safeguarding concern. Or in the absence of the Headteacher / Designated Safeguarding Lead (DSL), the Deputy Headteacher / Deputy Designated safeguarding Lead.
- Following the school's PSHE and RSHE curriculums to plan and deliver lessons to promote pro-social behaviour
- Ensuring that "Circle Time" activities or class discussions are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours
- Ensuring that new pupils understand the procedures and guidelines that are in place
- Recording serious incidents in the Class Behaviour Log where a child's behaviour is deemed to have a serious effect on themselves and others and sharing these incidents with the Headteacher, or in her absence the Deputy Headteacher
- Recording serious incidents on CPOMS where there are safeguarding concerns and alerting all adults, involved with working with these children in school, including the Headteacher / DSL, as applicable on CPOMS, or verbally, where a member of classroom support staff does not have access to CPOMS.

The Role of Support Staff (including classroom support staff, lunchtime assistants, administrative staff and the caretaker)

Support staff are responsible for:

- Recognising and valuing the needs of individual pupils
- Taking the time to get to know the individuals they are working with and building relationships with them
- Being respectful, fair and non-judgemental
- Staying calm and acting as a good role model
- Consistently implementing the Behaviour Policy
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent incidents and difficult / dangerous behaviours before they occur both in the classroom and on the playground
- Using positive reinforcement for all children
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour
- Implementing behaviour guidelines using the school system for rewards and consequences
- Pro-actively seeking ways to avoid difficult and dangerous behaviours that may arise for individuals, through priming children about expectations and pre-empting, where possible, when situations may arise
- Ensuring there is effective supervision of all pupils at all times both in the school and on the playground
- If on playground duty, ensuring that the children are engaged in activities at breaktimes and lunchtimes
- Liaising with the teachers regarding the implementation of therapeutic behaviour plans if required for individuals
- In accordance with the school's Safeguarding (including Child Protection) Policy, immediately informing the Headteacher / Designated Safeguarding Lead (DSL) or in the absence of the Headteacher / Designated Safeguarding Lead (DSL), the Deputy Headteacher / Deputy Designated safeguarding Lead, if behaviours arise that are a safeguarding concern
- Ensuring that new pupils understand the procedures and guidelines that are in place
- Recording serious incidents in the Class Behaviour Log where a child's behaviour is deemed to have a serious effect on themselves and others and immediately sharing these incidents with the class teacher

The Role of Parents / Carers

The role of parents /carers is crucial in helping the school develop and maintain good behaviour. Parents / carers have an important role in supporting our Behaviour Policy and we encourage them to reinforce our policy at home as appropriate.

At Caversham Park Primary School, we value working collaboratively with parents / carers, so children receive consistent messages about behaviour. We expect parents / carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour.

Parents / Carers are responsible for:

- Communicating with class teachers and sharing information that could affect their child's behaviour at school
- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils
- Agreeing to and signing the Home School Agreement (*See Appendix 2*) when their child joins school
- Working with school staff to develop consistent strategies for behaviour regulation at home and school
- Staying calm and act as a good role model
- Attending any meetings held by the school to support their child's behaviour

If parents / carers have any concern about the way that their child's behaviour has been managed, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, the Deputy Headteacher or Chair of Governors. If these discussions cannot resolve the problem, then the school's Complaints Procedure should be followed.

We encourage parents / carers to attend any workshops focused on managing children's behaviour at home, which are led by our Emotional Literacy Support Assistant (ELSA) supported by our Special Educational Needs and Disability Coordinator (SENDCo).

The Role of Pupils

Pupils are responsible for:

- Following school rules and guidelines
- Becoming increasingly responsible for their own learning and behaviour
- Becoming increasingly responsible for the school environment
- Taking responsibility for their own actions and knowing the consequences they will have
- Showing respect for others and for the property of others, including school resources
- Taking a pride in their learning, actions and appearance
- Valuing the opinion of others

Acceptable, expected standards of behaviour are shared regularly with the children throughout the school year, as part of assemblies, PSHE lessons and general school routines. At the start of the school year, the children are all reminded of school behaviour systems, rules and routines by the Headteacher and their class teachers. Any children who join the school mid-school year are also informed of school behaviour expectations. Children are taught that they have a duty to follow our school Behaviour Policy and the school rules. All new children and parents / carers to the school sign a Home-School Agreement on arrival to the school.

Challenging Behaviours

Some behaviours exhibited can be more challenging. At Caversham Park Primary School, we use the following responses to harmful behaviour: cool down, repair, reflect and restore. Adults responses to challenging behaviours should aim to de-escalate the behaviour through one of a combination of the following as appropriate:

- Positive phrasing e.g. "put the pencil on the table thank you" "walk with me thank you"
- Limited choice e.g. "put the pen on the table or in the pot" "talk to me here or in the playground"
- Disempowering the behaviour e.g. "you can listen from there" "come down in your own time"
- Use of a De-Escalation Script e.g. *Sam, I can see something is wrong. I am here to help*

Once the child is calm, relaxed and reflective, the experience can then be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident. The adult may ask the child questions to:

- Explore what happened (tell the story)
- Explore what people were thinking and feeling at the time
- Explore who has been affected and how
- Explore how the relationships can be repaired
- Summarise what has been learnt by the child so that they are able to respond differently next time

When dealing with behaviour incidents, staff should speak to all the children involved, calmly and appropriately and a record of the incident and any resulting discussions are recorded in the Class Behaviour Log: which is kept in a secure place by the class teacher.

These Behaviour Logs are then shared regularly with the Headteacher, or in her absence the Deputy Headteacher, so that incidents can be monitored.

Consequences

At Caversham Park Primary School, any incidences of negative behaviour are taken seriously and responded to.

Adults dealing with a behaviour incident should use consequences with the child, which have a relation to the behaviour and as a result help the young person learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation (*See Appendix 1: Understanding and Responding to Prosocial, Unsocial and Antisocial Behaviours - Consequences Ladder*).

Where serious or repeated incidents of negative behaviour occur, parents / carers are informed.

Sending for the Headteacher or sending a child to the Headteacher is a **last resort only** when all other strategies have failed or there is a **serious** Health and Safety issue.

Calm spaces are available in various places around the school, where children can spend time calming down when needed, under the supervision of an adult. These are also safe spaces that children can take themselves to when needed.

Persistent, Ongoing or Dangerous Behaviour

Caversham Park Primary School is an inclusive school. The Headteacher and in her absence, the Deputy Headteacher, will always consider what extra support might be needed to identify and address the needs of pupils who persistently display dangerous behaviours. Personalised risk assessments will be drawn up and put in place for these individual children.

However, we understand that in some cases, or where a serious incident has occurred, it is appropriate for the Headteacher to issue a fixed term or permanent exclusion. These decisions are extremely rare and not made lightly and are in line with statutory guidance. Parents / carers are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents / carers and child on their return to school (*see Local Authority Exclusion Tariff & Policy*).

Physical Intervention and Positive Handling

At Caversham Park Primary School, the safety of the children and staff is paramount in all situations. In some circumstances however, staff who have received Team Teach training, may use positive handling techniques to prevent a pupil from:

- Causing a danger to themselves or others
- Hurting themselves or others
- Damaging property

Physical intervention must:

- **Only be used as a last resort** and where the child or others is / are in immediate danger
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be documented in accordance with the school's *Physical Intervention and Positive Handling Policy*.
- Reported immediately to parents / carers

At present the members of staff who have received Team Teach Training are the Headteacher, the Deputy Headteacher and the KS2 ELSA.

Further information can be found in the school's *Physical Intervention and Positive Handling Policy*.

Therapeutic Plans

At Caversham Park Primary School, the Consequences Ladder (see Appendix 1) is the plan to support teacher judgements for the managing of the behaviours of the majority of our children. Some children however, may require a Therapeutic Plan to formalise strategies that differentiate from this policy.

Concerning the need for a Therapeutic Plan, there is a clear distinction between children who behave in an untypical or unforeseeable anti-social way once (requiring a reminder or a single consequence) and children who frequently demonstrate anti-social behaviour which has a negative impact on others and who require a Therapeutic Plan. The aim of a Therapeutic Plan is to support these children to get to a place where they have increased internal control and the need for additional external control is needed.

Following an initial analysis by the class teacher, the ELSA, the Headteacher and the SENDCo (if appropriate) the Therapeutic Behaviour Plan is drawn up in partnership with the child's parent / carer. This plan identifies anti-social behaviours shown by the child and the corresponding strategies staff should use to respond.

Where a child has a Therapeutic Plan, it is shared with and followed by all staff members, especially those working closely with the child who exhibits internalised negative behaviours, as well as external.

Zones of Regulation

At Caversham Park Primary we use the Zones of Regulation to support individuals to recognise their emotions and develop strategies to regulate them.

Through using the Zones of Regulation, we support children to:

- become aware of different emotions and categorise these into 4 coloured zones.
- develop the ability to identify a range of emotions they experience and understand how the emotions make their body feel.
- develop understanding of triggers and circumstances that influence their feelings and emotions.
- learn how their feelings and emotions affect their behaviour.

- learn to self-regulate.

The children learn that we all experience feelings in each of the zones and that is ok. However, when we are in lessons, we need to try and remain in the green zone as this will help us to learn.

Once children are familiar with the concept of the zones, they are then taught to recognise how they personally feel when in each zone. This then leads to children identifying the strategies that work best to help them to move to the green zone. This may be different for each child.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Risk Assessments

Pupils whose behaviour may place themselves and others at risk of harm must have a Therapeutic Plan (see Appendix 3). These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Pupils who may need a Risk Assessment written for them, are those whose needs are exceptional and the usual everyday strategies are insufficient for them. This will include pupils who may require some specific intervention to maintain their own and others' safety. This Risk Assessment is supported by the Escalation Procedures (see Appendix 4).

Bullying & Preventing Bullying

At Caversham Park Primary School, we recognise that "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." DfE 2017.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Please see our *Anti-Bullying Policy* for further details.

We deliver anti-bullying learning through the internalisation of the schools aims and objectives, school learning behaviours and ethos via:

- Modelling pro-social behaviour
- Supporting and promoting our school's Learning Behaviours
- Our PSHE curriculum
- Our e-safety curriculum
- Participation in National "Anti-Bullying Week"
- The broader taught curriculum
- School assemblies

Child-on-Child Abuse

As outlined in our school *Safeguarding (including Child Protection) Policy*, any report of child-on-child sexual violence or sexual harassment offline or online, are responded to following the general safeguarding principles set out in *Keeping Children Safe in Education (DfE 2024)*.

Online Behaviour Incidents

As many online behaviour incidents occur amongst children outside of the school day and off of the school premises, parents / carers are responsible for this behaviour. However, at Caversham Park Primary school, we are aware that often incidents that occur online will affect the daily life of the school. As outlined in our school *Anti-Bullying Policy*, and our *Safeguarding (including Child Protection Policy) Policy*, any inappropriate online behaviour is addressed in accordance with the same principles as offline behaviour. See also our *E-Safety Curriculum*.

Searching, Screening and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

As outlined in *Searching, Screening and Confiscation (DfE 2022)*, Headteachers and authorised members of staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item such as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

In accordance with *Mobile Phones in Schools (DfE January 2026)* Headteachers, or staff they authorise, also have the statutory power to search a pupil or their possessions for mobile phones and similar devices.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Responding to Good Behaviour

At Caversham Park primary School, we acknowledge and celebrate good behaviour. Verbal praise, house points and certificates are used as positive recognition rewards.

Staff Induction and Development

As part of staff recruitment processes, all appointed members of staff are given a copy of this policy and it is discussed with the Headteacher, as part of their induction procedure. This policy is also updated annually and discussed with all staff as part of start of the academic year safeguarding training. Other training and meetings also take place throughout the school year, where aspects of this policy are discussed.

Support for Staff

The Headteacher and the Governors recognise the importance of providing emotional support for staff in order to manage stress and to reduce the likelihood of staff burnout, due to certain situations. To this end, staff are all trained the therapeutic approach to behaviour and the Headteacher, The Deputy Headteacher, the SENDCo and the ELSA provide additional training on well-being and mental health. Staff also have access to Local Authority support and advice. In addition, the Headteacher operates an "open door policy" to provide support for staff if required.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, further improvements are made.

Review

This policy is reviewed annually by the Governing Body. It may, however, be reviewed if the government introduces new regulations, or if recommendations are received on how the policy might be improved.

Policy Date	Review Date
February 2026	September 2026

APPENDIX 1: Understanding and Responding to Prosocial, Unsocial and Antisocial Behaviours - CONSEQUENCES LADDER

Prosocial Behaviours

Children expect feedback on their prosocial behaviour and are used to having prosocial behaviour recognised. At Caversham Park Primary School, acts such as holding a door open, being polite etc are not taken for granted but also not overly celebrated/rewarded - a thank you and appreciation but not a sticker/certificate.

When children feel safe, liked, replete, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

At Caversham Park Primary School, we aim to create a calm and well-ordered environment for teaching and learning and ensure that lessons are well-planned and children are motivated and keen to learn - no learning time is wasted.

We value the prosocial behaviours reflected in our School Learning Behaviours of:

- be confident
- persevere
- be reflective
- be responsible
- work together
- be creative
- be curious

At Caversham Park Primary School, we expect all members of staff to use the following positive reinforcements:

- Non-verbal examples are good for not interrupting the learning e.g. Thumbs up, point to your own smile
- Words of encouragement - be specific and tell them what you are praising them for! (Praise for specific, small prosocial behaviours increases the chance of others following) 'I have noticed
- Stickers - can be given for particular encouragement
- Peers encouraging each other
- House Points
- Inform parents / carers - verbally at pick up time, phone call and written notes home (paper, text or email)
- Send to another teacher or the Headteacher for praise
- Send to the Headteacher or the Deputy Headteacher to show good work

Unsocial Behaviours

If the adult becomes frustrated by these and they "hector" the child, this can cause the child to become antisocial	Positive Phrasing (can include distracting / redirecting)	Limited choice	Disempowering the Behaviour and / or De-escalation	Protective or Educational Consequence
Leaving their desk / seat without permission	'Stay seated in your place / chair ... (name).'	'Are you going to sit on your own or with the group?' (repeat). 'Would you like to sit on the chair at this desk place or that desk?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Refusing to complete the work set	'I know you want to do first I need you to, then you can' 'Can you tell me...../show me?'	'I can see you are not ready to do maths now, so we can do or and come back to maths when you are ready.' 'Let's see if we can do this in the book corner?' 'I wonder if we will be faster at the table or book corner? (repeat) 'Are you starting your work with the words or a picture?' (repeat) 'You can work with a friend or on your own.' (repeat)	'You can choose to finish it later.'	Rehearsing and practising Completing tasks Differentiated curriculum - possibly practical and creative activities to encourage engagement in class
Refusing to get changed for PE	'I know you don't want to get changed for PE, so this time just take off your shoes and socks and then you will be safe.'	'Are you going to change all your kit or just shoes and socks.' (repeat) 'You can choose to get changed here or in the cloakroom/other classroom.' (repeat)	'Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing). <i>There may be a safeguarding or body conscious issue here so you do need to check this - there could be a previously arranged place agreed for private changing if necessary.</i>	

Unsocial Behaviours

If the adult becomes frustrated by these and they "hector" the child, this can cause the child to become antisocial	Positive Phrasing (can include distracting / redirecting)	Limited choice	Disempowering the Behaviour and / or De-escalation	Protective or Educational Consequence
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat).		'You can do a lesson with the other class later if you would like to?'	'Before break, we will talk about the bits you find difficult in PE.'
Not listening to/ following instructions	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.' 'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'		'You can choose to have another go later.'	'We will check you understand how to.... Before you go out to break.'
Choosing to do another activity than the one the class are doing	'I can see you are choosing to read/draw now rather than join in. If you do this.... first, then you can draw/read after that.'	'You can choose to do this now or later'. (repeat)	'You can choose to do this later if you would like to when the others are doing.....?'	'We can check you understand what to do before you go out to break.'
Rocking on their chair	'Put the 4 chair legs on the floor please.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely before breaktime.'
Calling out/talking to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?'			'We can check you understand what to do before you go out to break.'

Unsocial Behaviours

If the adult becomes frustrated by these and they "hector" the child, this can cause the child to become antisocial	Positive Phrasing (can include distracting / redirecting)	Limited choice	Disempowering the Behaviour and / or De-escalation	Protective or Educational Consequence
Playing/fiddling with equipment <i>(Some children may need to do this when listening - may have a fiddle toy as part of the Class Provision Plan)</i>	'I can see you want to fiddle with the pen/rubber when we are listening - it may be distracting others.' 'Put the ruler/rubber/pen on the table.'	'Put it on your table or give it to me.' (repeat) Praise a choice when it's made e.g. thank you, you gave the pencil to me		
*Not sitting 'appropriately' for learning <i>(Some children may find it very difficult to sit still and cross-legged on the carpet or up straight on a chair - try and offer times when they choose their best listening position and offer this on occasion)</i>	'You need to sit up to your desk for this lesson because..... (eg it will help your presentation/ show me that you have understood the instructions), later for storytime you can (eg sit in your favourite way.)'			

Other possible words / actions used by staff: • Being close and whispering a firm reminder • Name/pause technique • Praise of other children • Reminder about behaviour and learning behaviour they are not following • A quiet unobtrusive word e.g. 'What should you be doing?' or 'Are you ok?' • Directional language - brief - 'Do's'; 'I' statements; 'Thanks' • Simple choice - 'Joe, if you can't work quietly I'll have to ask you to work on your own.' • Behaviour reminder - 'Joe, remember in our school, we say Thank you' • 'When' & 'Then' directed choice - "When you have completed the written questions then you can go onto the diagram." • Direct question - 'What is our rule for holding scissors?'; 'What should you be doing - thank you' • Tactical ignoring where appropriate • Allow take-up time wherever possible • Demonstrate your expectation e.g. 'Sitting on all 4 legs of the chair' • Proximity Praise i.e. praise those around the child getting it right and then praise the child in question as soon as they do it too.

Other possible consequences used by staff: Make the consequence clear and express as a choice the pupil has made. Consequences should match the infraction, e.g. "Alex, I can see you have chosen to draw on the table therefore, you will have to clean it off."

Antisocial Behaviours

Note the frequency - it is normally this that makes it intolerable - only very frequent and persistent will require HT or DHT intervention	Positive Phrasing (can include distracting / redirecting)	Limited choice	Disempowering the Behaviour and / or De-escalation	Protective or Educational Consequence
<p>Continued interruptions</p> <p>Aggressive shouting/calling out disruptively</p> <p>Answering back/mimicking</p>	<p>'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p> <p>'I can see you know the answer but at the moment it is 's turn to share their thoughts.'</p>	<p>'We can talk about ensuring others are able to learn when you are ready - who would you like to talk to, me or?' (repeat).</p>	<p>If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices.</p> <p>Ignore and speak later to individuals.</p>	<p>Conversation and exploration</p>
<p>Swearing</p> <p>Name calling</p> <p>Lying</p>	<p>'I can see that you are not happy at the moment.'</p> <p>'I can see you are upset.'</p> <p>'We can talk when you are ready.'</p>	<p>'When you are ready we can talk here or in the library/ classroom/ Nest.' (repeat).</p> <p>'We will carry on when you are ready.'</p> <p>'We can talk when you are ready - who would you like to talk to, me or?' (repeat when calm)</p>	<p>'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).</p>	<p>Conversation and exploration</p> <p>'Thank you for telling me/showing me how you are feeling - if you tell me more I can listen/help.'</p>
<p>Refusal to carry out an adult's request</p>	<p>'Put the pen on the table.'</p> <p>'I can see you are not ready to do this right now.'</p> <p>'I can see something is wrong, if you want to talk I will listen - I am here to help.'</p>	<p>'Walk with me, to the library or the book corner.' (repeat)</p>		<p>Rehearsing and practising</p> <p>Completing tasks</p>
<p>Distracting and/or disrupting others' learning by shouting, banging, making noises</p>	<p>'I can see that you are not happy at the moment and you are not ready to learn/play.'</p>	<p>'When you are ready we can talk here or in the library/ classroom / Nest.' (repeat).</p>	<p>'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).</p>	<p>Rehearsing and practising</p> <p>Completing tasks</p>

Antisocial Behaviours

Note the frequency - it is normally this that makes it intolerable - only very frequent and persistent will require HT or DHT intervention	Positive Phrasing (can include distracting / redirecting)	Limited choice	Disempowering the Behaviour and / or De-escalation	Protective or Educational Consequence
Leaving the classroom without permission (for safeguarding reasons, it is essential that if a child leaves the classroom without permission to an unsupervised area, that an adult is alerted to go and join the child in this area at a safe distance)	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or with who would you like to talk to, me or?' (repeat). 'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities - identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/ classroom / Nest.' (repeat).		Assisting with repairs or planning the repairs
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box / on the desk.' (repeat).		Research the real-world implications

Other possible words / actions used by staff: As with unsocial behaviours and Speak to the child privately about their behaviour using sentence starters such as 'I'm feeling a little frustrated that...' (avoid audience)

Other possible consequences used by staff: Send to another class with work • Lose age appropriate minutes from break time in classroom with a member of staff • Recorded on CPOMS by teacher (if appropriate) • parents / carers informed by class teacher • Restorative justice e.g. clean an area or repair damage • Complete learning with a parent / carer outside of school hours

Dangerous Antisocial Behaviours

Will likely need the support of the HT or DHT after following the script	Positive Phrasing (can include distracting / redirecting)	Limited choice	Disempowering the Behaviour and / or De-escalation	Protective or Educational Consequence
Leaving the school building or the area of the venue where the learning is taking place e.g. school visit location	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.' 'Name, you have left the "school premises", so I am calling the police.'	'I can see there is something wrong. Do you want to come inside and talk to (give a choice of 2 - whichever most appropriate/available).' 'When you come in would you like to go to the carpet or your safe space?' (repeat)		Conversation and exploration Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Behaviour Risk Management Plan in place
Spitting (directly at another) Hair pulling Pushing aggressively and on purpose Scratching on purpose Pinching Hitting Kicking (not accidentally as part of a game e.g. football) Fighting Biting Punching Throwing furniture Physical or Verbal Bullying	'Your actions have hurt me/child's name. Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to (give a choice of 2 - whichever most appropriate/available).' (If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).	'Child's name....., I can see something has happened.' 'I am here to help.' 'Talk and I will listen.' 'Come with me and	Protective Consequences: Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Behaviour Risk Management Plan in place Differentiated teaching space Exclusion (in line with the school's Exclusion Policy)

Other possible words / actions used by staff: Maintain Calmness - it is just as contagious as fear • Appear calm and self-assured • Maintain neutral facial expression • Allow the child personal space • Control your breathing • Lower your voice and keep your tone even. Distraction and diversion - When a child is aggressive, they are responding with their own fight or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window or somewhere else in the playground.

Other possible consequences used by staff: Examples... • Work out of class with the HT or the DHT for rest of the lesson • Recorded on CPOMS by teacher and parents / carers informed • Enter incident onto CPOMS • Restorative justice e.g. clean an area or repair damage • Fixed term playground exclusion • Internal exclusion (to be decided by HT) • Therapeutic plan may be required • Possible reduced timetable • Possible exclusion (in line with school Exclusion Policy)

All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties - see above - Prosocial section

<p>Examples of responses: 'Name, you have used your safe space, well done.' 'You are making a good effort with your learning.' 'Thank you for telling me how this made you feel.' 'Thank you for being honest with me and telling me the truth.' 'I can see that you are upset...your body language is showing me you are cross' 'I can understand how that could be upsetting/annoying...'</p>	<p>Post incident recovery and debrief measures (Restorative Practice) Add descriptions here from the Individual Child's Therapeutic Plan 'It is time for a chill and chat' 'Tell me what happened when...' 'How were you feeling when you....?' 'Who has been affected...?' 'How can you help to put this right?' 'So let's practise what we have learnt so that we can do things better next time.'</p>
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Caversham Park Primary School



Home/School Agreement

Child's Name: Year Group:

The School

We will aim to ensure that:

- your child is happy and settled;
- your child achieves his/her full potential as a valued member of the school community;
- a balanced curriculum will meet the individual needs of your child;
- we achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- you are kept informed about general school matters and about your child's progress in particular;
- it is welcoming at all times and offer opportunities for you to become involved in its daily life.

Signed: Headteacher:

Class Teacher:

Parents/Carers

I/We shall try to:

- see that my child arrives at school in correct, named, school uniform by 8.45 a.m. and not earlier than 8.35 a.m. and is properly equipped for the day's lessons;
- make the school aware of any concerns or problems that might affect my child's work or behaviour;
- support the school's policies and guidelines for behaviour;
- be aware of the school rules and support the school in maintaining them;
- be aware of the school Learning Behaviours and support my child in following them;
- support my child in homework and other opportunities for home-learning;
- attend Parent/Carer/Teacher Meetings and discussions about my child's progress;
- not take my child out of school for annual holidays during term time.

Signed:


The Pupil

I shall try to:

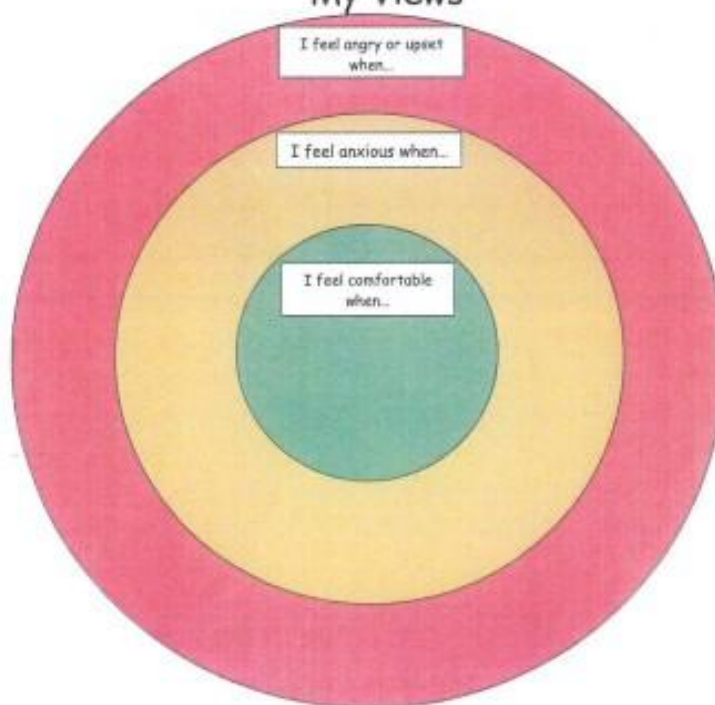
- attend school regularly and on time;
- treat others as I would like to be treated;
- not hurt anyone, including their feelings;
- have good manners and be helpful to others;
- accept the consequences of how I choose to behave;
- follow the school Learning Behaviours;
- bring all the equipment I need every day, particularly the correct P.E. kit;
- wear the school uniform and be tidy in appearance;
- complete all my learning in class;
- do all my classwork and homework as well as I can;
- take care of my school by keeping it clean and tidy, and take care of school property.

Signed:

APPENDIX 3: Therapeutic Plan

<p>My name is</p> <p>•</p>	 Caversham Park Primary School Appendix 3: Therapeutic Plan	<p>In school I like:</p> <p>•</p>	<p>I don't like:</p> <p>•</p>
<p>In the classroom it helps when:</p> <p>•</p>	<p>I may be feeling anxious when I:</p> <p>•</p> <p>You can help me by:</p> <p>•</p>	<p>If I am angry or upset I may:</p> <p>1.</p> <p>You can help me by:</p> <p>1.</p> <p>You will <u>not</u> help me by:</p> <p>•</p>	
<p>When I have been successful, I like:</p> <p>•</p>	<p>Use these words to help me:</p> <p>•</p>		
<p>When I have been successful, I like:</p> <p>•</p>	<p>I can help myself by:</p> <p>•</p>		

My Views



APPENDIX 4: Escalation Procedures

If a child is beginning to show signs of dysregulation, then the first step is to follow their therapeutic plan and the existing controls and actions on their individual risk assessment, if one is in place for that child.

- If this child continues to become dysregulated and is becoming a risk to themselves or others then the following procedures must be followed:
 - 1) If there is no other adult present at that time, send a responsible child to get a member of support staff nearby, with the message, **"HELP IS NEEDED IN..."** *If the incident is happening during lesson time and the member of support staff that the child has been sent with the message to, is working outside of the classroom with a child / group of children, then this member of support staff is to immediately send this child / these children back to their classroom to their teacher and they are to go and assist with the dysregulated child.*
 - 2) If there is no member of support staff in that part of the building, or on that playground during morning / afternoon break or in an outside PE lesson, then send a responsible child to get a member of support staff from another part of the school premises, with the message, **"HELP IS NEEDED IN..."** Again, following procedures outlined in italics above and if safe to do so, this member of support staff is to then go immediately to where the help is needed. If there is no member of support staff available, then the responsible child is to get Miss Ray or Mrs Twyford in her absence.
 - 3) If this incident happens at lunchtime, in either the hall or on the playground, the Lunchtime Assistant on duty, must then send a responsible child to get the dysregulated child's teacher, or another member of staff if their teacher is unavailable, with the message, **"HELP IS NEEDED IN..."**
 - 4) Wherever possible, the teacher, or the supporting member of staff is to escort the child to a safe place (a calm corner, the Garden Room or The Nest).
 - 5) If it is not possible to calmly escort the child, due to their dysregulation, a member of supporting staff, is to remove the class as calmly as possible to the nearest clear safe area or out onto a playground and stay with them. The teacher must then stay with the dysregulated child, at a safe distance. If at this stage, Miss Ray or Mrs. Twyford, has not been notified of the incident, then a responsible child is to be sent to get her by the supporting member of staff, with the message, **"HELP IS NEEDED IN..."**
 - 6) If the child then still continues to be dysregulated and is posing a physical threat to themselves or others, Miss Ray, or Mrs Twyford in her absence, will initiate a call to the child's parents / carers to come into school to support the staff in regulating the child.
 - 7) If the child remains dysregulated, once their parents / carers have arrived in school to work in collaboration with the staff, then Miss Ray and / or Mrs. Twyford will follow further school policies as required.
 - 8) Once the child is calm however, the child is to remain outside of the classroom with Miss Ray, or Mrs. Twyford in her absence, until a restorative conversation can take place with the child and the adults involved, when appropriate.
 - 9) If Miss Ray / Mrs. Twyford identify that the child is fully regulated and it is safe to do so, they will return the child to work in their classroom. Where it is decided that it is not appropriate for the child to return to class, they will complete learning activities in a safe place with a supporting adult.
 - 10) In instances of dysregulated behaviour that do not pose a physical threat to themselves or others, the teacher will inform the child's parents / carers in person, or by telephone, at the end of the school day. In instances of dysregulated behaviour that do pose a physical threat to themselves or others, a telephone call to the child's parents / carers will be made by the teacher or Miss Ray / Mrs. Twyford. All records of these incidents to be recorded that day on CPOMS by the class teacher, with input from the other adults involved.
 - 11) In all instances of escalated, dysregulated behaviour, Miss Ray and / or Mrs. Twyford to follow further school policies as required / necessary.