



ENGLEFIELD CE PRIMARY SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING POLICY

Sowing the seeds for a flourishing future

1. Policy Statement and Christian Vision

At Englefield CE Primary School, we provide a welcoming, loving and supportive environment in which Christian values are central to the ethos of the school and underpin all that we do. Through our values of **love, respect, forgiveness and responsibility**, we seek to nurture every child so that they can **achieve, belong and thrive**.

Achieve

We want every child to develop the attitudes, skills and self-regulation needed to engage positively in learning, overcome barriers and achieve their potential. Positive behaviour enables pupils to learn successfully and contributes to a calm, purposeful and inclusive learning environment.

Belong

We want every child to know that they are valued, respected and included as a member of our school community. We promote positive relationships, mutual respect, responsibility and a strong sense of belonging. Every pupil should feel safe enough to seek help, express their views and participate fully in school life.

Thrive

We want every child to develop the resilience, confidence, character and emotional understanding needed to flourish. Our approach seeks not simply to secure compliance, but to help pupils develop self-regulation, responsibility, healthy relationships and the ability to make positive choices.

We recognise that positive behaviour is essential to effective learning, strong relationships and the wellbeing of the whole school community. We believe that behaviour is communication and that, wherever possible, it should be understood in context and responded to in ways that promote safety, dignity, learning, responsibility and restoration.

Our behaviour culture is rooted in high expectations, positive relationships, consistent boundaries and a therapeutic approach. Some pupils may require additional support, reasonable adjustments or an individualised approach to enable them to meet these expectations. This does not mean lowering expectations or excusing harmful behaviour.

Through forgiveness and restoration, pupils are supported to learn from mistakes, repair relationships and flourish as members of the school community.

2. Behaviour Expectations and Culture

At Englefield, we want our behaviour expectations to be simple enough for every child to understand and strong enough to provide a consistent framework across school.

Our three whole-school expectations are:

Be Safe. Be Respectful. Be Ready to Learn.

These expectations are explicitly taught, modelled and reinforced throughout school life. They reflect our Christian understanding that every person is made with inherent dignity and should be enabled to flourish within a safe, respectful and supportive community.

Staff establish clear routines and consistent boundaries while supporting pupils to develop independence, self-discipline and self-regulation. The school's expectations are applied consistently in accordance with this policy and the staff 'Behaviour Practice Guide', which provides practical guidance for day-to-day implementation and supports consistency across classrooms, unstructured times and wider school activities.

Positive behaviour is recognised through specific praise, acknowledgement of effort and positive choices, house points, celebration of achievement, opportunities for responsibility and appropriate communication with parents and carers.

Every member of the school community has the right to feel safe, respected, included and valued. Pupils are expected to consider the feelings and rights of others, communicate respectfully and take responsibility when their behaviour has caused harm.

Bullying, harassment, intimidation and discriminatory behaviour are not acceptable. This includes racist, sexist, homophobic, biphobic, transphobic, disability-related or faith-based abuse, sexual harassment, cyberbullying, social exclusion, misogynistic or misandrist behaviour and harmful online behaviour.

We recognise that the impact of behaviour matters, including where harm was not intended. Concerns will be taken seriously and addressed promptly and proportionately.

The school will seek to create a culture in which harmful or abusive behaviour is challenged rather than dismissed as banter, normal behaviour or simply part of growing up.

3. Teaching and Supporting Positive Behaviour

At Englefield, behaviour is something we teach, not simply something we expect children to know. Positive behaviour is taught as part of everyday school life at Englefield. Through our curriculum, assemblies, Relationships and Health Education, PSHE, relationships and routines, pupils are taught to communicate respectfully, manage emotions, resolve conflict, seek help, develop positive character, understand boundaries and healthy relationships, and repair relationships.

Adults model the behaviour expected of pupils and use calm, respectful and consistent language. Pupils are given opportunities to develop responsibility and contribute positively to school life.

The school's therapeutic approach, including West Berkshire Therapeutic Thinking principles and 'Space Makers', supports pupils to understand emotions, regulate behaviour and develop pro-social responses. Therapeutic practice complements, but does not replace, clear boundaries, appropriate consequences and high expectations.

Staff will remain professionally curious about behaviour and will consider whether changes in behaviour, presentation, attendance, relationships or wellbeing may indicate that a pupil requires additional support or safeguarding intervention.

Where a concern emerges, staff will follow the school's safeguarding procedures and speak to the Designated Safeguarding Lead or deputy where appropriate.

4. SEND, Equality and Reasonable Adjustments

At Englefield, we recognise that fairness does not always mean treating every child in exactly the same way. Equity means identifying and removing barriers so that every child has a fair opportunity to achieve, belong and thrive.

Staff will consider whether SEND, disability, disadvantage, communication needs, sensory needs, emotional regulation, mental health, developmental age, medical needs, adverse experiences or other relevant circumstances may have contributed to behaviour.

The school will comply with its duties under the 'Equality Act 2010' and the 'SEND Code of Practice' and will make reasonable adjustments where required.

Where appropriate, the school will work with the pupil, parents or carers, SENCo and relevant professionals to identify reasonable adjustments and additional support. This may include adapted communication, visual prompts, additional processing time, movement or regulation breaks, additional adult support, adapted consequences or alternative approaches to repairing harm.

SEND or disability does not automatically prevent a consequence where behaviour has caused harm or breached expectations. However, our response will always be lawful, proportionate and individualised and will take account of the pupil's circumstances and the school's equality and SEND duties.

The school will consider whether repeated removal from the classroom, repeated suspension, persistent behaviour difficulties or other patterns indicate unmet needs or a need for additional assessment, support or safeguarding consideration.

5. Responding to Behaviour

We aim for responses at Englefield to be calm, consistent, fair and proportionate. Responses will take account of the seriousness and frequency of the behaviour, its impact on others, the circumstances in which it occurred, the pupil's age, individual needs and relevant SEND, equality or safeguarding considerations.

Our approach can be summarised as:

Teach → remind → support → repair → consequence → restore

Responses may include a reminder, redirection, choice, restorative conversation, reasonable consequence, temporary change of learning space, withdrawal of a proportionate privilege, increased support or parental involvement.

Consequences will be purposeful, proportionate and clearly linked to the behaviour. They will not be humiliating or intended to cause unnecessary distress. Pupils will not be denied food, water, toilet access, necessary physical activity, medical care or reasonable access to education as a behavioural punishment.

Persistent or significant concerns may require an individual behaviour or therapeutic plan developed with the pupil, parents or carers and relevant professionals.

Where behaviour presents an immediate risk of harm, staff will prioritise safety, follow safeguarding procedures and use appropriate de-escalation and physical intervention arrangements where necessary.

Where behaviour indicates a possible safeguarding concern, the behaviour response will not be treated as a substitute for safeguarding action.

6. Safeguarding, Attendance and Harmful Behaviour

Serious behaviour may include violence, threatening or intimidating behaviour, persistent bullying, discriminatory abuse, significant damage to property, theft, dangerous behaviour, serious disruption, inappropriate sexual behaviour, harmful online activity or leaving the school premises without permission.

At Englefield, we recognise that behaviour, attendance, presentation and wellbeing can sometimes provide important information about a child's circumstances. Changes or patterns may indicate a need for additional support, Family Help, early help or safeguarding intervention.

Behaviour or attendance may be associated with abuse, neglect, exploitation, bullying, harmful sexual behaviour, mental health difficulties, serious violence, criminal or sexual exploitation, radicalisation or other vulnerabilities.

Staff will exercise professional curiosity and consider the wider context of behaviour, recognising that safeguarding issues may overlap and that behaviour can be an indicator of harm rather than simply a disciplinary matter.

Persistent absence, changes in attendance and patterns of lateness will be considered alongside behaviour and safeguarding information. The school will analyse attendance and behaviour patterns to identify barriers, vulnerabilities and emerging concerns, use this analysis to inform proportionate intervention and support, and review the impact of those actions to determine whether further intervention, escalation or adjustment is required. Barriers to attendance will be addressed in accordance with the school's 'Attendance Policy' and relevant statutory attendance guidance.

Where appropriate, concerns will be referred to the Designated Safeguarding Lead or deputy. Behaviour management will not prevent, delay or obscure safeguarding action.

Safeguarding concerns arising from behaviour will be recorded appropriately and considered through the school's safeguarding decision-making and referral processes. Records will include, where appropriate, a clear summary of the concern, actions taken, decisions reached, the rationale for those decisions and the outcome.

Where behaviour may constitute a child protection or criminal concern, safeguarding procedures will take priority and appropriate external agencies will be involved where required.

Where a child may benefit from support before statutory intervention, the school will consider universal services, community-based early help and the targeted early help level of Family Help, in accordance with local safeguarding arrangements and the school's safeguarding procedures.

Child-on-Child Abuse (including harassment and violence)

Children can harm other children. Child-on-child abuse is a safeguarding issue and may affect both the child who has experienced harm and the child whose behaviour has caused harm.

Child-on-child abuse may include bullying, physical abuse, sexual harassment, sexual violence, harmful sexual behaviour, coercion, intimidation, discriminatory abuse, online abuse, misogynistic or misandrist behaviour and the creation or sharing of inappropriate or abusive content.

Such behaviour will not be dismissed as simply "children being children", banter or normal behaviour.

The school recognises that harmful sexual behaviour exists on a continuum. Behaviour may be developmentally inappropriate, problematic, abusive or violent, and concerns will be considered in context, including the age, developmental stage and individual circumstances of the children involved.

Where child-on-child abuse is suspected or reported, staff will follow the 'Safeguarding and Child Protection Policy' and refer concerns to the Designated Safeguarding Lead or deputy.

Restorative approaches may be used where appropriate but will never replace safeguarding action where this is required.

The school will provide appropriate support to children who have experienced harm and to children whose behaviour has caused harm, recognising that both may have safeguarding or support needs.

Age-appropriate teaching will support pupils to understand healthy relationships, boundaries, respect, consent, equality, misogyny, harmful stereotypes and how to seek help.

Bullying and Discriminatory Behaviour

Bullying is behaviour that causes harm and is repeated, forms part of a pattern, or involves an imbalance of power which makes it difficult for the child experiencing it to defend themselves. It may be physical, verbal, relational or online.

Reports of bullying or discriminatory behaviour will be taken seriously and investigated appropriately. Support will be provided to pupils who have experienced harm and to those whose behaviour has caused harm. Responses will be proportionate and may include opportunities to understand impact, take responsibility and repair relationships.

The school will pay particular attention to behaviour involving prejudice, sexism, misogyny, misandry, racism, homophobia, biphobia, transphobia, disability-related prejudice or faith-based prejudice.

Further detail is provided in the school's 'Anti-Bullying Policy' and 'Safeguarding and Child Protection Policy'.

7. Online Behaviour and Mobile Phones

We recognise that online behaviour can significantly affect pupils and the wider school community. Technology is a significant component of many safeguarding and wellbeing concerns, and risks may occur online, offline or concurrently.

Where online behaviour threatens or harms another pupil, constitutes bullying or harassment, causes significant disruption or has a demonstrable impact on school life, the school may respond under this policy, including where the behaviour occurs outside school.

From 1 September 2026, Englefield CE Primary School will operate a mobile-phone-free approach in accordance with the statutory 'Mobile Phones in Schools' guidance. Pupils will not have access to mobile phones during the school day, including lessons, the time between lessons, breaktimes and lunchtime, except where an agreed exception applies.

Where a pupil has an agreed reason for bringing a device to school, it must be switched off and handed to the designated member of staff or placed in the school's designated secure storage on arrival. It must not be accessed during the school day.

The school will maintain clear arrangements for the storage and security of permitted devices. Smart watches and other personal interactive communication devices with comparable communication, recording, notification or internet-enabled functions will be subject to the same principle where appropriate.

Where a device is used contrary to the school's arrangements, it may be confiscated in accordance with the school's legal powers, procedures and relevant DfE guidance. Persistent refusal to follow a reasonable instruction may result in a proportionate behaviour consequence.

Reasonable adjustments and exceptional arrangements will be considered where required because of disability, medical need or another significant individual circumstance. Any such arrangement will be agreed with the school and, where appropriate, parents or carers and relevant professionals.

Particular safeguarding consideration will be given where a device has been used to record, photograph, threaten, bully, sexually harass or share material relating to another pupil or member of staff. This includes the creation, possession or sharing of nude or semi-nude images, including images that have been digitally altered or generated using artificial intelligence, including so-called deepfakes or deep nudes.

Any concern involving nude or semi-nude images of children will be referred to the Designated Safeguarding Lead or deputy and managed in accordance with the school's safeguarding procedures and relevant DfE guidance.

Further operational detail is provided in the school's 'Mobile Phone Procedure'.

8. Searching, Confiscation and Physical Intervention

Searching and confiscation will be undertaken in accordance with the school's legal powers, current DfE guidance and safeguarding procedures.

Where a search is considered necessary, staff will comply with requirements relating to who may search, the grounds for searching, the presence of another adult, prohibited items, recording and communication. The dignity, safety and welfare of pupils will remain central to the process.

Where a search or confiscation raises a safeguarding concern, the matter will be referred to the Designated Safeguarding Lead or deputy and recorded in accordance with safeguarding procedures.

Parents or carers will be informed where required by law, guidance or school procedure.

Physical intervention will only be used where lawful, necessary and proportionate. Prevention and de-escalation will be prioritised wherever reasonably possible. Staff will follow the school's 'Physical Intervention Policy' and current DfE guidance, 'Restrictive interventions, including use of reasonable force, in schools'.

Significant physical interventions will be recorded, reported and reviewed in accordance with school procedures, including consideration of safeguarding, pupil welfare, the circumstances leading to the intervention and any further support required.

9. Behaviour Beyond the Classroom

Our behaviour expectations apply throughout the school day and, where appropriate, beyond the school site. This includes educational visits, residential visits, school transport, sporting activities, breakfast and after-school clubs and other activities provided by or on behalf of the school.

The school may also respond to behaviour outside school where there is a sufficient connection to the school or where the behaviour has a demonstrable impact on the school community.

Online behaviour occurring outside school may be addressed where it has a sufficient connection to school life, causes significant disruption, or creates a safeguarding concern affecting pupils or staff.

Risk assessments and individual planning will take account of behaviour, safeguarding, SEND, medical and support needs. The school will make reasonable adjustments to enable pupils to participate safely wherever possible.

Where behaviour creates a significant safety concern, participation or arrangements may be adapted following individual assessment and appropriate discussion with parents or carers.

10. Parent and Carer Partnership

At Englefield, we believe that children benefit most when school and home work together. Positive relationships with parents and carers are therefore central to supporting children's behaviour, attendance, wellbeing and safeguarding.

Parents and carers are expected to support the school's expectations, communicate relevant information which may affect their child's behaviour, work constructively with staff and treat members of the school community respectfully.

The school will communicate proportionately to celebrate positive behaviour, discuss concerns, respond to significant incidents or agree individual support.

Where behaviour is a concern, we will seek to work with parents and carers to understand the circumstances, agree appropriate strategies and support the child to achieve, belong and thrive.

Where a safeguarding or Family Help concern is identified, the school will work with parents or carers and relevant agencies where appropriate, subject to safeguarding considerations and the child's best interests.

The school will respond appropriately to behaviour towards staff or other adults that is threatening, abusive, intimidating or harassing, in accordance with relevant school procedures.

The school will also have clear arrangements for staff to report and respond to bullying, harassment or intimidation directed towards staff by pupils, parents, carers or other members of the school community. Such concerns will be taken seriously, addressed promptly and managed in accordance with the school's relevant procedures and its duty to provide a safe and respectful working environment.

11. Pupil Voice, Restorative Practice and Repair

At Englefield, we want children to understand that their voice matters. Our pupils are supported to understand the school's expectations and contribute to a positive behaviour culture.

Pupils will have age-appropriate opportunities to explain what has happened, express their views, understand the impact of their actions, contribute to solutions and participate in restorative processes.

Where behaviour has caused harm, pupils will be supported, where appropriate, to understand what happened, consider its impact, take responsibility and repair relationships. This may involve a restorative conversation, reflection, apology, practical repair, discussion with parents or carers or a planned meeting with those affected.

Restoration does not remove the need for an appropriate consequence or safeguarding action where these are required.

Through forgiveness, responsibility and restoration, we seek to help pupils learn from their experiences and develop the internal discipline required to make positive choices in the future.

Pupil voice will inform the school's understanding of behaviour and wellbeing and contribute, where appropriate, to the review and development of behaviour provision.

When safeguarding concerns are involved, the child's wishes and feelings will be considered alongside the need to protect the child and others.

12. Suspension, Permanent Exclusion and Alternative Provision

Englefield CE Primary School will use suspension or permanent exclusion only where lawful, reasonable and proportionate.

Suspension may be considered where behaviour is sufficiently serious or where there is a significant risk to the safety or wellbeing of pupils or staff. Permanent exclusion will only be considered where the statutory threshold is met.

All decisions will be made in accordance with 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England – July 2026' and other relevant statutory requirements.

Before making a decision, the school will consider the circumstances of the incident, the pupil's voice, safeguarding, SEND and disability, reasonable adjustments, previous support and the impact on others.

The school will also consider whether repeated removals, suspensions or serious behaviour indicate unmet safeguarding, SEND, attendance, wellbeing or Family Help needs.

Where safeguarding concerns are identified, these will be managed through safeguarding procedures alongside any behaviour or exclusion process.

The school will comply with statutory requirements concerning notification, education during suspension, governing body duties and review or appeal rights.

Following suspension, the school will seek to provide a planned and supportive reintegration process. This will consider what happened, relationships, expectations, support, reasonable adjustments and steps to reduce the likelihood of recurrence.

Where relevant, the school will comply with statutory requirements concerning off-site direction and alternative provision.

Where a pupil moves to another school following permanent exclusion or another change of placement, safeguarding information will be transferred in accordance with statutory requirements and school safeguarding procedures.

13. Roles and Responsibilities

The **Headteacher** is responsible for implementing this policy, maintaining the school's behaviour culture, ensuring appropriate staff training and monitoring its effectiveness. The Headteacher will ensure that behaviour systems support the school's Christian vision and provide appropriate oversight of safeguarding, inclusion, attendance and pupil wellbeing.

Senior leaders and teachers are responsible for teaching behaviour expectations, maintaining consistent standards, responding appropriately to incidents, identifying pupils who require additional support, applying reasonable adjustments where appropriate, contributing to monitoring and evaluation and communicating appropriately with pupils and families.

The **SENCo** provides advice concerning SEND, inclusion and reasonable adjustments and supports staff to identify and reduce barriers affecting pupils' participation and behaviour.

The **Designated Safeguarding Lead** considers safeguarding implications where behaviour may indicate harm or vulnerability, provides advice on safeguarding responses and ensures that safeguarding concerns are referred and recorded appropriately.

All staff are expected to model the school's Christian values, maintain high expectations, use consistent therapeutic approaches, know the pupils they supervise, remain professionally curious about concerning changes in behaviour or presentation and report significant concerns appropriately.

All staff must understand the school's safeguarding systems and know how to report concerns to the Designated Safeguarding Lead or deputy. Staff will receive safeguarding and child protection training in accordance with statutory requirements.

Pupils are expected to follow the school's three expectations, respect others, take responsibility for their behaviour, seek help when needed and participate in restorative or reflective processes.

Parents and carers are expected to work in partnership with the school, support expectations and share relevant information.

The **Governing Body** provides appropriate oversight and challenge, receives information about behaviour patterns and outcomes, and monitors the effectiveness, equity and impact of the school's behaviour culture and safeguarding arrangements.

14. Recording, Monitoring and Evaluation

At Englefield, we do not consider behaviour monitoring to be simply a process of counting incidents. We use information to understand pupils, identify patterns, evaluate the effectiveness of our provision and improve outcomes.

Significant, persistent or serious behaviour incidents will be recorded appropriately. Bullying, discriminatory incidents, safeguarding concerns, physical interventions, removals, suspensions and other significant incidents will be recorded in accordance with relevant school procedures.

Safeguarding records will be maintained in accordance with the 'Safeguarding and Child Protection Policy' and relevant statutory guidance. Where a safeguarding concern is recorded, the record should clearly identify the concern, actions taken, decisions reached, the rationale for those decisions and the outcome, as appropriate.

The Headteacher and senior leaders will monitor behaviour patterns, including incidents, bullying, discriminatory behaviour, physical intervention, removals and suspensions. Where appropriate, information will be analysed by pupil group, year group, location, time and other relevant factors.

Monitoring will consider:

- the consistency and effectiveness of staff practice;
- the impact of behaviour interventions and support;
- the experience and outcomes of different groups of pupils;
- the effectiveness of reasonable adjustments and additional provision; and
- whether behaviour patterns indicate wider safeguarding, curriculum, attendance, SEND or wellbeing concerns.

Leaders will use monitoring, staff discussion, pupil voice and review of incidents to identify variation in the application of expectations and provide appropriate support, training or follow-up.

Attendance and behaviour information will be reviewed together where appropriate to identify patterns, barriers and underlying needs. Findings will inform targeted intervention and support, and the impact of these actions will be reviewed to determine whether outcomes have improved and whether further action, escalation or adjustment is required.

Where monitoring identifies a concern, leaders will evaluate underlying causes, agree appropriate action and review its impact.

Leaders will consider whether repeated classroom removals, repeated suspensions, persistent absence, patterns of lateness or significant changes in behaviour indicate a need for additional support, Family Help, safeguarding intervention or review of existing provision.

The Governing Body will receive appropriate information about behaviour patterns and outcomes and will monitor the effectiveness, equity and impact of the school's behaviour culture.

Incidents and near misses will be used as opportunities for reflection, learning and improvement.

15. Complaints, Review and Publication

Concerns about the implementation of this policy should normally be raised with the class teacher or Headteacher in the first instance. Where a concern cannot be resolved informally, the school's 'Complaints Policy' will apply.

This policy will be reviewed at least annually and sooner where required following significant changes to legislation or statutory guidance, safeguarding developments or a serious incident.

The policy will be reviewed alongside the school's 'Safeguarding and Child Protection Policy', 'Anti-Bullying Policy', 'Attendance Policy', 'Mobile Phone Procedure', 'Physical Intervention Policy' and staff 'Behaviour Practice Guide' to ensure that the school's policies and operational arrangements remain aligned.

The policy will be published on the school website and made available in hard copy on request.

All staff will be made aware of the policy through induction, training and regular communication. Safeguarding expectations will be communicated in accordance with 'KCSIE 2026', including the requirement for all staff to read Part One of KCSIE.

Behaviour expectations will be taught and reinforced through the curriculum, assemblies, routines, relationships and the daily life of the school.

Further Information and Guidance

Legislation

- Education Act 1996
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014

- Children's Wellbeing and Schools Act 2026

Statutory safeguarding guidance

- Department for Education, *Keeping Children Safe in Education 2026*
- Department for Education, *Working Together to Safeguard Children 2026*
- Department for Education, *SEND Code of Practice: 0 to 25 years*

Behaviour, attendance and related guidance

- Department for Education, *Behaviour in Schools: Advice for Headteachers and School Staff*
- Department for Education, *Searching, Screening and Confiscation*
- Department for Education, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England – July 2026*
- Department for Education, *Working Together to Improve School Attendance*
- Department for Education, *Mobile Phones in Schools*
- Department for Education, *Preventing Bullying*
- Department for Education, *Preventing and tackling bullying and harassment of school staff*
- Department for Education, *Restrictive interventions, including use of reasonable force, in schools*
- relevant Department for Education guidance concerning online safety, relationships, health and wellbeing
- West Berkshire Therapeutic Thinking principles and relevant local authority guidance.

Management of Policy

School: Englefield CE Primary School

Policy: Positive Behaviour for Learning Policy 2026/27

Policy Lead: Headteacher

Implementation: Headteacher and all school staff

Governing Body: The Governing Body will monitor, review and provide appropriate oversight of this policy.

Reviewed: Summer 2026

Next Review: Summer 2027

Publication: The policy is published on the school website and is available in hard copy on request.