



Aldermaston  
CE Primary  
School

## Behaviour and Mental Health Policy

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<b>Statutory</b>	Yes
<b>Author</b>	Headteacher
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## **Behaviour Principles Written Statement – Governing Board**

This statement is not policy or practice, rather it is an intent to set out the schools' broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the Headteacher who will view each case in light of these principles and any relevant policies.

The governing board is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

This is why, at Aldermaston CE School, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

## **Our Behaviour Principles**

Every pupil has the right to feel safe, valued and respected, and to learn free from disruption, discrimination or fear.

All members of the school community are treated with dignity and respect. Discrimination, harassment or bullying of any kind are not tolerated.

Staff and volunteers model pro-social behaviour, promoting kindness, empathy, self-regulation and forgiveness.

Positive relationships and restorative practice underpin our approach. Pupils are supported to reflect, repair and learn from their actions.

Rewards, consequences and reasonable force (where necessary for safety) are used consistently and proportionately, focusing on teaching and supporting positive behaviour.

The Behaviour and Mental Health Policy is clearly communicated to ensure shared understanding and consistent expectations.

Exclusion is only used as a last resort and always followed by reintegration and support planning.

Pupils are encouraged to take responsibility for their behaviour and understand its impact on others through PSHE, regular teaching of our behaviour policy and restorative conversations.

Parents and carers are valued partners in promoting positive behaviour through open and supportive communication.

## **Commitment to Safety and Wellbeing**

Violence, threatening behaviour or abuse - by pupils, parents or staff - will not be tolerated under any circumstances.

We are committed to safeguarding the wellbeing of all members of our community and promoting a culture of love, courage and wisdom in every interaction.

## **Policy Statement**

Our school's Christian ethos, vision and values provides a strong foundation for everything we do at Aldermaston School.

All staff support pupils through positive learning experiences: promoting self-esteem and self-worth through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies.

All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment.

While this behaviour policy is for all pupils, it will be applied in different year groups depending on pupils' ages and stages of development. It may also be applied differently depending on individual pupils' SEND needs or it may need a more flexible approach at times of anxiety and change.

### **Our School Rules**



Please see **appendix 1** for examples of our school rules in action.

### **Our School Vision and Values**

We are a Church of England school with strong links to our parish and a Christian vision and values based on the Parable of the Sower, which was developed in collaboration with our wider school community.

## Aldermaston CE Primary School - Our Vision

The roots are our strong foundation, ensuring stability and resilience. We nurture the soil by contributing our individual gifts for the benefit of everyone. Exciting and diverse learning experiences stimulate growth. Strong branches reach towards the light, providing shelter and community. As the tree continues to grow, it blossoms and yields a rich harvest. Each fruit is unique and ready for new beginnings.

***'But the seed planted in good earth represents those who hear the Word, embrace it and produce a harvest beyond their wildest dreams'.***

**Mark 4.20**

At our school we want everyone to feel respected, accepted and able to make a difference by living their values.

Aldermaston C.E. Primary School focus on a different Christian value each term as part of a two-year programme. For 2025-2026 we are on Year B.

	<b>Autumn (1)</b>	<b>Autumn (2)</b>	<b>Spring (1)</b>	<b>Spring (2)</b>	<b>Summer (1)</b>	<b>Summer (2)</b>
Year A	Friendship	Courage	Peace	Wisdom	Perseverance	Truthfulness
Year B	Compassion	Hope	Forgiveness	Trust	Justice	Thankfulness

We also use these opportunities for spiritual and personal development to strengthen children's understanding of British values and the key skills they will need to succeed and reach their potential in life.

### **Purpose**

At Aldermaston C.E. Primary School our role is to develop the whole child. We prepare them for their role as an active citizen, contributing positively to their community now and in the future.

### **Aims**

To provide simple, practical procedures for staff and learners that:

- Ensure that there is an inclusive environment for all learners where positive behaviour is recognised
- Provide clear guidance for staff members and our school community, by establishing clear boundaries regarding acceptable behaviour to ensure consistency throughout the school.

## **Roles and responsibilities**

At Aldermaston C.E. Primary School, all adults will model and teach children pro-social behaviours.

We promote increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and learning.

### **The Headteacher and Senior Leaders are responsible for:**

- Ensuring that the school has a behaviour policy and procedures in place that are in accordance with Government guidance.
- Making the Behaviour and Mental Health Policy available to parents.
- Ensuring all staff undertake appropriate behaviour training.
- Monitoring the effectiveness of the policy.
- Promptly addressing behaviour considered to be 'dangerous' to provide protection to all members of the school community.
- Promoting self-regulation amongst all members of the school community.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable behaviour constructively (see Anti-Bullying Policy).

### **The Governors are responsible for:**

- Participating in learning walks to monitor how the children's behaviour in school reflects our vision and values.
- Monitoring data on behaviour incidents and exclusions.
- Convening a governors' disciplinary meeting if required.

### **Parents are responsible for:**

- Accepting and supporting the school's Behaviour and Mental Health Policy and Anti Bullying Policy.
- Recognising and understanding the context and need for equity in the school and the benefits it can have for all.
- Making children aware of appropriate behaviour in all situations, offering encouragement and sanctions where appropriate
- Keeping the school well informed about situations at home that could affect their child's behaviour in school.
- Attending meetings when requested.

### **Pupils are responsible for:**

- Being **ready** for their own learning.
- Being **respectful** to the school community and environment.
- Being **safe**, taking responsibility for their own actions and knowing the consequences they will have.

## **Recognition**

We recognise and celebrate pro-social behaviours through a range of age-appropriate approaches, including verbal praise, recognition boards, house points, Headteacher's Award stickers, weekly Class Champion certificates, and termly Learning Heroes certificates.

## **Consequences**

All children need support in developing pro-social skills. As a school, we are supported by West Berkshire's Therapeutic Thinking approach, to ensure that our children receive provision matched to their individual needs (see appendix 1-

behaviour policy in practice). Children who exhibit unsocial and antisocial (difficult or dangerous) behaviours will be supported in the form of appropriate consequences.

At Aldermaston Primary School there are two types of consequences which are used in tandem:

- **Protective consequences (definition)**  
Removal of, or limited freedom to manage harm to self or others.
- **Educational consequences (definition)**  
The learning, rehearsing or teaching so the freedom can be returned.

### **Reporting Behaviour Incidents**

Behaviour incidents will be recorded using CPOMS when support other than class level intervention is required. Anonymised data will be shared with the full governing body. We will work with parents to provide our pupils with the right support at the right time, and keep them updated about their child's behaviour. This might include letting them know if the pupil has broken the school rules, for example, as well as celebrating successes and improvements in behaviour.

### **School Exclusions**

Exclusions may be required for the safety of children and adults, and to allow time for school staff to create a new plan to support the child.

Depending on the levels of behaviour and severity of specific incidents, the Headteacher may consider a **fixed term exclusion** at any time. While they are excluded, staff will plan how the child will be supported upon their return to school. If the child chooses to continue with unacceptable behaviour, and have further fixed term exclusions, then we may decide that a **permanent exclusion** is necessary. (See the school's Exclusion's Policy)

### **Mental Health and Behaviour**

We recognise that both anti-social and unsocial behaviours can be a sign of mental health needs. The staff, including the Headteacher, SENDCo and ELSAs (see below) work together to regularly analyse behaviours and review and improve support for children.

At our school, we recognise the value of [Mental Health and Behaviour in Schools](#) as an important document to help staff understand and support children who might be at risk of experiencing mental health difficulties.

We have a layered approach to supporting pupil mental health and emotional wellbeing at Aldermaston C.E. Primary School, and it may be appropriate for a pupil experiencing mental health difficulties to engage with the support of our specialist trained staff. Our school offer comprises of different levels of trained professionals.

At class level, through PSHE and spirituality sessions, an awareness of self-regulation is taught to pupils.

For those pupils requiring further individualised support, timetabled sessions with our **ELSA** (Emotional Literacy Support Assistant) may be provided. Our School works in collaboration with external agencies, including West Berkshire service providers who can offer pupil or parent support. Referral for support from external professionals will require completion of a referral form and/or parental consent.

### **Reflect and Re-set**

After a behaviour incident involving difficult behaviours, a pupil will be given the opportunity to reflect and suggest a way forwards in an age-appropriate way. Children will have an opportunity to communicate their feelings, the impact of their behaviours and suggestions for how to move forwards.

### **Restorative Practice**

After any antisocial behaviour, a restorative conversation will need to be held for everybody to explain how the situation made them feel and agree a way forwards. This is important for all people involved.

### **Bullying**

At Aldermaston C.E. Primary School, we have a zero-tolerance policy regarding bullying. Please see the separate Anti Bullying Policy for further information.

### **Behaviour Offsite**

A pupil's behaviour outside school, for example on school trips, or away sporting fixtures, is subject to this policy. Behaviour in such circumstances will be dealt with as if it had taken place in school.

### **Monitoring and Evaluation**

This policy will be reviewed regularly and will be updated in response to new guidance, legislation and/or development to the approach as necessary.

The Headteacher reports termly to the Governing Board to enable them to monitor and evaluate the impact of the school's policies, practices, and procedures.

### **Review**

Leaders should ensure the policy is reviewed annually.

## **Appendix 1 Behaviour Policy in Practice**

### **Our School Rules**



These are displayed using various imagery throughout the school.

Ready	Respectful	Safe
We are on time	We listen to others and expect to be listened to	We use equipment safely
We wear our school uniform	We are polite and remember our manners	We move around the school sensibly
We take care of our belongings	We take care of our school and its resources	We act and speak kindly
We follow instructions first time	We include everyone	We keep ourselves safe online and in our community
We join in and try our best	We respect differences	We take risks safely

## Relentless Routines

### Relentless Routines

#### Start of the day

- Doors open punctually at 8:45am
- Adults stand on the door and greet each child with a smile
- Children organise personal belongings
- Start early morning task
- Registration



#### Lining up and moving around inside the school

- Line up calmly
- Stand silently, without touching those around you
- Walk quietly in single file on the left
- Do not touch walls/displays



#### Stopping and Listening

- Adult will ask/signal to stop
- Children will stop and look at the adult silently
- Adult will wait for children to be silent and looking
- Adult may praise good examples and INSIST
- Adult will begin instructions



#### Cold calling

- Adult asks a question
- Children have silent individual thinking time or 'turn and talk' to partners
- Adult selects someone to respond
- Adult responds to the answer
- Adult selects another child to respond (recapping or extending)



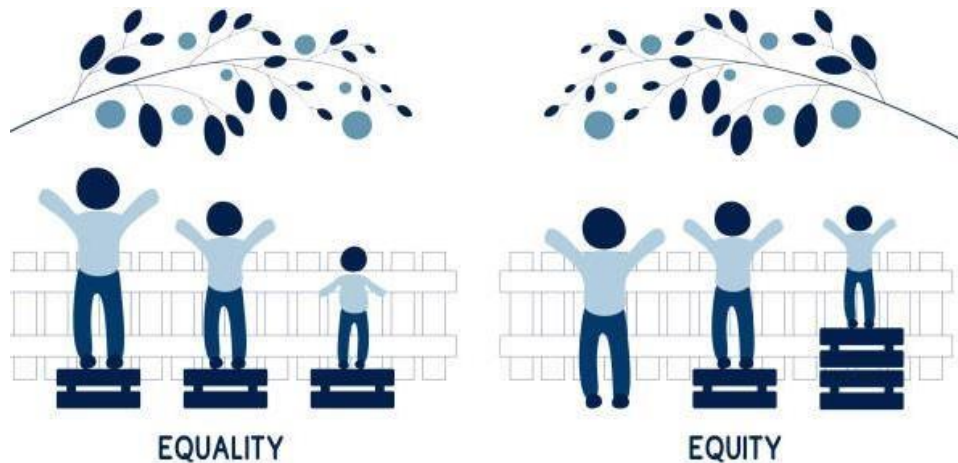
#### Assembly

- Arrive in a silent line
- Sit silently without touching those around you
- Look at the speaker and participate fully
- Follow silent stopping signal (hand up) when required
- Leave silently in a line





## Equity and Equality



### **Equality is treating everybody the same.**

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

### **Equity is giving everyone what they need to achieve success.**

Equity focuses on eliminating differences between groups when those differences can be addressed.

At Aldermaston Church of England School, we advocate for each child to receive the resources, experiences, appropriate interventions, and support in their learning to achieve their full potential. We aim to address differences in a positive and supportive manner, removing barriers and supporting pupils to achieve and succeed.

## **Appendix 2 Consequences**

### **Protective consequences:**

Removal of, or limited, freedom to manage harm to self or others. These are actions taken by staff to ensure all pupils and adults feel safe in the school environment.

These may include:

- An increased staff ratio and specific staff support given at break and work requiring completion to be completed at break times or sent home, and supported by parents/carers
- Adaptation of access to outside space, day or residential trips, or extra-curricular activity
- Access to a calm room/space
- Escorted in social situations
- Differentiated teaching space
- De-escalating language
- Whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary

### **Educational consequences:**

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

These may include:

- Third person role play to understand peer/adult feelings
- Social stories
- Completing or re-doing tasks to the expected standard for the child, to be completed at break times or sent home
- Restorative meetings with child and parent/carer
- Assisting with repairs or the planning for repairs/conversation and exploration

### **Appendix 3 Pro-social and Anti-Social behaviour**

#### **Pro-social behaviour**

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
- Pro-social behaviour is characterised by a concern for the rights, feelings, and welfare of other people.

#### **Pro-social behaviour can be taught in various ways:**

- Personalised PSHE curriculum
- Positive relationships
- Role modelling
- Advocacy of the school values
- Consistency of therapeutic language, scripted where appropriate
- Routine
- Prioritising pro-social behaviour
- Planning alternatives to anti-social behaviour e.g., pro-social ways of accessing rest breaks for those who need to leave the classroom.
- Feedback and recognition (decide what this will look like in your context)
- Comfort and forgiveness
- Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem

#### **Unsocial and anti-social behaviour**

- Behaviour that causes harm to an individual, a group, to the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress. • Behaviour that violates the rights of another person

### **Appendix 4 Aldermaston C.E. Primary School Behaviour Blueprint**



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Our three rules for our school community are simple.

We ask everyone **to be:**



Ready



Respectful



Safe

#### Adult Behaviour

- Calm, consistent, fair
- Give first attention to best conduct
- 'Relentlessly bothered'
- Meet and greet with a smile
- Recognise over and above positive behaviours

#### Praise

- Verbal Praise
- House Points
- Recognition Board
- Headteacher Award
- Class Champion certificate
- Learning Hero certificate

#### Consequences

- **Protective consequences**  
removal of, or limited freedom to manage harm to self or others.
- **Educational consequences**  
The learning, rehearsing or teaching so the freedom can be returned.
- **Logged** using CPOMs to enable effective monitoring and support.

#### Restorative Conversation

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?