



Parklands
Educate Together

Behaviour Policy

Parklands Primary School

2025

Approval by:	Local Governing Board
Date of approval:	January 2025
Review date:	January 2026

Version	Date	Summary of changes	Author
1	Dec 2021		JH
2	Jan 2024		JH
3	Jan 2025	<i>Board approved, pending the new Behaviour and Relationships Curriculum taking its place, once fully implemented.</i>	JH

Parklands Educate Together Behaviour Policy

1. Aim

This school policy sits within the framework of the ETAT Overarching Statement of Intent for Behaviour Management. It aims to set out the detail of how behaviour is managed in school, including procedures and systems for rewards and consequences. It is designed to encourage positive, (pro-social) and acceptable (expected)* behaviour and ensure we deal effectively with unacceptable (or non-expected)* behaviour.

**These are terms used in the Zones of Regulation curriculum designed to support children's understanding of behaviour choices, particularly children with SEND. We also prefer to refer to 'consequences' rather than 'sanctions' but both may be used*

2. Legislation and guidance

This policy complies with the following:

Guidance from the Department for Education (DfE):

- [Behaviour and discipline in schools](#)
- Use of reasonable force in schools
- [The Equality Act 2010: advice for schools](#)

Statutory guidance from the DfE

- [Special educational needs and disability \(SEND\) code of practice 2014](#)
- [Supporting pupils with medical conditions at school](#)

The UN Convention on the Rights of the Child

Parklands ET is a **Rights Respecting** school. We believe that children should be taught to show respect for the rights of others, and display courtesy and consideration towards all members of our community at all times. References are made to specific rights (**articles- see Appendix A**) throughout this policy.

3. Ethos and values

Good behaviour and discipline are essential to creating a successful teaching and learning environment in which all pupils feel safe, secure and ready to learn. Our vision statement of 'Learn Together to Live Together' drives the principles of all ETAT school behaviour policies, recognising that children may not always make positive, pro-social behaviour choices, but these moments can be used as a tool for learning, personal growth and development.

At PET we believe it is essential to have **a positive behaviour management strategy**.

In our school community, each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We frequently and regularly stress the importance of honesty, trust, fairness, self-discipline, mutual respect and self-esteem. We endeavour to encourage and praise good behaviour and help children to realise that this is the standard expectation. We expect all members of staff to take collective and individual responsibility in implementing this behaviour policy.

PET recognises its legal duties under the Equality Act 2010, Education Act 2011 including all sections relating to children with Special Educational Needs (**Article 23**).

4. Behaviour Management Principles

In order to live by our vision and mission statements, PET aims to:

- Adopt a consistent approach to positive behaviour management, making boundaries of acceptable behaviour clear and prioritising safety (**Article 28**)
- Treat all children fairly, equitably and with unconditional positive regard
- Provide children with the opportunity to reflect on and improve their behaviour choices and how these affect other people

- Celebrate and recognise good behaviour and relationships, promoting the core values of our school
- Ensure poor behaviour choices are dealt with effectively to prevent or minimise reoccurrence and enhance learning through positive behaviour
- Ensure that children understand that bullying and discrimination will not be tolerated in school and learn to understand and control their feelings
- Generate mutual respect amongst all members of the school community including parents/carers to ensure there is no unfair treatment on any grounds including cultures, ethnic origin, religion, age, sexual orientation, gender and disability (**Article 2**)
- Recognise that behaviour can be another form of communication and seek to identify, understand and support any individual needs which are not being met.

5. Behaviour Management Guidelines

- At PET we believe there is a shared responsibility between staff, parents and pupils for the promotion of good behaviour.
- Children are praised for doing the right thing at every opportunity, using, where appropriate, language related to the UN Conventions of the Rights of the Child.
- Children will belong to a named 'House' within the school, named after RAF stations to reflect the history of the school location. Children will learn the history of their Houses and the symbols/ slogans associated with it.
- Points will be awarded at every opportunity where a child is 'caught being good', and can be used by all members of staff.
- Points will be collated in class and centrally in the main atrium- these will be celebrated weekly in a Celebration Assembly, when points will be transferred into the central team point collectors. At the end of each long term these will be celebrated and the winning house given a 'banquet style' table at lunchtime, a house flag on the flag pole and a colour ribbon on the house point cup.
- Class Dojos may be used in class as a visual tool and to reinforce positive behaviour.

- Certificates should be used to celebrate achievements of children, both for academic achievements but also elements associated with Learn Together and Rights Respecting Schools.
- Praise is used specifically to reinforce expected behaviour
- All adults model positive and appropriate behaviour at all times
- All children are involved in making and maintaining the rules. They have a right to say what they think should happen and to have their opinions taken into account (**Article 12**)
- All rules must be seen to be fair and applied consistently yet flexibly, taking into account individual circumstances. All rules are justified in terms of being required to ensure safety, well-being or learning.
- Expectations are phrased positively e.g. “walk slowly” rather than “don’t run”
- Staff use a quiet and calm manner when dealing with children
- Rewards/Consequences for school expectations are clear, appropriate, fair and relevant and take into account individual circumstances (**Article 39**)
- Discipline should respect children’s dignity (**Article 28**). Therefore, consequences at PET do not humiliate but allow the child to learn from their mistakes
- Children are given time to reflect and discuss their behaviour
- Parents/Carers are involved at the earliest opportunity where a child’s behaviour is causing concern and staff work closely with them to bring about improvement.

6. Roles and responsibilities

6.1 Trustees / Trust Executive Team / Local Governing Body

Trustees and the Trust Executive Team have overarching responsibility for ensuring this policy complies with this statement and that the governing board is fulfilling its role at school level.

The governing board is responsible for ensuring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation and application.

6.2 Headteacher and School Leaders

The Headteacher and School Leaders are responsible for reviewing the school's behaviour policy. They will:

- Ensure that the school environment encourages positive behaviour
- Support staff to deal effectively with poor behaviour choices and take actions where necessary
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

6.3 All staff

Staff responsibilities are:

- To treat all children fairly and with respect
- To promote children's self-esteem and help them develop their potential
- To provide a challenging, accessible and interesting curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and consequences consistently, using the praise and reward systems in place
- To build positive relationships with children
- To model positive behaviour and relationships
- To try to form a good relationship with parents so that children can see the key adults in their lives share a common aim
- To recognise that each child is an individual and be aware of their individual needs, creating individual behaviour plans to ensure additional support, when appropriate.
- To teach children the rules and conventions of social interaction and provide opportunities for discussion and reflection on their behaviour and relationships

6.4 Parents/Carers

Parents/carer responsibilities are:

- To ensure they have a clear understanding of this policy – copies are available on the school website.
- To make children aware of appropriate behaviour in the school and support the implementation of this policy
- To encourage independence and self-discipline
- To try to foster good relationships with the school
- To know the school rules and expectations

6.5 Pupils

Pupil responsibilities are:

- To contribute to discussions at the start of the year when establishing the class charter
- To celebrate the achievements of others
- To follow school rules and the class charter to the best of their ability
- To treat other people, resources and their environment with respect
- To follow instructions from adults within the school, questioning politely if they don't understand them or believe them to be unfair

7. Expectations and Procedures

7.1 Rules

PET operates the following basic principles:

- We listen and communicate politely, showing good manners
- We are kind, helpful and understanding towards other people
- We always try our best
- We are respectful to each other, our resources and our environment

Each class draws up a class charter at the start of the year with more detailed rules and expectations of behaviour in line with Rights Respecting Schools. There are no rules which cannot be justified in terms of promoting or protecting safety, wellbeing and learning. Classes agree as part of their class charter the behaviours that correspond to each colour in our 'traffic light' sanctions and reward system (see 7.4

below). The Charter should have some way of the children agreeing to them- a hand print, signature, face etc.

We expect children to realise that appropriate/positive behaviour is rewarded and unacceptable behaviour results in consequences. We aim to help children understand that they have rights and that they cannot take away the rights of others **(Article 4)**.

7.2 Teaching Appropriate Behaviour

At PET we recognise that children come from a range of backgrounds and family circumstances where different rules and expectations apply. We have a responsibility to teach children:

- what the expectations are in school and why
- to understand their responsibilities towards others in the school community to ensure everyone is safe and able to learn
- how to modify their behaviour to suit different contexts
- how to recognise and control their emotions in order to modify their behaviour

We teach this through:

- Learn Together lessons, circle times and assemblies
- Zones of Regulation curriculum
- Focussing on a 'value of the month' and reinforcing how these can be applied in daily life
- Small group and 1:1 intervention as required, including Theraplay, Nurture groups and Lego therapy.

Values of the Month:

- Responsibility
- Respect
- Friendship
- Peace
- Perseverance

- Kindness
- Justice
- Integrity
- Courage
- Empathy
- Thankfulness

7.3 Rewards

Positive behaviour choices will be rewarded with:

- Praise and encouragement
- Reinforcement from SLT (visits to HT & DHT for verbal praise and sometimes stickers)
- Positive messages home via SeeSaw and Tapestry
- Class dojo points
- Individual reward certificates presented during the weekly celebration assembly
- House team points/ tokens
- Whole class rewards (agreed and negotiated by the class)
- Personalised rewards used in line with individual support plans

7.4 Behaviour Ladder

At Parklands Educate Together we follow a 6-point ladder system for outlining expectations and management of behaviour. Detailed below are the steps and procedures that all children and adults will follow alongside examples of behaviours that constitute each level. As much as possible, adults will follow the scripts provided in school to ensure consistency of behaviour and expectations across the school. Children will go back to 'green' at the beginning of each session and are able to work back to green within any given session unless purple has been reached.

This forms part of a graduated approach to behaviour management in school.

	What this might look like for the me (the child) and what will happen	Action and Restorative behaviours (if applicable)- examples
	Blue behaviour might include.. <ul style="list-style-type: none"> • Helping others • Working particularly hard on a challenge • Trying something new • Eating a food they were apprehensive about 	<u>Action:</u> House token Star token Certificate See member of senior team
1	Green behaviour might include.. <ul style="list-style-type: none"> • Being ready to learn • Active listening • Following instructions • Polite • Kind to others • Responsible 	<u>Action:</u> House points Positive praise
2	Yellow behaviour might include.. <ul style="list-style-type: none"> • Calling out • Off task behaviours • Minor disturbance to others reflection spot can be used	<u>Action:</u> Reminder with positive statement “remember to use walking feet” Informal warning of next consequence <u>Restorative behaviours:</u> Reflect on class charter & agreements
3	Orange behaviour might include.. <ul style="list-style-type: none"> • Being unkind to others • Disruptive to others in class or playground 	<u>Action:</u> Reflection spot in class and kept in for 10 minutes at lunch. Recorded on CPOMS online system. <u>Restorative behaviours:</u> Circle time sessions Meeting with others to discuss consequences of actions
4	Red behaviour might include.. <ul style="list-style-type: none"> • Hurting others • Taking things that don't belong to them • Repeated poor behaviour at stage 3 	<u>Action:</u> Internal seclusion – in partner class 15 minutes missed at lunch time Letter sent home. <u>Restorative behaviours:</u> Letters to those impacted

5	<p>Purple behaviour might include..</p> <ul style="list-style-type: none"> • Significant disruption to others • Violence or aggression towards children or adults 	<p><u>Action:</u> SLT called Fixed term exclusion Can escalate from stage 4 if occurs more 3x per week over two week period.</p> <p><u>Restorative behaviours:</u> Parent and child meeting – support plan in place</p>
---	--	---

The next stage would be for a child to have a fixed term exclusion from school. The Headteacher may decide to Permanently Exclude in exceptional circumstances, where a separate procedure must be followed.

Generally, children would move through the stages one by one. However, stages may be skipped if the behaviour is more serious or warrants more formal action.

Re-integration meetings are always held with parents after suspensions and when behaviour plans are needed. All possible strategies and external support will be employed to avoid further suspensions, including alternative learning provision if appropriate.

All sanctions from Stage 3 up are recorded on our safeguarding monitoring system (CPOMS).

7.5 Stage 3 Consequences

The behaviour ladder approach sets out expectations and also the consequences for children. It is a visual document which can be used with children to encourage them to regulate their behaviour and understand where they are- they may also reference the colours as well as numbers.

Consequences should be effective (i.e. teach children not to repeat poor behaviour) but should not be humiliating or disproportionate. The system is designed to be consistent and fair, but with enough flexibility to be age-appropriate and adaptable for those with SEND or other additional need.

As part of their class charters, children and teachers identify behaviours which fall into the following categories:

Each Year Group (as part of their class charter discussion) agrees the sanctions that accompany the steps of the ladder. These include missing agreed amounts of break times and the removal of privileges or treats, with the actions in the chart above being examples.

8. Restorative Justice and Follow- Up Action

The behaviour management system at PET is based on the principle of putting mistakes right, being able to move up and down the behaviour ladder. It also allows children to start from fresh each day.

Every sanction is designed as a learning tool and is not used to humiliate, shame or frighten children. Names and faces will not be displayed on the ladder, but the visual poster used by staff to point out where a child may be on the system or describe where they would like them to be.

We provide a range of support for children at or at risk of reaching stage 5 including social skills, friendship and play support, Nurture classes, play therapy, emotional regulation support and restorative justice sessions in class.

9. Pupil support

PET recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Our behaviour management system is clear and consistent but is equitably applied. At each stage adjustments may be made as required to ensure the sanctions are fair and proportionate in relation to a child's understanding and cognitive ability.

Sanctions and follow-up action also take into account the intention behind and the context of the behaviour, with a focus on challenging and removing root causes.

Where necessary, support and advice will also be sought as far as possible from specialist teachers, an educational psychologist, a Speech and Language Therapist, Children and Adolescent Mental Health Services (CAMHS) medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create an individual support plan and review it on a regular basis using the graduated approach to SEND support: assess, plan, do, review.

10. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Unwanted and difficult to defend against

Bullying can be:

- Emotional / verbal
- Physical
- Sexual
- Online

Bullying and harassment may also include racist or other discriminatory abuse, often targeting particular areas of vulnerability.

At PET we teach children to understand, recognise, challenge and prevent bullying and understand the difference between bullying and other forms of social conflict (NB peer and friendship issues which are a normal part of children's development).

Bullying can be addressed using a staged model

An allegation is made but there is no clear evidence that bullying has occurred. All children concerned are placed on 'bully watch' and staff are asked to be vigilant and record (on CPOMS) any interaction or issue, however minor

There is evidence that bullying or harassment has taken place and the children involved agree a contract of behaviour (may be scribed by an adult) which states clearly what is and is not allowed and the sanctions that would happen if the agreement is breached.

If the contract is breached and there is clearly targeted and systematic bullying and harassment.

The child being bullied has an individual safety plan designed to minimise risk of further harm without curbing their freedom or limiting their experiences.

The child who has been bullying or harassing has an individual behaviour plan with clear consequences, restrictions and expectations and a restorative justice action plan.

There are cases in which the bullying and harassment is complex and not clearly one-sided. Children may need a combination of behaviour and support plans.

In both support and behaviour plans, additional support will be provided to help children recover and learn from the experience.

10. Positive Handling

The use of force to restrain or control children is only used when it is the only safe option and would always comply with 'The Use of Reasonable Force in School' guidance (DfE 2012).

Staff working directly with children receive periodic training in de-escalation techniques and basic principles of safe positive handling. At PET, our focus is on

prevention and de-escalation in order to avoid the need for any kind of physical force, which is used only when there is immediate risk of serious harm.

PET recognises that many children who display dangerous or extreme behaviour have experienced some kind of trauma and that restraint and physical force can re-traumatise. In order to maintain a safe learning environment for all children (**article 28**), we do not tolerate dangerous and disruptive behaviour. However, we also seek to minimise the use of force and restraint. Therefore, as part of our staged system, all stage 5 individual behaviour plans where aggressive behaviour is an indicator include prevention strategies and adjustments to minimise the risk of needing to use physical force or restraint.

11. Safeguarding and SEND

We respond to inappropriate behaviour by investigating and trying to understand the cause. Inappropriate behaviour can be an indication of issues relating to child protection or unmet special educational need (**Article 39**). As well as the immediate response as set out in our sanctions procedures, we act promptly to identify potential underlying issues and agree a prevention and support plan with parents/carers and/or external agencies where appropriate.

Appendix A - UNCRC Rights of the child

Article 2 Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4 Governments must do all they can to make sure every child can enjoy their rights.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity;

Article 29 Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect