



Behaviour Policy and statement of behaviour principles

“Together we make a difference.”

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1. Policy Statement

Park junior School endeavours to deliver the best education for its pupils in a safe and inclusive environment. We are a trauma informed school with a focus on creating a culture that is; nurturing, inclusive, caring, promotes respect, models good behaviour and high expectations from all staff members through a robust framework which ensures a consistent approach to monitoring and developing good behaviour within school and the outside community.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff (2016)
- Behaviour in schools: advice for headteachers and school staff (2022)
- Searching, screening and confiscation at school (2018)
- Searching, screening and confiscation: advice for schools (2022)
- The Equality Act (2010)
- Keeping Children Safe in Education (2023)
- Exclusion from maintained schools, academies and pupil referral units in England (2017)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2022)
- Use of reasonable force in schools (2013)
- Supporting pupils with medical conditions at school (2014)

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice (2020).

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-engagement in or completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Persistent refusal to follow instructions
- Prolonged and sustained disruption to learning
- Any form of bullying
- Persistent verbal abuse of a member of staff or pupils

- Serious physical aggression to a member of staff or pupils
- Doing something that constitutes danger to another child or adult
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Wilful damage to property
- Theft
- Fighting and retaliation
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

We are committed to providing a caring, friendly, non-threatening and safe environment, for all of our children.

Bullying of any kind is not acceptable and any concerns from parents or children themselves will always be treated seriously. Incidents/concerns will be dealt with quickly and sensitively.

Definition of 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
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> • Homophobic/biphobic • Transphobic • Disability-based 	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Class teachers will teach children the difference between bullying and friendship fallouts. This will be done through a differentiated PSHE curriculum across the School and through opportunities such as 'Anti-bullying week', assemblies and targeted pastoral support.

It is the responsibility of all staff to be vigilant at all times and report any concerns on My Concern.

- Teaching assistants and midday supervisory assistants report to the class teacher or SLT
- Class teacher reports to a member of SLT
- The Headteacher or other SLT member

All reports from children should be acknowledged by staff. All incidents where a pupil is hurt at playtime should be recorded on My Concern. Time may be taken out of the children's playtime to think about their behaviour.

Concerns from parents will be dealt with by a member of SLT.

They will:

1. Record the parents' concerns on My Concern
2. Instigate proceedings to investigate
3. Report back to the parents at an agreed time.

The member of SLT will usually arrange for the pupil to be monitored over a short period of time in order to establish the extent of the problem.

The member of SLT will speak to the pupil about the incidents, with parental permission.

The member of SLT will speak to the perpetrator and/or peer group, without the victim being present and without naming the victim. The victim's parents/carers will be informed of the actions to be taken. Parents of the pupil who is bullying will also be informed and will be asked to meet with the member of SLT, to discuss an appropriate solution/sanction.

Appropriate support will be given to all those involved so that a positive outcome is achieved and maintained.

Full details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. ([link to Anti-Bullying Policy September 2022](#)).

6. Role and Responsibilities

6.1 The local governance committee

The local governance committee (LGC) is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The LGC then reports to the trust board.

6.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using Arbour
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals

7. School behaviour curriculum

We believe that behaviour is learned, just as other curriculum subjects are, and so opportunities to teach socially acceptable behaviour are built into our planned curriculum. It is important that children learn through modelling and teaching:

- The behaviour expected of them, including learning behaviours
- The skills to develop resilience and responsibility in readiness for taking their place in society
- To understand, regulate and manage their emotions
- The difference between right and wrong
- The importance of telling the truth
- How to act respectfully towards others
- The importance of taking personal responsibility for their actions
- To build self-awareness and self-discipline
- The school rules and the need to comply with them
- The school values and how they relate to life

All staff take responsibility to model expected behaviour and are consistent in their expectations. They actively draw attention to desirable behaviour when they spot it, acknowledging and praising children for demonstrating it.

We appreciate that some behaviour is our own choice, however, there are times when children become dysregulated and may need further support to regulate themselves. We teach strategies to do this so that children can strive to do the right thing and make appropriate decisions. We recognise that behaviour is a form of communication, and that unacceptable behaviour is often a communication of an unmet need. There is a reason behind every behaviour and every effort is made to understand it and assist children to appropriately deal with it.

We understand the importance of secure attachments and that securely attached children have caregivers who recognise their needs, are attentive and attuned. The child can explore all aspects of their feelings and display emotional needs without feeling rejected by their care-giver. A child who is securely attached will come to learn that they are worthy, loved and can be their true self which is vital for their emotional development and future relationships. When a child is insecurely attached, their experience is very different. Sometimes their care-giver is neglectful or unattuned to their needs and they might be chaotic and inconsistent or unpredictable. Such children come to view themselves as worthless or undeserving, and adults as threatening or untrustworthy. The world can seem like a treacherous place. So, when they are challenged, they may revert back to that earliest stage where they felt that their very survival was threatened, because their emotional needs were not being met. As a result, they dysregulate (or lash out or 'kick off') just to protect themselves. Children who have developed insecure attachments struggle to form healthy relationships; they don't know what one is because they haven't experienced one. They also struggle with self-belief, self-acceptance and self-love.

Policy into Practice

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations for good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The following practices support behaviour and discipline:

a) Direct and explicit teaching of children how to behave.

- Jigsaw scheme of work

b) The establishment of 4 core values at that underpin all learning:

- Proud
- Accepting
- Resilient
- Knowledgeable

The school's values are celebrated and rewarded through a pebble system as well as for positive behaviour.

c) Recognising and rewarding positive behaviour

Consistent and positive rewards are used to recognise children who demonstrate appropriate behaviour to encourage more of it from pupils. It is also crucial that positive praise is frequently used and far outweighs negative consequences as recognition of positive behaviour is a powerful motivator for children.

This will be done by:

- Building positive relationships with pupils and consciously showing you care. E.g. a thoughtful comment at the door as you greet them in the morning or remembering and asking "how was your visit to your cousin's house at the weekend?" Being relentlessly bothered is the key to sustaining and maintaining a positive rapport with children.
- Focusing positive attention on effort and strategies rather than success.
- Giving verbal acknowledgement and praise – this is our easiest and most effective extrinsic reward tool in maintaining a positive ethos and encouraging good behaviour. For it to be as effective as possible it should be sincere, proportionate and targeted.
- Drawing attention to children where they have independently been successful.
- Using "thank you" for something specific a child has done e.g. "Adam, thank you for sitting so calmly and working hard", instead of "good sitting, Adam".
- Using generic sentences to gain attention of the whole class, rather than 'naming and shaming' those that find it difficult to focus. E.g. "Nearly all of us are ready, just waiting for five more children". The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour does not help, but routinely advertising the behaviour that you want does.
- Gestures of acknowledgement such as smiles and nods.
- Golden tickets, are issued to children who have gone and beyond what was asked of them within the school day

Weekly Celebration Assemblies

Weekly celebration assembly will be held celebrating children who have been chosen for demonstrating the school's values. Over the year, every child should have the opportunity at least once. Parents will be invited to come and see their child be celebrated for their achievement.

8. Mobile phones

If pupils bring a mobile phone to school it should be turned off as children enter the school site and then handed in to the class teacher for safe keeping. The phone will be given back to the child at the end of the school day and children are expected to keep it switched off until they are off the school site. Parents are asked to complete a mobile phone agreement which is signed by the headteacher (Appendix 1).

9. Responding to behaviour

9.1 Management of Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

The focus of behaviour management should be positive, not confrontational and a clear distinction should be made between the child and their behaviour.

To ensure that the standards of behaviour we expect are upheld, it is necessary to challenge inappropriate behaviour at the first opportunity. Our pupils need to know that certain types of behaviour are unacceptable. This is done firmly but sensitively and impartially. When dealing with incidents, we therefore remember the following principles:

- Staff remain calm, quiet and empathetic to the individuals they are dealing with (avoid anger and abruptness)
- Staff take care to specify and label the behaviour and not the child
- Staff listen to children, see their point of view and establish the facts from all parties
- Staff are fair and consistent and treat children with care and equally
- The severity of the incident is considered
- Where appropriate, staff seek support from another member of staff
- To see each day as a fresh start

In order to deal with a child's inappropriate behaviour we use the three **Rs – Regulate, Reason and Repair as** described by Dr Bruce Perry's simple but powerful model to show how to re-engage the thinking brain when a person is stressed and operating in survival mode.

- **Regulate:** While a child is dysregulated, they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time in order to model how to calm down and take them out of flight/fight mode.
- **Reason:** The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.
- **Repair:** Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act.

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Individual class awards
- Golden tickets

- Pebbles (related to school values)

9.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts, phrases and emotion coaching.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Class based steps to support behaviour management

Proximity Praise	Highlighting children who are following the expectations
Redirection	A gentle prompt in the right direction, always delivered with warmth and with high expectations. <i>'I'd rather like you to...'</i>
Quiet reminder (this may be repeated where necessary)	Where children need reminding of the code of conduct, a discreet, 1:1 verbal reminder will be given. This should be preferably side on and at eye level at an appropriate distance. <i>'When you are..., you are not being safe/kind/responsible/respectful/the best you can be.'</i>
The quiet 30 second intervention	A gentle approach, personal, non-threatening, preferable side on and at eye level at an appropriate distance. Remind the child of code of conduct related behaviour or action from the class charter they are forgetting. <i>'I can see that you are finding it hard to '</i> <i>'When you are..... (not listening, walking around, calling out), it is the code about being: safe/kind/responsible/respectful/the best you can be, you aren't keeping to.'</i> <i>'Do you remember yesterday/last week when you were (positive comment).....'</i> <i>'That is what I need to see today.'</i> The child has a choice to do the right thing. The child will be reminded of their previous good conduct to prove that they can make better choices.
Three tier warning system	If a child is not following instructions and continues to show low level behaviours the teacher may put their name on the class board. If the child has more than two warnings in the same day and receives a third they will be sent to the Headteacher or other SLT member with a red card. They will then spend time working with the Senior Leader in their office. This will be recorded on Arbor
Time-out for co-regulation with an adult. (This could be with	Higher level dysregulation that is unsafe is recorded on Arbor. Children may have been taught the strategies to use The Zones of Regulation and the use of it will be supported in class for those pupils who require a more visual support system.

<p>additional adult not the adult leading teaching)</p>	<p>A co-regulation strategy, this should be done just outside the classroom ie in shared area, or in playground.</p> <p>Start by naming the feeling: ‘Name it, to tame it’: <i>“I can see that you’re having big feelings. You’re very upset/ angry/ frustrated. It’s really hard when we have these big feelings that come over us like a big wave.”</i></p> <p>Breath together to calm: <i>“Let’s take some deep breaths together to help calm those feelings. Breathe in through your nose and out through your mouth.”</i></p> <p>Adult models and breaths alongside the child (make sure you’re at a 1m distance and breathing away from each other). The rhythm of your breath will start to calm the child and they will then usually join in.</p> <p>Give a narrative to their experience</p> <ul style="list-style-type: none"> • Tune in to what’s going on for the child from their perspective and it reflect back to them. • Validate their experience (even if it seems completely over the top). • Accept the feelings they had but tell them that the unwanted behaviour is not okay. <p>Have a restorative conversation with the teaching adult at an appropriate time (see below).</p> <p>If a child continually reaches Stage 3 over a period of time, teachers will seek support from SENDCo or Pastoral Team who will look to arrange a meeting with the teacher those involved to formulate a plan of support to ensure the behaviour does not escalate. This process may involve consultation with the parents/carers.</p>
<p>Restorative conversation</p>	<p>Not for every misdemeanour, but for every incident of time out, when the relationship has been broken and whenever behaviour has fallen below what is expected.</p> <p>This will take place at the soonest opportunity with whoever was taking the class. It need not take more than 5 or 10 minutes.</p> <ol style="list-style-type: none"> 1. What happened? 2. Who has been affected? 3. How have they been affected? 4. What should we do to put things right? 5. How can we do things differently in the future? <p>(parents to be informed at end of the day.)</p>
<p>SLT support</p>	<p>If the child refuses to engage, or if the reconciliation is unsuccessful, the teacher should call on support from a SLT</p> <p>SLT will make a decision about next steps and SLT or teacher will call parents.</p>

Consequences

Through the restorative practice discussions, we aim to guide the children to choose an appropriate consequence for their actions.

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be

physically or psychologically harmful.

- Where possible children decide their own consequences with an adult guiding their decision.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents parents will be informed and expected to come into school to discuss the incident.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime.

Low-level disruptive behaviour in lesson

1. Use as appropriate - a look, move to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing, reminder of expectation
2. Repeat the instruction to the pupil - no more than twice. Quiet verbal warning given directly to the child and not publicly
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction
4. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then:

1. The child will have time out in another classroom to reflect on their behaviour for a specified period of time (e.g. ten minutes) They are expected to return to class and make positive choices.
2. Parents will be contacted if class teachers are concerned about the behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
3. For pupils causing concern as a result of persistent poor choices then a 'behaviour contract' and 'behaviour board' (Appendix 2) will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

More Severe Behaviour Incidents

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Stages of behaviour management and support required:

Unexpected Behaviours – not being Respectful; Safe; ready to learn;	Support/ Consequences /Actions
<ul style="list-style-type: none">• Low level disruption• Loss of focus in class/ not concentrating• Calling out• Chatting• Slow working pace• Shouting across the classroom	<ul style="list-style-type: none">• Proximity Praise• Redirection• Quiet reminder

<ul style="list-style-type: none"> • Refusing to do work 	
<ul style="list-style-type: none"> • Continuation of the above unexpected behaviours or ignoring adult intervention 	<ul style="list-style-type: none"> • Name on the board and the start of the three tier warning system (recorded on Arbor) • Time out in Class – acknowledge the feelings behind the behaviour but limit/do not accept the unwanted behaviour
<ul style="list-style-type: none"> • A second incident of the above unexpected behaviours or ignoring adult intervention during the session 	<ul style="list-style-type: none"> • Second warning on the board • Time out in a partner class – acknowledge the feelings behind the behaviour but limit/do not accept the unwanted behaviour
<ul style="list-style-type: none"> • Third incident of low levels behaviours • Falling out with another child • Being unkind/ name calling in the moment 	<ul style="list-style-type: none"> • Red card issued if third warning is given (recorded on Arbor) and time spent with SLT member to re- regulate behaviour • Prompted/ supported to use problem solving steps
<ul style="list-style-type: none"> • Shouting across the classroom • Refusing to do work • Saying no to an adult • Answering an adult back • Refusing to follow instructions • Throwing or damaging resources or property ie ripping, scribbling on, snapping • Disrupting teaching & learning • Leaving the classroom without permission • Not coming back into the classroom at appropriate time • Swearing • Intentionally upsetting others ie hiding property, excluding others, teasing, put-downs 	<ul style="list-style-type: none"> • Time-out in the classroom in the first instance and in another class in the second instance • Restorative conversation with a clear consequence given i.e. loss of part of break. • Parents contacted by class teacher to discuss reason for, and outcome of restorative conversation following a red card on third warning
<ul style="list-style-type: none"> • A further continuation of the above unexpected behaviours in that session • Being caught lying about any of the above 	<ul style="list-style-type: none"> • Heatteacher and SLT involvement/ support • Loss of 1 or more playtimes • Parents contacted by the member of SLT and meeting arranged
<ul style="list-style-type: none"> • Continuation of the above unexpected behaviours on a regular basis • Refusing to engage with an adult supporting you to calm and regulate 	<ul style="list-style-type: none"> • Removal from playground to keep safe (playground issues) including introduction to fun club sessions at lunchtime • Behaviour response plan • Behaviour monitoring board introduced for a week • Internal suspension • SLT meeting with parents • Pastoral Support Plan set up (if at risk of exclusion) • Possible referral to outreach via SENDCo
<ul style="list-style-type: none"> • Swearing at an adult • Fighting and/or physically hurting another child • Bullying including ongoing conflict in school as a result of online gaming/social media. • Intentional racist acts or words said towards others • Aggressive or violent actions with intent to cause harm to others • Destruction of school property caused by an aggressive act • Anti-social behaviour out of 	<ul style="list-style-type: none"> The above, plus • Removal from playground for an agreed amount of time • Longer internal suspensions • Fixed term suspensions by HT

school when wearing school uniform or representing the school.	
Continuation of the above high level, unexpected behaviours on a regular basis.	Permanent exclusion by HT

9.5 Reasonable Force

At Park Junior School, we endeavour to use a holistic approach to meet the needs of every pupil, so that they can access the school curriculum. Some of our pupils have specific plans to support the management of their behaviour and conduct. Some pupils may require physical intervention to prevent them from causing harm or danger to others and/ or themselves, causing property damage or significantly disrupting the education and welfare of other pupils. All physical interventions are carried out through a multi-disciplinary approach and staff are trained in Team Teach techniques which endeavours to keep people safe whilst supporting the learning of pupils in developing better ways to manage their own emotions and behaviour.

Through this approach, named staff receive training in de-escalation skills and positive handling techniques. Time is also set aside in reviewing the effectiveness of any de-escalation strategies and handling techniques identified in children’s individual plans alongside the school SENDCo.

We endeavour to work closely with the Local Authority (LA), Educational Psychologist Service and Social Care in ensuring that pupils’ needs are addressed and advice is considered / implemented. If there have been any incidents where trained staff have needed to use Team Teach strategies, they will be recorded in the number and bound book

Our key principles are;

- Physical Intervention (PI) and restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible.
- Staff will continuously seek opportunities to communicate, assess the situation, look and listen and divert / de-escalate.
- Any physical intervention will be **REASONABLE, PROPORTIONATE AND NECESSARY** – in the pupil’s and staff’s best interest.
- Where there is an element of foreseeable risk, this will be assessed and, where possible recorded.
- Parents / carers will be contacted by the school when their child has been involved in physical intervention. This may be by telephone, direct contact or by letter on the day the incident occurred.
- Where pupils require a physical intervention, an individual Behaviour plan, incorporating positive handling, will be developed after the first incident. This will identify agreed strategies and non-verbal, verbal and physical support that will help the pupil learn, and develop emotionally and socially.

The techniques used seek to avoid injury; however, it is possible that bruising or scratching may occur accidentally to either pupil or member of staff supporting them. These are not necessarily a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people and pupils safe. There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on Body Map on My Concern or Red Bounded book.

9.6 Confiscation, searches and screening

Searching, screening and confiscation are conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

9.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, member of the senior leadership team or parent support advisor will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

9.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

10. Child-on-child abuse

The definition of child on child abuse and sexual harassment is outlined in Keeping Children Safe in Education 2023 and is outlined in our Child Protection Policy.

Child on child abuse can take on various forms and may include serious bullying, relationship abuse, domestic violence, child and sexual exploitation, Harmful sexual behaviour and an or/other gender based violence or discrimination Park Junior School will recognise that any type of this behaviour is harmful to both the perpetrator and the victim.

Incidents will be recorded on My Concern and support and restorative work will be completed with both children.

11. Serious Sanctions

11.1 Detentions

We do not use detentions in our school.

11.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior leader or the parent support advisor and will be removed for a maximum of one day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Work with the Family Support Advisor, SENCO or the Learning Mentor
- Use of teaching assistants
- Short term behaviour reward charts
- Long term behaviour management plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on Arbour.

11.3 Suspension and permanent exclusions

Suspension

Across the School a range of strategies are adopted to prevent suspensions and to ensure that any pupil with challenging behaviour is given every opportunity to participate in everyday learning activities including:

- Rewarding achievement
- Positive behaviour management techniques
- Working with Parents

A Pastoral Support Programme and/or an individual behaviour plan may be implemented. The SENDCo will seek advice from other agencies as necessary, such as:

- Inclusion Team and SEND Support Team Northamptonshire
- Pupil and Parent Support Outreach Worker from Rowan Gate and Maplefields
- Educational Psychologist
- Strengthening Families
- Other Outside agencies for specialist support such as; MHST, CAMHS and JOGO

If a member of SLT considers that the pupil needs 1:1 adult support to cope with the challenges that school presents, hours will be endeavoured to be sought through the Local Authority process.

Parents will be informed of:

- The pupil's behaviour
- The sanctions that are being used to discourage recurrence of such behaviour
- The steps that will be taken if the behaviour continues, which may be a fixed term exclusion

A record of more challenging behaviour will be logged and monitored by a member of SLT.

A decision to suspend a pupil will not be taken lightly; it will be done with consideration and informal investigations into the incident and will only be taken:

- In response to a serious breach of the School discipline policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the children or others in the School

Behaviour which may result in exclusion includes:

- Extreme and Deliberate physical aggression to children or adults
- Deliberate destruction to equipment or property
- Persistent disruptive behaviour
- Extreme verbal abuse
- Absconding from the premises
- Possession of inappropriate substances e.g. lighter; cigarettes, weapons, alcohol or drugs, stolen goods, pornographic images, fireworks and anything else intended to cause others harm. In the case of a pupil being in possession of any of the above they may be searched. This will be done by someone of the same sex as your child, A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes other than outer clothing like a coat. Parents will always be told about any search of a banned item and the outcome including any sanctions
- Other behaviour which the HT considers to be serious, e.g. Bullying involving blackmail

In determining the need and duration of any suspension, the HT will consider:

- The age of the pupil
- The health of the pupil
- The previous behaviour record
- Any circumstances unique to the pupil, e.g. EHCP, SEND, Child Protection, Cared For, etc.
- Whether parental or peer pressure may have contributed to the behaviour
- Severity of the behaviour
- Whether or not the behaviour impinged or will impinge on the day to day running of the School
- Whether the incident was perpetrated by the pupil alone or as part of a group

Reintegration from fixed term suspension:

- A meeting will be organised with a member of SLT, parent and child
- Behaviour Response Plan to be discussed and updated in agreement with all Behaviour will be monitored and further, regular meetings to discuss progress will occur

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

For further information, please read the school Exclusion Policy

12. Responding to misbehaviour from pupils with SEND

12.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their

behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of our approach include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones, The Zone or Ready Room) where pupils can regulate their emotions during a moment of sensory overload

12.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil or the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

12.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, 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 the plan and review it on a regular basis.

12.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact

with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

13. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. A behaviour modification programme will be designed. These individual programmes have specific targets for the child to work towards and rewards and sanctions which are related to the child's level of achievement. The behaviour modification programme is under constant review and all adults in contact with the child understand this programme. Pupils are fully involved and clearly understand their individual programme. Parents are always involved at this stage and are actively encouraged to support the programme and systems which have been put in place to support their child.

14. Pupil transition

14.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

14.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

15. Staff Induction and Training

All staff members will receive training initially during their induction. This will include signing to acknowledge they have complete the training and have been receipt of all the following policies: our Behaviour Policy, Anti-Bullying Policy, Keeping Children Safe in Education (updated at the start of every academic year or when needed), Code of Conduct, Acceptable Use, Physical Handling, Intimate Care, Child Protection Policy and any new updates at they occur.

Behaviour management will also form part of continuing professional development. All staff training is logged on our Management Information System.

16. Monitoring arrangements

16.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the leadership team.

The data will be analysed from a variety of perspectives including:

- At school level

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

16.2 Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Positive Handling Policy
- Anti bullying Policy

17. Monitoring, Evaluation and Review

The Local Governing Committee reviewed the policy in September 2025, and it will be reviewed annually. The next review is due in September 2026.

Policy created by:	David Tebbutt	July 2025
Policy to be reviewed:	Resources and Personnel Committee	July 2026
Policy agreed by governors:	Signed:	Date:

Appendix 1: Mobile phone agreement

Park Junior School

Together We Make A Difference

Head Teacher Mr David Tebbutt

Deputy Head Mrs Jenny May



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Mobile Phone Agreement

It is school policy that children do not bring mobile phones to school. In extreme situations a child may bring a mobile phone to school only after agreement by the Headteacher/Deputy Headteacher.

My child needs to have access to his/her mobile phone after school because

I have ensured:

- My child is aware of the personal safety aspects of carrying a mobile phone to and from school.
- That the mobile phone will only be used for the purpose of a phone call.
- That we check it regularly.
- I have discussed this with the Headteacher/Deputy Headteacher.

Immediately on arrival at school my child will go straight to the reception to hand in the phone and collect it as he/she leaves.

The school takes no responsibility for loss or damage however caused.

I understand that if this agreement is broken then permission will be withdrawn for my child to bring a phone on to the premises.

Child's Name _____

Date _____

Parent/Carer _____

Headteacher/Deputy Headteacher _____



SCHOOL MEMBER



Appendix 2: Behaviour Board

Monitoring Sheet Name:

Date:

TIME	LESSON	OBSERVATIONAL COMMENTS	SIGNED
8:50 – 9.30			
9.30 – 10.00			
10.00 - break			
BREAK			
Break – 11.00			
11.00 – 11.30			
11.30 – 12.00			
INDOOR			
OUTDOOR			
1.00 – 1.30			
1.30 - break			
Break – 3.00			
3.00 – 3.30			

Staff signature..... Date.....