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# 1. Aims

- 1.1 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.
- 1.2 *\*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

- 2.1 This policy complies with the following:
- [DfE Behaviour in School Guidance](#)
  - [DfE Restrictive Interventions & Reasonable use of Force](#)
  - [DfE Suspensions and Exclusion Guidance](#)
  - [DfE Searching, Screening and Confiscation Guidance](#)
  - [SEN Code of Practice](#)
  - [Keeping Children Safe in Education](#)
  - [Equality Act 2010](#)

## 2.2 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

- 3.1 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.

- 3.2 Our Behaviour and Relationships Curriculum aims to equip children with the skills and values needed to be well rounded citizens now and in the future. At Parklands Educate Together we want exemplary behaviour to be an unspoken expectation.
- 3.3 At Parklands ET, we develop children's character through our Behaviour Curriculum. To build character, we define the behaviours and habits that we expect our children to demonstrate. We want to support our children to grow into adults who are responsible, compassionate, aspirational, respectful, collaborative, adaptable and who always consider others. We believe that as children practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. Our behaviour and relationship curriculum is:
- **Taught** - explicit teaching, whole-school routines, assemblies, rewards and consequences, character curriculum, parental support
  - **Caught** - opportunities for children to show the behaviour and character habits we expect and observe others, staff modelling
  - **Sought** - ambassadors, child societies, wider opportunities
- 3.4 Our Behaviour and Relationships Curriculum involves explicit teaching of routines and behaviours, rewards and consequences for behaviour, safe spaces for children when they need some calm time or time alone to reflect. Through our Learn Together curriculum, which includes programmes of study such as Thrive and Jigsaw PSHE alongside class family time and Zones of Regulation, we support our children to develop a sense of belonging within our school family, local community and the wider world.
- 3.5 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.

## 4. Behaviour Management Principles

4.1 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

- 5.1 At PET we believe there is a shared responsibility between staff, parents and pupils for the promotion of good behaviour.
- 5.2 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.
- 5.3 Points will be awarded at every opportunity where a child is 'caught being good' and can be used by all members of staff.
- 5.4 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. The winning team will receive additional playtime or a short film to celebrate at the end of each term.

- 5.5 Children will be selected to come to a 'Positivitea' once per term. Selection will be based on behaviour through the term, both inside and outside the classroom.
- 5.6 Praise is used specifically to reinforce expected behaviour.
- 5.7 All adults model positive and appropriate behaviour at all times
- 5.8 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**)
- 5.9 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.
- 5.10 Rewards/consequences for school expectations are clear, appropriate, fair and relevant and take into account individual circumstances (**Article 39**)
- 5.11 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.
- 5.12 All classes use the 'Ready, Respectful, Safe' approach:



- 5.13 Where any form of internal seclusion is used, for example in the Reset phase if they need use the sensory room to support dysregulation, then parents/ carers will be informed on the same day via phone call home or Reset slip.

## **6. Roles and Responsibilities**

- 6.1 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.
- 6.2 The governing board is responsible for ensuring this behaviour policy's effectiveness and holding the headteacher to account for its implementation and application.
- 6.3 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.
  - Ensure staff receive induction and ongoing refresher training in the implementation of the behaviour policy.
- 6.4 Staff responsibilities are:
- To treat all children fairly and with respect
  - To promote children's self-esteem and help them develop their potential
  - 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, including restorative conversations following any behaviour sanctions
  - 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
- To seek advice as required from colleagues or SLT
- To follow the stages and escalation process in order to provide a consistent approach for children.

6.5 Parents/carers 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 participate in any meetings requested by the school as part of the behaviour process
- To encourage independence and self-discipline
- To foster good relationships with the school
- To be familiar with the Behaviour and Relationships curriculum

6.6 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 talk to someone if they are worried or concerned
- 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 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.
- 7.2 The Charter should have some way of the children agreeing to them- a hand print, signature, face etc.

- 7.3 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**).
- 7.4 At Parklands 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 and how to recognise and control their emotions in order to modify their behaviour.
- 7.5 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.
- 7.6 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.
- 7.7 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.
- 7.8 The Behaviour and Relationships curriculum that underpins this Policy sets out the specific teaching and expectations for every year group and term. This is available in the shared drive for all staff and is very comprehensive.

## **8. Restorative Justice**

- 8.1 The Behaviour and Relationships curriculum at Parklands is based on the principle of putting mistakes right, with the final stage being a restorative conversation.

- 8.2 Every sanction is designed as a learning tool and is not used to humiliate, shame or frighten children. We provide a range of support including two mentors for children at or at risk of a reset including social skills, friendship and play support, Nurture classes, play therapy, emotional regulation support and restorative justice sessions in class.

## 9. Positive Handling

- 9.1 The use of force to restrain or control children is only used when it is the only safe option and would always comply with 'Restrictive Interventions, including use of Reasonable Force in Schools' guidance (DfE 2026).
- 9.2 At Parklands, the 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.
- 9.3 We recognise that in rare circumstances, restrictive interventions may be required. These are not disciplinary actions but safety measures used only to prevent harm. Restrictive interventions may include:
- Reasonable force
  - Non-physical restraint
  - Seclusion, including use of calm rooms

Any restrictive intervention:

- Is used only when absolutely necessary
  - Is proportionate and reasonable
  - Uses the least restrictive option
  - Is applied for the shortest time possible
- 9.4 All incidents involving force, seclusion and restraint must be recorded on CPOMS under the appropriate Behaviour category as soon as possible after the incident takes place, and this must be on the same day, with parents/ carers being notified.
- 9.5 Parklands 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 using the steps outlined above in order to be proactive and allow children a range of options to help them dysregulate.

## 10. Safeguarding

- 10.1 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.

## 11. Conclusion

- 11.1 At Parklands Educate Together Primary Academy, we believe that positive behaviour is fundamental to creating a safe, inclusive and successful learning environment where every child can thrive. Our Behaviour and Relationships Curriculum is underpinned by high expectations, positive relationships and a commitment to helping every child develop the knowledge, skills and character needed to become respectful, responsible and compassionate members of society.
- 11.2 We recognise that behaviour is a form of communication and that children learn best when they feel safe, valued and understood. Whilst we maintain clear expectations and consistent consequences, our approach is always rooted in understanding, restoration and support. We are committed to working in partnership with parents, carers and external agencies to ensure that every child receives the guidance and support they need to be successful.
- 11.3 This policy reflects our commitment to the Educate Together ethos of *Learn Together to Live Together* and will be reviewed regularly to ensure it continues to meet the needs of our school community, reflects current legislation and guidance, and promotes a culture where every member of our community is treated with dignity, fairness and respect.

## Appendix one: 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

## Appendix two: Bullying- Definition

**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.

## Appendix three: Mobile phones and smart devices

Pupils are not permitted to use mobile phones or personal smart technology during the school day. This includes before school once on site, during lessons, between lessons, breaktimes and lunchtime.

Where a pupil brings a mobile phone to school for safety reasons related to travel to and from school, it must be:

- switched off
- stored securely in the school office
- not accessed during the school day

The school office should be used as the main point of contact between home and pupils during the day.

If a pupil uses, or a phone is seen or heard during the school day:

- the device will be confiscated by staff
- returned to the parent/ carer at the end of the school day
- further sanctions may be applied if repeated

Schools reserve the right to confiscate mobile phones or smart devices where this policy is breached. Searches may be carried out by authorised staff where appropriate and in line with statutory guidance.

Where misuse of a mobile phone raises safeguarding concerns (e.g. bullying, inappropriate images, harmful content), this will be addressed in line with the safeguarding and child protection policy.

The school will make reasonable adjustments where required, for example medical needs (diabetes monitoring). Any permitted use will be clearly defined and monitored.