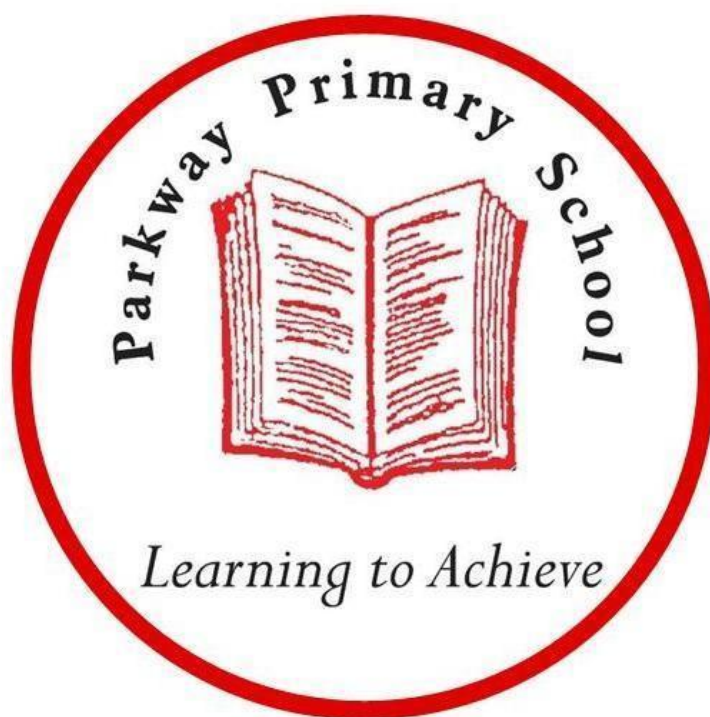


Parkway Primary School

Behaviour for Learning Policy



September 2026

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This policy should be read in conjunction with our Anti Bullying, Equal Opportunities, Use of reasonable force and Race Equality Policies.

Parkway Philosophy

As a school we aim to ensure our children are well educated, proactive, resilient, happy and healthy individuals who have been cultivated to have a love of learning which will create a solid knowledge base along with the skills to enable them in all their future endeavours.

Aims

We aim to:

- Ensure the safety and well-being of all children, by protecting them from harm of any kind.
 - Provide the best opportunity for learning by reducing barriers created by unsafe or distressing behaviour.
 - Build relationships of trust and understanding.
 - Understand individual triggers and find solutions.
 - Provide a positive learning environment which enables all children to develop their full potential and considers each child's learning needs.
 - Enable each child to achieve their independence.
 - Promote positive self-esteem.
 - Support children to regulate their own behaviour and emotions.
 - Teach alternative means of communication rather than trying to extinguish behaviour using sanctions.
- Strategies are constructive in that they teach alternative responses.



Golden Rules

These rules are referred to and should encourage the children to be positive in all they do and should help to create a happy environment for them to work in.

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Within this ethos, we know that our children will work hard, be proud of their achievements and value the achievements and rights of others.

Rationale

- All adults have the right to teach all children
- All children have a right to learn

- All adults have a responsibility to promote good behaviour which supports learning
- All adults have a responsibility to model appropriate behaviour
- All adults have a responsibility to reward and praise children for their learning, effort, progress and achievements
- All children have the responsibility to contribute to learning in a mutually respectful and safe environment
- All members of Parkway Primary School community, children and adults, have responsibility to follow school instructions on hygiene,
- All members of Parkway Primary School community have responsibility to move around the school as per specific instructions

At Parkway Primary School, we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which children and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

Expectations

Adults

- To provide a consistent and positive approach to behaviour management.
- To reward good behaviour and attendance in a consistent positive manner by using clear positive language to describe the desired behaviour (e.g. "Let's walk" not "Don't run").
- To promote consistency of positive behaviour throughout the school with children being supported to manage their own behaviour, having self-discipline and a positive attitude.
- To establish clear guidelines of behaviour with appropriate rewards and sanctions by following the policy.
- To promote the concept that all children are individuals whose needs must be considered as such at all times for example by introducing planned activities, which are matched to a child's strengths and needs, with high expectations and a belief in the child's learning potential.
- To promote the concept that all individuals have responsibilities to others within the school community and wider society and that they are aware of the connections between children's behaviour and their physical and emotional and mental well-being including the link to Safeguarding.
- To actively seek to find out about and then understand what may trigger inappropriate behaviour in a child (e.g. anxiety). This may be due to circumstances, ADHD, ADS, all of which may present difficulties to the child. It is essential to identify early warning signs and reduce anxiety. Report any concerns via CPOMS for support.
- To use communication strategies which are in line with a child's development e.g. using objects of reference, photo or symbols, as well as spoken language.
- To encourage and enable all adults to resolve behavioural problems in a positive and understanding manner when they occur using positive behaviour management prior to seeking support from other adults. Children need to know that all adults use the same strategies effectively.
- To promote the concept that the best learning opportunities occur in a positive and structured environment where progress and excellence is celebrated in school rituals and routines. This is supported using planned activities which are matched to a child's strengths and needs, with high expectations and a belief in the child's learning potential.

Staff at Parkway Primary know that remaining calm even in difficult situations is essential, we expect that all staff act as good role models to the children. Staff are expected to use professional judgements rather than emotional responses to behaviour and we see seeking help as a professional strength.

Assistant Head Teachers will work with individual staff members and staff class teams to ensure that they are well supported. There is a good teamwork ethos at Parkway Primary and we all work as a team to support each other.

It's important to remember that not all behaviour described by challenge is a problem for the person exhibiting the behaviours. It is equally important to remember that often challenging behaviour is not deliberate, some people are not aware that their behaviour is challenging. Others are aware but cannot help it. (Team Teach 2019)

Partnerships with families

We understand the importance of working in collaboration with families, partnership is vital in agreeing and implementing agreed strategies to support behavioural, social, emotional, sensory, regulation and communication difficulties. Parents/Carers will be informed of any concerns that school may have regarding their child's behaviour. They will not be contacted on a daily basis regarding unwanted behaviours and where possible, the focus will continue to be on positive behaviours. Likewise, parents are encouraged to contact school if they have any worries about behaviour and the school will be happy to offer advice and support.

Children who require additional support

- To understand what the different types of behaviour and why good behaviour are is important
- To demonstrate polite behaviour towards all in the school
- To be gentle towards others, especially those less strong
- To behave in such a way to create a calm and well-ordered environment to enable children to study in a safe and secure way
- To follow the rules about walking around the school
- To follow the rules about break and lunchtimes.

Some children need additional support regulating themselves and to reduce unwanted behaviour. In addition to the above expectations, we have a variety of supports to use if they are needed, including:

- Additional Support Plans (Appendix D) are written for Children who need support in regulating their emotions and feelings. These are written as a whole class team and with support from a Behaviour Lead, if required.
- Staff are aware of and follow Child's ASP's consistently.
- ASPs are reviewed at least once a year, but they are a working document and are updated as needed.
- ASP's are shared and discussed with families and a joint approach is taken.
- Additional support from SaLT and OT may be requested.
- A multi-agency approach is taken and where appropriate external services will be contacted for support.

Ensuring positive relationships

There are many factors, which may affect child's behaviour. They may include:

- | | |
|--------------------------------------|-------------------------------------|
| ● Curriculum. | ● Medical |
| ● Styles of learning/differentiation | ● Challenge |
| ● Motivation | ● Isolation |
| ● Peers | ● Literacy Skills |
| ● Groups | ● Numeracy Skills |
| ● Family expectations | ● Praise |
| ● Self-esteem. | ● Extended periods away from school |

We build positive relationships with and between children by:

- Welcoming the children as they enter school and the classroom.
- Ensuring all children understand what is expected of them.
- Creating a positive environment where each child feels relaxed and accepted.
- Showing an interest in each child's family, talents, goals, likes and dislikes.
- Engaging with the children during lunchtime and playtime.

- Treating each child with respect, never embarrassing or ridiculing them.
- Sharing all successes with the children/class.
- Believing by recognising their strengths that every child has the ability to learn and achieve.
- Involving the children in making decisions regarding rules and activities within the classroom.
- Regulating one's own emotional state.
- Understanding how special educational needs and disability (SEND) affects behaviour.

Rewards across the whole School

The school's rewards system is a critical part of motivating children in their learning and in developing a sense of responsibility for effectively managing their own learning. It also plays a key role in recognising children's progress, achievement and leadership skills.

Everyone responds to praise better than they respond to criticism, and the policy aims to build on that understanding by the informal and formal use of praise as a **regular** feature of the rewards process. We recognise that our children possess a range of talents and abilities so we are therefore committed to recognising and rewarding effort and achievement at **all** stages. Rewards will be given for particularly good work, or for putting in a great deal of effort, maintaining a high standard of work, or for being especially helpful or courteous.

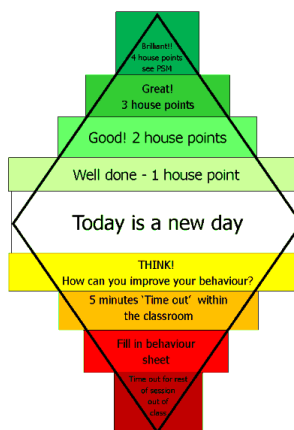
At Parkway we reward children on both individual level and as a member of a group.

Examples of praise we use are:

- Staff praise verbally and in books,
- High Attendance and punctuality to school,
- Written communication – reports to parents.
- House points
- House cups
- Stickers/ stamps/ certificates from staff
- Recognition in Achievement Assembly to which parents are invited
- Recorded in newsletter
- Moving up the diamond

Diamond system

The Diamond System operates within the school. Every day all children begin with their name in the centre of the diamond. Throughout the day, all children can move up the diamond and achieve rewards if they work hard and follow the school rules.



If children do not work hard and do not follow the school rules then they may move down the diamond, which will lead to a sanction. However, adults will need to be mindful of the emotional and mental wellbeing of each child and will need to address challenging behaviour through discussion and reasoning first. For this to work, adults must be proactive and consistent. Children can only move one space on the diamond at a time. The adult will then be vigilant for even the smallest signs of good behaviour such as listening, answering a question, writing a line of work following an incident and move the child back up the diamond with positive words and a smile. Some children either

have their own copy of the diamond or a version of it so that they are able to receive certificates during celebration assemblies.

A time out of class only becomes actioned when there is persistent child defiance after teacher interventions above have been exhausted without a change in behaviour – a child should not be moved straight to the bottom of the diamond. The class teacher should **seek the advice** of an Assistant Head Teacher who will determine which class to send the child to – this will be for one session. This is a last resort and every effort must be made to move the child up the diamond first. Work must be set for the child so that no unnecessary burden is placed on the partner teacher. The child must complete a reflection sheet during a break period, in the classroom. The teacher will talk to the child and inform them that a copy of their reflection sheet will be emailed to their parent. This will be uploaded on CPOMs and recorded under a behaviour log.

If a pattern of behaviour is noted for a child (persistent non-compliance and/or poor behaviour) or adult (having a pattern of children being asked to work out of class or a large number of children persistently at the bottom of the diamond), support will be provided by an Assistant Headteacher. Support may be in the form of an AHT working alongside the teacher to develop a bespoke behaviour management plan for the child, observations of teaching and learning, agreed strategies to help manage specific behaviours, team teaching, modelling and possible support. The child's behaviour will be monitored and strategies and support adjusted to suit.

On rare occasions a child may be removed from class if they are at risk of hurting themselves, at risk of hurting others or at risk of damaging property; a record will be made of the incident and an AHT will be informed by telephone initially and then via CPOMs.

For some children a time out space may be identified as part of their PSP. A member of staff will supervise the child at all times. Reflection time is usually between 3-5 minutes depending on the child's age and cognitive ability. An egg timer is used as a visual cue for the child.

Sanction in schools

Teachers have statutory authority to sanction children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid adults (unless the Head Teacher says otherwise) with responsibility for children, such as LSAs and ISAs. Teachers can discipline children at any time the child is in school or elsewhere under the charge of a teacher, including Educational Visits. Teachers can confiscate children's property.

Sanctions Rationale

Sanctions should be appropriate to the child's level of understanding or development and children should understand the link between their behaviour and the sanction. Sanctions for unwanted behaviour should:

- Be effective
- Be used consistently for individual children.
- Be appropriate to the child/children but directed at the unwanted behaviour.
- Not be the removal of previous rewards.
- Should be applied as soon after the event as possible.

In certain circumstances the following sanctions may be used in accordance with the principles outlined above; Giving verbal, signed or symbol feedback

- Removing a child from an activity or group session for a short period of time

- Removing a future activity, such as Playtime. Care should always be taken to ensure full curriculum entitlement and children should not be excluded from educational activities unless there are Health and Safety considerations. This strategy will only be used if staff are sure that a child will understand the connection
- Withholding of rewards that could have been earned for good behaviour. This is different from withdrawing rewards previously earned.

Children who have wasted learning time may be asked to complete a small part of their work during **part** of their playtime or lunchtime – time should always be allowed for the child to have exercise. The teacher who issued this sanction will be responsible for monitoring and supervising children during this time.

It is important that once a sanction has been imposed the child is made aware that the incident is over and they can make a fresh start.

The initial responsibility for dealing with child's behaviour will generally rest with the adult who is present and witnesses the inappropriate behaviour. Where there is persistent defiance, adults need to seek support from an Assistant Head Teacher. Any sanction should be appropriate and it is expected that behaviour will improve as a consequence. Behaviour which necessitates intervention by an additional adult must be recorded on CPOMs.

Classroom Support Procedures

Rationale

The responsibility for dealing with Behaviour Incidents within the classroom context will lay with the Classroom Teacher in consultation/with support from the phase leader or an Assistant Headteacher. **The Learning Mentor need not become involved with classroom incidents unless the AHT has directed them because a pattern is shown.** Incidents outside the classroom context will be dealt with by the 'Out of class procedure' listed below. Members of staff should use their judgement as to the appropriate sanction but ensure that they are consistent.

At Parkway we classify incidents of inappropriate behaviour into the distinct categories:

- In class behaviour
- Out of class behaviour
- Incidents of a Serious Nature (ISN). NB These can apply in class or out of class.

The rationale behind this is that it enables us to pinpoint more clearly the exact nature of the problem and where it is occurring, enabling us to support directly in those areas.

When a child is misbehaving and **preventing others from learning,** the behaviours must be addressed.

The interest of the class must be seen as paramount and the disruption cannot be allowed to continue. Effective action will ensure that in most cases the child is subsequently able to re-join the class.

A large majority of children obey the rules: that is how schools' function, they exercise self-discipline, manage their own behaviour and have a positive attitude. The system for discouraging poor behaviour and for rewarding expected behaviour is outlined below.

Persistent incidents (including monitoring)

Persistent incidents will follow the sequential procedures below: At each stage behaviour strategies and support will be discussed teachers, parents and the children.

- A. Teacher informs parent after each 3 reflection sheets (see appendix 2) over the half term, reflection sheets are stored on CPOMs.

- B. When a child has reached 4 reflection sheets in a half term the class teacher will alert the parents. A meeting is convened of teaching staff to identify triggers and support. This meeting will be organised by the class teacher and outcomes emailed to the AHT (Pastoral). These meetings will include the PPA teacher and other staff who work with the child being discussed.
- C. When a child has reached 5 reflection sheets in a half term a meeting will be held with parents, the class teacher and a phase leader. During this meeting an additional support plan is agreed by all, including the child (see appendix 3). This will have a pre-agreed period that is monitored by a phase leader or SLT daily and a final review date will be agreed with parents. These targets can be extended or reviewed as needed. Teachers will update parents as and when is needed. Reflection sheets may be shared with parents at the initial meeting. This meeting will happen over a telephone or in person and agreed targets set emailed to the parents. Teachers will email final target sheet to the office who will email onto parents via parent mail.
- D. Where the behaviour plan and target card are proving unsuccessful, on a rare occasion, there **may** be an internal exclusion agreed on by SLT (with appropriate task provided and planned by class teacher). Parents will be informed of this. Parents will be informed by a member of SLT with clear information of why this decision was made.
- E. After a child has had target card and no significant difference in behaviour has occurred or an extreme event the discussion with parents and school and referral to relevant services.

Class Rules

Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative. Rules should be written up neatly and prominently displayed in the classroom.

Emergencies

In the case of an emergency in the classroom, the class teacher should immediately get assistance via one of the following method:

- Call the office on 103, 109 or 102.

Playground Expectations

Expectations for playground behaviour are very clear to all staff and children. Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate. If the child receives a second warning, then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes. The adult will need to record on CPOMs and a further sanction will be agreed.

Positive behaviour is rewarded for children to move up one space on the diamond. This will be reinforced in the classroom, to allow them to reach the top of the diamond. Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.

Incident of a Serious Nature (ISN)

This is when an incident involves a verbal or a physical action whereby a child is refusing to cooperate with a reasonable instruction from an adult. This is a formal request to an Assistant Head to recommend a period of internal exclusion or for the Deputy Head to recommend an external exclusion following an incident. Rarely a child will behave in a manner that is totally unacceptable as to be classed as an Incident of a Serious Nature (ISN). If this does happen in a lesson the teacher should facilitate the removal of the child from the room (or area) via the most appropriate means (either to an Assistant Head Teacher, a Phase Leader, a Learning Mentor, or by using the Emergency procedure outlined above).

The adult should complete the incident via CPOMs as a matter of urgency. An Assistant Head Teachers has the responsibility of looking at the incident carefully in order to assess whether they agree that it is in fact an ISN, in

which case internal exclusion could be put into place, or whether it should be dealt with by the class teacher via the use of the diamond. An Assistant Head will pass a copy of the ISN to the Class Teacher (who will inform the parent/carer) and School Office. The Head Teacher will be informed and be kept updated about any ISN by the Assistant Head Teacher dealing with it, either after the event or in the weekly Senior Leadership meeting.

Team Teach

We have some staff who are trained in positive handling (Team Teach) and on the rare occasion a child puts themselves or others at risk of harm, or damages property then these strategies may be used. This option is always discussed with the parents after the event and referred to on the SEP and risk assessment as a strategy to be used if a child puts themselves, others or property at risk frequently. All incidents that require Team Teach are recorded.

Exclusion

The decision to exclude a child can be made by the headteacher, or acting headteacher. A permanent exclusion will be taken as a last resort. The school is aware that off-rolling is unlawful and does not partake in this practice. Ofsted defines off-rolling as: ***“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”***

A sanction for an ISN offence will be considered by an Assistant Head Teacher and approved by the Head Teacher, acting on information and advice provided by the teacher and other staff as required. If it is decided that an internal exclusion is to be issued as a sanction or a fixed term exclusion, a meeting will be held prior to and directly after the period of exclusion with the parent/carer and the child. An Assistant Head Teacher and the teacher involved (where appropriate) will be involved so that an opportunity for a restorative work can be offered. All decisions for Internal Exclusion will be decided by an Assistant Head Teacher but must be approved by the Head Teacher. Any recommendation on external exclusions will come from The Deputy Head Teacher in writing to the Head Teacher, and the final decision taken by the Head Teacher in consultation with the Chair of Governors.

Records of this meeting must be shared with the office staff so that child's files can be updated. Agreed action must be implemented.

Any decision linked to exclusion will be informed by Government statutory guidance as recorded in the document, 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion'¹

The above document makes clear that:

- good discipline in schools is essential to ensure that all children can benefit from the opportunities provided by education. That using exclusion as a sanction where it is warranted is acceptable. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.
- Any decision to exclude a child must be lawful, reasonable and fair. Parkway Primary School has a statutory duty not to discriminate against children on the basis of protected characteristics, such as disability or race. The school will consider the fair treatment of children from groups who are vulnerable to exclusion.

¹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Out of Lesson Behaviour

Rationale

In some cases, incidences of poor behaviour happen outside of the classroom. The member of staff, who has witnessed poor behaviour outside of the classroom, should address it immediately. For example:

- Uniform infringement
- Eating/drinking/chewing gum
- Failing to follow corridor etiquette i.e. running, shouting, barging
- Littering
- Vandalism

Adults will address the misdemeanour with the child/children and will issue them a verbal warning and in some cases give a sanction such as going down the diamond. If a sanction is given at lunchtime then this **must** be recorded as an action on CPOM's. Should adults witness poor behaviour of a serious nature (ISN) outside of the classroom then this should be addressed and an Assistant Head Teacher should be called immediately, e.g. fighting, vandalism, threatening/intimidating behaviour.

Educational Visits

In order to ensure everyone's safety whilst on an Educational Visit it is essential that children:

- Follow golden rules at all times
- Stay with designated adults
- Walk in two's in crocodile
- Respect adults and follow instructions from all adults, including parent helpers
- Respect the guidelines/rules of the place of visit
- Use quiet voices

Parents/carers and visitors will be expected to follow the Behaviour for Learning Policy.

Monitoring and further consequences

- ISN are placed on CPOMs.
- The number and frequency of warnings and ISN issued within the school will be **monitored** by the Assistant Head (Pastoral) and reported three times a year at Governors meetings.
- There are clear consequences for children who reach a certain number of higher warning stages in the discipline system.

Searching

Parkway Primary School uses the 2022 DfE document, 'Key points from the Searching, Screening and Confiscation' to define an ISNs as:

- Persistent Disruptive behaviour
- Drug & Alcohol related behaviour
- Damage or theft to personal or school property
- Physical Assault against adult
- Physical Assault against child
- Racist / Homophobic Abuse
- Sexual misconduct
- Theft
- Verbal abuse / threatening behaviour to adult
- Verbal abuse / threatening behaviour to child
- Other: e.g. Carrying a weapon

Designated Child Protection Teachers including the Head Teacher have the right to search a child with their permission in the presence of another adult and if there is concern that the child may be at risk of injury or in possession of articles that may injure others. The age of the child will be taken into consideration and if there is no immediate danger the parents/carers will be invited into school to discuss the situation.

Related Guidance and Other Considerations

- DfE's advice [*Use of reasonable force*](#) before searching child. Schools should also consider whether staff should receive further training.
- DfE statutory guidance [*Keeping Children Safe in Education \(KCSIE\)*](#)
- DfE advice [*Preventing and tackling bullying*](#) and [*Cyberbullying: Advice for head teachers and school staff*](#) cover the issue of cyber-bullying, both of which are forms of peer on peer abuse.
- The school's Child Protection Policy

Review & Implementation Dates

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness.

The review will take place in consultation with the Head Teacher, staff and parents. The outcome of the review will be communicated to all those involved, as appropriate.

Revision by: Mrs D. Tume – Assistant Head Teacher

September 2026

After consultation and agreement by Parkway Staff, this Policy was adopted by the School Governing Body and therefore implemented by the school.

Next Review Date:

September 2027



Appendix 2 - Reflection sheet

Name: _____

Class: _____

Date: _____

Lesson/Time of day: _____

I feel the incident involved bullying. Yes/No (please circle the answer)

I feel the incident involved racism. Yes/No (please circle the answer)

Which of the golden rules did I break? (Please tick)

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest
- We work hard.
- We look after property.

I am having some reflection time because I chose to . . .

Who has been affected and why?

A better choice would have been to:

What I am going to do now:

Child's signature _____

Signed (Time out adult): _____

Does anything need following up? Who and what.

Appendix 3 – Additional support plan

Additional Support Plan for Date of Plan:

Background information:	Behaviour Level Risk to self – Risk to staff: Risk to pupils:	Triggers: Sensory triggers :	Special interests /motivators
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Blue Zone sad- tired- hungry- under stimulated	Green Zone happy calm- engaged - OK	Yellow Zone excited- agitated –anxious- worried	Red Zone cross- mad- angry- loss of control - over stimulated
What this looks/sound like:	What this looks/sound like:	What this looks/sound like:	What this looks/sound like:
Blue Zone sad- tired- hungry- under stimulated	Green Zone happy calm- engaged - OK	Yellow Zone excited- agitated –anxious- worried	Red Zone cross- mad- angry- loss of control - over stimulated
How to support:	How to support:	How to support:	How to support:

The aim of this Additional Support Plan (ASP) is to outline a variety of strategies to support to recognise his emotions with an aim to support his ability to self-regulate and manage his behaviours. This plan is routinely reviewed twice in the academic year, but will be updated in the interim if needed.

Signed by Member of SLT Signed by Parent Carer Signed by class teacher