

Parkway Primary School

Behaviour Principles



September 2026

1. Inclusive and Child-Centred Approach

Governors should ensure the school is committed to enabling all children to access education successfully through an inclusive process, with behaviour management contributing directly to both the social and learning aspects of the school. The focus should be on teaching alternative means of communication rather than trying to extinguish behaviour using sanctions, with strategies that are constructive in teaching alternative responses.

2. Right to Learn and Right to Teach

Governors should uphold that all adults have the right to teach all children, all children have a right to learn, and all adults have a responsibility to promote good behaviour which supports learning. The interest of the class must be seen as paramount and disruption cannot be allowed to continue.

3. Consistency and High Expectations

Governors should expect a consistent and positive approach to behaviour management, with clear guidelines of behaviour with appropriate rewards and sanctions, promoting consistency of positive behaviour throughout the school. The Diamond system should be applied consistently by all staff.

4. Understanding Individual Needs

Governors should ensure staff actively seek to understand what may trigger inappropriate behaviour in a child (e.g. anxiety, ADHD, ASD), identify early warning signs and reduce anxiety. Some children need additional support through Additional Support Plans (ASPs), which should be written as a whole class team and reviewed at least annually.

5. Partnership with Families

Governors should promote working in collaboration with families, with partnership being vital in agreeing and implementing strategies to support behavioural, social, emotional, sensory, regulation and communication difficulties.

6. Positive Relationships and Rewards

Governors should ensure the rewards system is a critical part of motivating children and recognising progress, achievement and leadership skills at all stages, acknowledging that children possess a range of talents and abilities. Positive relationships should be built by treating each child with respect, never embarrassing or ridiculing them.

7. Appropriate and Proportionate Sanctions

Governors should ensure sanctions are effective, used consistently for individual children, appropriate to the child but directed at the unwanted behaviour, and not involve the removal of previous rewards. Teachers have statutory authority to sanction children whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instruction.

8. Safety and Wellbeing

Governors should prioritise ensuring the safety and well-being of all children by protecting them from harm of any kind, and providing the best opportunity for learning by reducing barriers created by unsafe or distressing behaviour.

9. Staff Support and Professional Development

Governors should ensure staff remain calm even in difficult situations, act as good role models, and use professional judgements rather than emotional responses to behaviour, with seeking help seen as a professional strength. Some

staff should be trained in positive handling (Team Teach) for rare occasions when children put themselves or others at risk.

10. Exclusion as Last Resort

Governors should ensure permanent exclusion is taken as a last resort, that off-rolling is not practised, and that any decision to exclude is lawful, reasonable and fair, with statutory duty not to discriminate against children on the basis of protected characteristics.

11. Monitoring and Accountability

Governors should ensure the number and frequency of warnings and Incidents of a Serious Nature (ISN) are monitored by the Assistant Head (Pastoral) and reported three times a year at Governors meetings.

12. Clear Golden Rules

Governors should uphold the school's Golden Rules which encourage children to be positive: We are gentle; We are kind and helpful; We listen; We are honest; We work hard; We look after property.

How to Implement These Principles

As governors, you should:

- Review behaviour data termly - Ask for reports on ISNs, exclusions, and patterns of behaviour across different groups of pupils
- Monitor policy implementation - Ensure the Diamond system is being applied consistently across all classes
- Challenge appropriately - Ask questions about support for children with additional needs and whether ASPs are being reviewed regularly
- Ensure training - Check that staff receive appropriate training in behaviour management and Team Teach where needed
- Review outcomes - Look at the impact of behaviour strategies on learning outcomes and pupil wellbeing
- Consider equality - Ensure behaviour management doesn't discriminate against children with SEND or from particular groups

These principles align with the school's philosophy of creating well-educated, proactive, resilient, happy and healthy individuals with a love of learning.