



Parklands  
Community Primary  
School

**Behaviour and Relationships Policy**  
**- *A Therapeutic Approach***

**Approved by:** FGB **Date:** 01.09.25

**Last reviewed on:** Autumn 2025

**Next review due by:** Autumn 2026

SECTION 1 – OUR AMBITION.....	3
SECTION 2 – OUR GOALS.....	3
SECTION 3 – AIMS OF POLICY .....	3
SECTION 4 – LEGISLATION, STATUTORY REQUIREMENTS AND GUIDANCE.....	4
SECTION 5 – OUR APPROACH TO SUPPORTING BEHAVIOUR: ADOPTING EVIDENCE-BASED PRACTICE .....	4
SECTION 6 – OUR STRUCTURED & SYSTEMATIC APPROACH TO IMPROVING BEHAVIOUR .....	4
SECTION 7 – WHAT WE BELIEVE AT PARKLANDS .....	5
SECTION 8 – DEFINITIONS .....	6
SECTION 9 - ROLES AND RESPONSIBILITIES .....	7
SECTION 10 – WHAT DOES THAT MEAN IN PRACTICE? .....	8
Our Values and Expectations.....	8
FRIEND Values .....	8
The Parklands 3 .....	9
Agreeing Expectations: Class and School Charter .....	9
The Parklands Way .....	10
Responding to Pro-Social Behaviours .....	12
Consequences with Compassion.....	12
Responding when expectations are not met - Coaching Stages .....	14
Our Stepped Approach to Behaviour Support .....	16
Serious Behavioural Interventions .....	22
Suspension and Permanent Exclusion .....	23
SECTION 11 – RECORDING AND REPORTING BEHAVIOUR.....	23
SECTION 12 - POSITIVE HANDLING & REASONABLE FORCE .....	24
SECTION 13 – OFF SITE ANTI-SOCIAL BEHAVIOUR/ DETRIMENTAL BEHAVIOUR .....	25
SECTION 15 - Responding to anti-social/ detrimental behaviour from pupils with SEND.....	28
SECTION 16 – PUPIL TRANSITION .....	29
SECTION 17 - TRAINING.....	29
SECTION 18 - Monitoring arrangements.....	30
Links with other policies .....	30
Appendix 1: Risk Assessment.....	31
Appendix 2 Positive Handling Record.....	31
Appendix 3 Behaviour Flowcharts .....	33
Appendix 4 Serious Incident Reporting Form .....	34
Appendix 5 Coaching Conversation Slip.....	35

## **SECTION 1 – OUR AMBITION**

At Parklands Community Primary School, our ambition is to create an inclusive, nurturing environment where every child is empowered to become a confident, prosocial member of our school community. We aim to equip our pupils with the skills and intrinsic motivation to make positive choices — not because they are being watched, but because they understand and value doing what is right.

Our school motto, “Be the best you can be!”, is at the heart of everything we do. It reflects our belief that every child has the potential to grow, thrive, and succeed — and it is our job to help them get there.

We believe our role as educators extends beyond the present. We are shaping future citizens who will contribute positively to the communities in which they live. This means fostering not only academic success but also emotional intelligence, empathy, and resilience.

We recognise that, as with all learning, children arrive at school with a wide range of experiences and starting points. Some will already have developed strong prosocial and pro-learning behaviours, while others may face greater challenges due to circumstances beyond their control. For these children, routines, collaboration, and the demands of school life may be more difficult — and they will need greater support.

At Parklands, inclusion is not just a principle; it is a practice. We are committed to creating a school where every child feels safe, valued, and ready to learn. While we prioritise the needs of our most vulnerable learners, we also ensure that the needs of the wider group are met. Everyone matters.

We want our children to dream big, set ambitious goals, and be intrinsically motivated to achieve them. We hold high expectations for every child — because we know that no one rises to low expectations. But we also understand that high expectations must be matched with high levels of support. Every child deserves a champion, and at Parklands, we will never give up on a child.

We understand that learning is a journey, and mistakes are part of that journey — whether in reading, writing, or behaviour. We are educators, not controllers. When children fall short of expectations, we see it as an opportunity to coach, not punish. Our focus is always on helping children do better next time.

We do not simply manage behaviour in the short term by placing an adult beside a child to keep them on task. Instead, we work alongside them to build the skills they need to succeed independently. At the same time, we ensure that the learning environment remains safe, calm, and conducive to learning for all.

## **SECTION 2 – OUR GOALS**

At Parklands Community Primary School, our behaviour approach supports every child to be the best they can be — academically, socially, and emotionally.

We aim for all children to:

- Develop the learning skills needed to achieve well in school and beyond.
- Build strong prosocial behaviours, so they act in ways that support others and contribute positively to their communities.
- Become confident self-advocates, able to express their needs respectfully and in ways that work for everyone.
- These goals guide how we teach, support, and respond to behaviour across our school.

## **SECTION 3 – AIMS OF POLICY**

This policy aims to:

- Secure a calm, safe, and supportive environment where all children and adults feel valued, respected, and able to thrive.
- Support all children in meeting their physical, emotional, and learning needs, so they feel great and can learn and play at their best — with increasing independence.
- Develop pupils’ personal, social, moral, and emotional skills through a therapeutic and educational approach, empowering them to take responsibility for their actions and build self-regulation.

- Promote strong prosocial and pro-learning behaviours, taught explicitly through our behaviour curriculum and embedded in daily practice.
- Establish a consistent whole-school approach to behaviour, with shared language and clear expectations understood and applied by all staff, pupils, and families.
- Define and uphold high standards of behaviour, including clear procedures for agreeing expectations, preparing children to meet them, and responding when they struggle.
- Celebrate progress in all areas of learning, including behaviour, effort, and personal development.
- Foster positive, nurturing relationships between pupils and adults, built on trust, empathy, and mutual respect.
- Involve families in the behaviour process, strengthening the connection between school and home.
- Equip staff with the skills and understanding to support pupils effectively, especially when they face challenges.

## **SECTION 4 – LEGISLATION, STATUTORY REQUIREMENTS AND GUIDANCE**

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## **SECTION 5 – OUR APPROACH TO SUPPORTING BEHAVIOUR: ADOPTING EVIDENCE-BASED PRACTICE**

At Parklands Community Primary School, we have adopted The Empowerment Approach to behaviour. This approach has been developed by a team of educationalists, psychologists, and coaches, and is grounded in a wide body of evidence from neuroscience, neurobiology, psychology, coaching, and education.

By drawing on this interdisciplinary research, we ensure that the strategies we use to support behaviour are not only compassionate and inclusive but also firmly evidence-based. This enables us to respond to behaviour in a way that builds skills, strengthens relationships, and promotes long-term success for every child.

## **SECTION 6 – OUR STRUCTURED & SYSTEMATIC APPROACH TO IMPROVING BEHAVIOUR**

We use a structured and consistent approach to help children be at their best — both in learning and in relationships. This includes preparing children to succeed, responding supportively when things go wrong, and following up to ensure lasting progress.

Our approach is proactive, relational, and skill-building. It is designed to help children understand themselves, take responsibility, and grow in independence over time.

Key elements of our approach:

- Teaching children about their brains  
*Helping children understand how their brains work, including how emotions and behaviour are connected, so they can begin to self-regulate.*
- Agreeing high expectations  
*Setting clear, consistent, and ambitious expectations that are co-constructed with children and revisited regularly.*
- Supporting children to prepare and plan  
*Giving children the tools and time to plan ahead so they can meet expectations and feel successful in learning and play.*
- Responding by connecting  
*When things go wrong, we respond with empathy and connection first — building trust and understanding before addressing behaviour.*
- Following up and solving problems together  
*Every incident is followed up. We work with the child to reflect, repair, and plan for next time, ensuring learning and growth.*
- Coaching to change behaviour patterns  
*We use coaching conversations and coaching time to help children recognise unhelpful patterns and develop prosocial strategies.*

### A Cultural shift in Understanding Behaviour

Our approach is not simply a strategy for managing behaviour — it represents a cultural shift in how we understand and respond to difficulties. Rather than viewing behaviour as something to control, we see it as a form of communication and an opportunity for growth.

Grounded in neurobiology and the neuroscience of safety and threat, the Empowerment Approach helps children, staff, and families understand the underlying causes of unhelpful behaviours. It supports the development of essential life skills, emotional well-being, and long-term success.

This structured, evidence-informed model provides clear principles, mantras, tools, and visual supports that are accessible to all — from our youngest learners in reception to our oldest pupils — ensuring consistency and clarity across the school.

### Beyond the Classroom: A Shared Language

We believe that meaningful change happens when all adults around a child use a shared language and consistent techniques. Our approach extends beyond the classroom and into the wider school community.

To support this, we provide training and guidance for all staff, governors, volunteers, parents, and carers. We aim to build a common understanding and vocabulary that is accessible to everyone — from a pre-schooler to a grandparent — so that children experience consistency wherever they are in school or at home.

### Putting the Child at the Centre

At the heart of our approach is the belief that children must be active participants in their own development. We ensure that the child's voice is central in all behaviour conversations and planning.

To do this meaningfully, we support children to understand their own behaviour, develop metacognitive skills, and reflect on their responses. When children understand why they feel and act the way they do, they are empowered to make better choices and contribute to lasting solutions.

## **SECTION 7 – WHAT WE BELIEVE AT PARKLANDS**

At Parklands Community Primary School, our approach to behaviour is rooted in a set of clear, compassionate, and evidence-informed principles. These beliefs guide every interaction, every response, and every decision we make in supporting our children to be the best they can be.

### Key Principles of Our Approach:

### Be Curious, Not Furious

We maintain a calm, investigative, and solution-focused mindset when responding to behaviour. All staff are supported to look beyond the behaviour itself and explore the unmet needs or missing skills that may be driving it.

### Positive, Kind, Unconditionally Supportive Relationships

Strong, trusting relationships between staff, children, and families are at the heart of our school. We position ourselves for the child, not against them — believing that when people feel better, they do better.

### High Expectations, High Support

We expect all children to strive for their best and make ongoing progress. Where children struggle to meet expectations, we provide high-quality, consistent support — always with kindness and without judgement.

### Teach Children (and Adults) About Their Brains

We prioritise helping children understand how their brains work. Self-awareness is the first step toward self-regulation — we cannot change what we don't understand.

### Understand and Meet Needs

We recognise that when emotional, physical, sensory, or learning needs are unmet, behaviour may be affected. By understanding these needs, we can plan and prepare to meet them more effectively.

### Follow-Up is Essential

Just like any other area of learning, behaviour requires consistent follow-up. We believe that “without follow-up, there will always be mopping up.” Progress comes from reflection, problem-solving, and planning for next time.

### Children's Voice at the Centre

We support children to understand their behaviour, set goals, and take ownership of their progress. This builds intrinsic motivation and helps them become confident, respectful self-advocates.

### Teach Executive Function Skills

Skills such as attention control, impulse control, working memory, cognitive flexibility, and emotional regulation are essential for life. These are explicitly taught, practised, and supported across the curriculum.

### Zones of Regulation

At Parklands, we use *The Zones of Regulation* as a whole-school framework to help pupils develop emotional literacy and self-regulation. By supporting children to name their emotions and recognise how they are feeling, we empower them to better understand their needs and make informed, prosocial choices.

The Zones framework introduces four colour-coded zones - **Blue**, **Green**, **Yellow** & **Red** - which help pupils identify their emotional state and select appropriate strategies to regulate themselves. This shared language enables staff and pupils to talk openly about emotions in a safe and supportive way.

All pupils are taught about the Zones as part of our PSHE and behaviour curriculum. In addition, some children access targeted interventions with our Learning Mentor to explore the Zones in more depth and develop personalised regulation strategies. These sessions are designed to build emotional awareness, resilience, and confidence—helping children feel great and learn at their best.

## SECTION 8 – DEFINITIONS

To ensure a shared understanding across our school community, we use the following definitions when discussing behaviour:

### Pro-Social Behaviour

Behaviour that is held in high regard by the individual, the community, or the environment. It:

- Creates helpful feelings in oneself and others
- Demonstrates empathy and concern for the rights, feelings, and welfare of others
- Benefits other people or society as a whole
- Strengthens relationships and builds a positive community

### Anti-Social Behaviour / Detrimental Behaviour

Behaviour that negatively impacts the individual, the community, or the environment. It:

- Creates unhelpful feelings in oneself and others
- Lacks empathy or consideration for others
- Is likely to cause injury, harassment, alarm, or distress
- Violates the rights of others

### **Difficult Detrimental Behaviour**

Behaviour that is detrimental but not dangerous

May include serious incidents that do not pose an immediate risk to safety

### **Dangerous Detrimental Behaviour**

Behaviour that poses an imminent risk of injury to self or others

Includes actions that may result in significant harm, damage to property, or would be considered criminal if the child were of the age of criminal responsibility

### **Consequences**

At Parklands, we use consequences as part of a supportive, educational approach to behaviour. All measures taken are designed to help children learn, grow, and make better choices in the future. They are never used to shame or punish, but to build understanding, empathy, and responsibility.

#### **Natural Consequences**

Natural consequences are the outcomes that occur as a direct result of a child's actions, without adult-imposed sanctions. They help children understand the real-life impact of their behaviour and build intrinsic motivation to make better choices. For example:

- If a child is unkind, others may not want to play with them
- If a child damages something, they may need to help repair or replace it
- If a child refuses to complete work, they may fall behind and need to catch up

Staff support children to recognise and reflect on these natural outcomes in a safe, non-judgemental way, helping them to make sense of their experiences and plan for change.

#### **Protective Measures**

Protective measures are used to reduce risk and ensure safety. They involve the temporary removal of a freedom to manage harm and are always paired with educational consequences to support long-term change. Examples include:

- Limiting access to certain spaces or activities
- Increased adult supervision
- Temporary changes to routines or groupings

#### **Educational Consequences**

Educational consequences are the essential learning, rehearsing, or teaching needed to enable behaviour change. They help children:

- Understand and reflect on their behaviour
- Develop empathy, self-awareness, and new strategies
- Include coaching conversations where children are supported to:
  - Identify unmet needs or missing skills that may have contributed to the behaviour
  - Set goals for change
  - Practise and rehearse new responses or strategies in a safe and supported way
- Aim to gradually restore freedoms and promote independence
- Ensure that learning from the incident is meaningful, relevant, and empowering

## **SECTION 9 - ROLES AND RESPONSIBILITIES**

### **9.1 Governing Board**

- The governing board is responsible for:
- Reviewing and approving the behaviour policy and the written statement of behaviour principles

- Monitoring the policy’s effectiveness
- Holding the headteacher to account for its implementation

## **9.2 Headteacher**

The headteacher is responsible for:

- Reviewing and approving the policy with the SLT
- Ensuring a positive school culture that supports prosocial behaviour
- Overseeing consistent implementation across the school
- Providing staff training and induction
- Monitoring behaviour data to ensure equity and effectiveness
- Aligning the behaviour policy with safeguarding practices

## **9.3 Staff**

All staff are expected to:

- Create a calm, safe, and inclusive environment
- Model and teach expected behaviours
- Implement the policy consistently and fairly
- Record and respond to behaviour incidents appropriately
- Work collaboratively with colleagues, pupils, and families

## **9.4 Parents and Carers**

Parents and carers are encouraged to:

- Support the school’s behaviour policy at home
- Communicate relevant changes or concerns
- Engage in pastoral support when needed
- Work in partnership with the school to support their child

## **9.5 Pupils**

Pupils are supported to:

- Understand and follow the school’s expectations and values
- Reflect on their behaviour and take responsibility
- Access support when needed
- Contribute feedback to help improve the school’s behaviour culture

## **SECTION 10 – WHAT DOES THAT MEAN IN PRACTICE?**

### **Our Values and Expectations**

Our positive school ethos is built on a shared set of values that underpin everything we do — from our curriculum to our relationships. We want every child to be the best they can be, and we support them to do so by embedding our values into daily life through a clear, consistent behaviour curriculum.

We live our Parklands FRIEND Values so that we are empowered to follow the Parklands 3 — helping us to learn well, play well, and grow into kind, confident citizens.

### **FRIEND Values**

Our FRIEND values are the foundation of our behaviour curriculum. They guide how we treat ourselves, each other, and our environment:

	<p><b>Focused</b></p> <p><i>At Parklands, we will be ready and prepared to learn. We will be active listeners that concentrate on our learning, whilst we develop our ability to work on our own and as part of a team.</i></p>
	<p><b>Respect</b></p> <p><i>At Parklands, we will be respectful to ourselves, each other and the community we live in. We will be responsible for our actions and include everyone.</i></p>
	<p><b>Integrity</b></p> <p><i>At Parklands, we will be honest. We will tell the truth and be proud to do the right thing.</i></p>
	<p><b>Excellence</b></p> <p><i>At Parklands, we will aspire to be the best that we can be. We will try our best, work hard in school and be motivated to learn.</i></p>
	<p><b>Nurturing</b></p> <p><i>At Parklands, we will be kind, caring and compassionate friends. We will be empathetic and supportive of everyone.</i></p>
	<p><b>Determined</b></p> <p><i>At Parklands, we will be determined to do our best. We will be resilient and persevere when faced with a challenge. We will be solution focused learners.</i></p>

These values are taught, modelled, and celebrated across the school, helping children develop strong prosocial behaviours and emotional literacy.

### The Parklands 3

These three simple, memorable expectations apply across the school day and are reinforced consistently by all staff:

**Be Ready to Learn**

**Be Kind and Respectful**

**Be Safe**

### The POP 3 (Parklands Outdoor Play)

To mirror the Parklands 3 in less structured environments, we use the POP 3 — a simple set of expectations for playtimes and social times:

**Be Ready to Play**

**Be Kind and Respectful**

**Be Safe**

### Agreeing Expectations: Class and School Charter

At Parklands, we believe that children are more likely to meet expectations when they understand them, feel ownership over them, and see their relevance to daily life. That's why we take a collaborative and reflective approach to developing our Class and School Charters.

Each year, all classes begin by exploring the Parklands FRIEND values and the Parklands 3 expectations: *Be Ready to Learn; Be Kind and Respectful & Be Safe.*

Together, children and staff review what these values and expectations mean in their own classroom context. They ask: What will this look like in our class? What will it feel like? What will it sound like?

This process supports children in developing both pro-social and pro-learning behaviours, helping them to understand how their actions affect themselves and others, and how they can contribute positively to the classroom environment.

Once each class has created their own charter, it is displayed prominently in the classroom and shared with the School Council. The School Council then reviews all class charters and works collaboratively to create a Whole School Charter for the academic year.

This Whole School Charter is:

- Displayed prominently in shared areas across the school
- Referred to regularly in assemblies and school-wide discussions
- Used as a shared reference point for behaviour expectations and celebration

This approach ensures that expectations are meaningful, consistent, and child-led — fostering a sense of shared responsibility and community across the school.

## **The Parklands Way**

At Parklands Community Primary School, we bring our behaviour principles to life through consistent adult behaviours, shared expectations, and proactive strategies that empower children to succeed. This section outlines how our beliefs are translated into daily practice.

### **Adult Behaviours: Building Trusting Relationships**

We believe that every child needs a champion. Research shows that just one supportive adult can make a lasting difference in a child's life. As educators, we commit to ensuring every child feels unconditionally supported and cared for — even when their behaviour presents challenges.

We respond with empathy, kindness, and consistency, always maintaining high expectations. We can be kind without condoning unhelpful behaviour. Our mindset is one of unconditional positive regard, where relationships are built on trust, not control.

### **Teaching Children About Their Brain**

All classes follow curriculum plans linked to The Empowerment Approach through our PSCHÉ and behaviour curriculum.

These lessons help children:

- Understand their physical, emotional, and learning needs
- Recognise the needs of others
- Build strong prosocial and pro-learning behaviours
- Develop self-awareness and emotional regulation

### **Prep4Best: Preparing to Be at Our Best**

Before any activity or event, staff use the Prep4Best strategy to help children:

- Think through what will help them succeed
- Anticipate challenges
- Plan how to manage those challenges

This proactive approach is used routinely across the school and is especially important for children with higher needs or developing executive function skills. It builds lifelong habits of preparation and reflection.

# Prep4Best

1 Predict	2 Prevent	3 Plan to Succeed
		
<ul style="list-style-type: none"> <li>▶ What will this task / event be like?</li> <li>▶ What will <b>I</b> need for my 5C Needs to be met? What will <b>other people</b> need?</li> <li>▶ For everyone's 5C needs to be met well, What will be <b>expected of me</b>?</li> </ul>	<ul style="list-style-type: none"> <li>▶ What might I find hard?</li> <li>▶ What could go wrong?</li> </ul>	<ul style="list-style-type: none"> <li>▶ What support or resources will help me to manage and do well?</li> <li>▶ What could I ask for?</li> <li>▶ What could I do to help myself?</li> </ul>

## Responding to Behaviours

### Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Classroom management, and in particular the quality of teaching and learning, is key to managing pupils' behaviour effectively.

Effective classroom management skills include:

- Detailed Planning and Preparation: Ensuring that pupils are engaged in relevant and appropriate learning through well-prepared lessons and activities.
- Stimulating Activities: Involving pupils in engaging and interactive activities that capture their interest and maintain their focus.
- Strategic Grouping: Grouping pupils in ways that minimise disruption and promote positive interactions.
- Proactive Monitoring: Continuously monitoring the classroom environment to address potential issues before they escalate.
- Support, Scaffold, and Challenge: Adapting tasks to provide appropriate levels of support, scaffolding, and challenge for all pupils, adapting as needed to meet individual needs.

To further enhance classroom management, we emphasise the importance of 'Prepping4Best' to ensure:

- Consistent Routines: Establishing and maintaining consistent routines helps pupils know what to expect and reduces uncertainty. This includes routines for entering and exiting the classroom, transitions between activities, and daily schedules.
- High Expectations: Setting and communicating high expectations for behaviour and academic performance encourages pupils to strive for their best.
- Teaching Routines and Expectations: Spending time teaching and reinforcing classroom routines and expectations ensures that pupils understand what is required of them. This includes:
  - Line Order: Teaching pupils how to line up quietly and orderly.
  - Cloakroom Routines: Establishing procedures for using the cloakroom efficiently and respectfully.
  - Transitions Around the School: Teaching pupils on how to move through the school calmly and safely.
  - Classroom Transitions: Practicing smooth transitions between different activities and subjects.

- Attention Signals: Using consistent signals to gain pupils' attention quickly and effectively.
- Classroom Jobs: Assigning classroom responsibilities to promote a sense of ownership and community.
- Lunchtime Routines: Establishing clear expectations for behaviour during lunchtime, including lining up, eating, and playing.
- Working with Learning Partners: Teaching pupils how to collaborate effectively with their peers, fostering teamwork and mutual respect.
- Asking for Assistance: Encouraging pupils to ask for help when they are stuck and teaching them how to seek assistance appropriately.

By implementing these strategies, we aim to create a positive and productive learning environment where pupils can thrive academically and socially.

### Responding to Pro-Social Behaviours

At Parklands Community Primary School, we aim to foster intrinsic motivation in our pupils — encouraging them to feel proud of their achievements and to follow expectations because they understand and value them.

We focus on recognising and reinforcing pro-social and pro-learning behaviours, especially those that reflect our Parklands FRIEND values and the Parklands 3 expectations.

Adults are encouraged to:

- Give first attention to pro-social and pro-learning behaviours.
- Use recognition to reinforce the values and expectations we live by.

Our Approach to Recognition Includes:

#### Verbal Praise

Encouraging words that celebrate effort, kindness, and positive choices.

#### Recognition Moments

Sharing achievements with another class, parents, teacher, the Headteacher, or a member of the Senior Leadership Team (SLT).

#### Class Recognition Systems

Tools like points, marbles, or tokens to acknowledge collective effort and promote teamwork.

#### Class Rewards

Group treats such as extra playtime or special activities that celebrate shared success.

#### 'Star Awards'

Celebrating individual achievements that reflect effort, improvement, and positive behaviour.

#### End-of-Term Celebrations

Whole-school or class-based events that mark collective achievements and progress.

#### Opportunities for Responsibility

Giving children meaningful roles within the school to build pride, ownership, and leadership.

While we aim to build intrinsic motivation, we also believe in celebrating when children go above and beyond — showing exceptional effort, kindness, or responsibility.

By focusing on these methods, we help children develop a sense of pride and satisfaction in their achievements, encouraging them to contribute positively to our school community and to be the best they can be.

### Consequences with Compassion

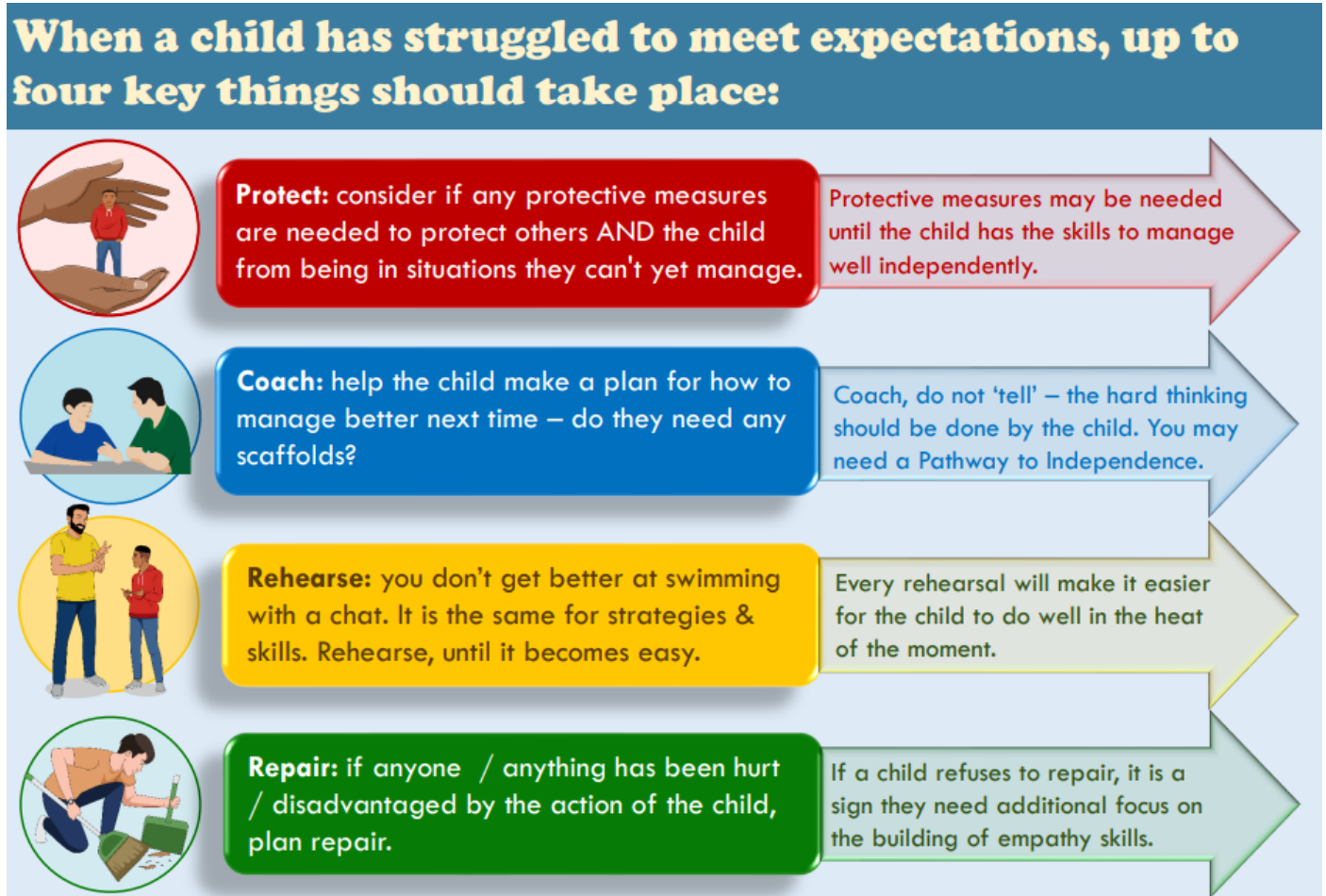
At Parklands, we believe that consequences are not about punishment—they are about learning, growth, and support. We hold children to high expectations with kindness, consistency, and a belief in their potential to improve. When behaviour falls short of expectations, we respond with what we call a **bucket full of kindness**: firm, fair, and focused on helping children do better next time.

Consequences are used to help children:

- Understand the impact of their actions

- Build empathy and emotional literacy
- Practise and rehearse new strategies
- Develop the skills needed to succeed independently

We use a four-part framework to guide our response:



### 1. Protect

We consider whether any **protective measures** are needed to keep the child and others safe. These are not punishments— they are temporary supports that reduce risk and create space for learning. For example:

- A child who struggles with safe play may have a separate playtime while they build the skills to rejoin peers.
- A child who uses unkind words may need time away from peers and a plan to repair relationships.

Protective measures are always paired with educational support and are reviewed regularly. Their purpose is to:

- Protect the child from situations they cannot yet manage
- Protect others from harm to their emotional or physical safety
- Prevent the child from forming a negative identity based on repeated failure

### 2. Coach

We help the child reflect on what happened and **make a plan** for how to manage better next time. This includes:

- Identifying unmet needs or missing skills
- Co-creating strategies and scaffolds
- Building a **pathway to independence**

Coaching is not about telling—it's about thinking together. We support children to take ownership of their behaviour and develop the tools they need to succeed.

### 3. Rehearse

Just like learning to swim, behaviour skills need **practice**. We provide opportunities for children to rehearse new strategies in a safe and supported way. Early rehearsal makes it easier for children to succeed in the heat of the moment. Repetition builds:

- Confidence
- Fluency
- Independence

### 4. Repair

If someone has been hurt or disadvantaged by a child’s actions, we support the child to **make amends**. This might include:

- A restorative conversation
- A written apology or card
- Helping to fix or replace something damaged

If a child is not yet ready to repair, we focus on building empathy and emotional understanding first. Repair is not about shame—it’s about restoring relationships and rebuilding trust.

### Responding when expectations are not met - Coaching Stages

At Parklands, we follow a consistent, stepped approach when a child struggles to meet expectations. This ensures that all responses are calm, supportive, and focused on long-term skill-building — not short-term control.

All staff are trained in this approach, and it is a core part of our induction programme. Staff who need support with any element should speak with their line manager.

### Support Stage 1: Respond in the Moment – Calm, Connect, Support

If a child is not meeting expectations:

- Calm – Regulate yourself first. Model calmness. If you can’t, ask for help.
- Connect – Acknowledge the child’s feelings with empathy. You don’t have to agree.
- Support – Offer a way to help them get back on track (e.g. a change of space, quiet time, or a supportive prompt).

When children are dysregulated, their thinking brain is offline. Calm, empathetic responses help them feel safe and supported, which speeds up regulation and protects their self-concept. The teacher will always respond with kindness and will work very hard to keep the child in the classroom.

**Calm, Connect, Support**

**1 Calm**

**Get Calm**

- ▶ Focus on staying in positive, empowered positions.
- ▶ If you cannot be calm, get some help.
- ▶ Model skills you want to see.

**2 Connect**

**Connect to Calm**

- ▶ Show you understand how it is for them.
- ▶ Help them feel heard and felt.
- ▶ Show you care. You don't have to agree!

**3 Support**

**Help them get back on track**

- ▶ Offer suggestions if they cannot think.
- ▶ Help the child to feel you are on their side and supported.
- ▶ Think team!

## Support Stage 2: Follow-Up for Progress – Coaching Conversation + Repair Time

Once everyone is calm, follow up with:

### Coaching Conversation

- Introduce the concern in a calm, matter-of-fact way reiterating that the child is not in trouble.
- Ask open, “clean” questions to understand the child’s perspective
- Share your concern using Speak Up for Better (e.g. “The thing is for me...”)
- Problem-solve together using Good for Me, Good for You, Good for Everyone
- Encourage the child to generate solutions; offer limited choices if needed

## Coaching Conversation

1 Introduce	2 Listen	3 Share	3 Problem solve
			
<p><b>Keep brains calm</b></p> <ul style="list-style-type: none"> <li>▶ Wait until everyone is calm.</li> <li>▶ Introduce the issue in a matter-of-fact way so the child doesn't become defensive.</li> <li>▶ “I noticed ... What was going on for you?”</li> </ul>	<p><b>Listen to understand</b></p> <ul style="list-style-type: none"> <li>▶ Ask ‘clean’ questions, then wait.</li> <li>▶ Repeat back their words.</li> <li>▶ Ask more clean questions to probe.</li> <li>▶ Try to get to the core of the issue so they understand.</li> </ul>	<p><b>Challenge, do not blame</b></p> <ul style="list-style-type: none"> <li>▶ Let them know your concerns using a kind, matter-of-fact tone.</li> <li>▶ “The thing is for me is ...”</li> <li>▶ Use the Speak Up 4 Better tool - it keeps the ‘you’ blamer out of it.</li> </ul>	<p><b>‘Good for me, good for you, good for everyone’</b></p> <ul style="list-style-type: none"> <li>▶ Ask how it can be solved so everyone’s needs are met.</li> <li>▶ Wait - don’t fill silence with your own ideas - push the child to think really hard.</li> </ul>

### Repair Time (used at all stages of support)

- Scheduled as soon as possible after the incident
- Led by the adult involved, wherever possible
- Helps the child reflect on the impact of their actions and build empathy
- Supports development of social cognition and emotional intelligence

If a child says they don’t care:

- Show the Emotional Intelligence (Gold) Control Centre Skills card
- Explain that these are skills they haven’t learned yet
- Reassure them that extra support will be provided — not as punishment, but because we care

## REPAIR TIME (USED AT ALL SUPPORT STAGES)

1 Explore different perspectives	2 Think through who and what needs repair	3 Plan how, when and where the repair will be done
		

### Support Stage 3: Coaching Time – Scaffolding for Independence

If the child continues to struggle:

- Identify unmet needs or missing skills
- Co-create a plan with the child to build those skills
- Rehearse situations until they become automatic
- Agree on protective measures and how progress will be checked

Link Pastoral Support Plans or Individual Learning Plans

Scaffolds are temporary. They are reviewed regularly and reduced over time to build independence. Successes are recognised and celebrated.



### Support Stage 4: Coaching for Change Programme

For ongoing or complex needs and led by a trained practitioner – a member of the SLT or Wellbeing Team

- Includes regular, individualised coaching sessions
- Explores strengths, needs, and difficulties
- Sets goals and a schedule of practice
- Builds missing skills and puts scaffolds in place
- Involves parents/carers and includes regular reviews



### Our Stepped Approach to Behaviour Support

At Parklands, we follow a clear, staged approach to supporting pupils when behaviour falls short of expectations. This approach is designed to help children identify unmet needs, build missing skills, and develop the capacity to manage their behaviour with increasing independence.

Please refer to the **Behaviour Steps Chart** below for a detailed overview of each stage.

<p><b>Step 1</b>  <b>Clear Expectations</b>  <b>Prep4Best</b>  <b>Stage 0</b></p>	<p>Prep4Best – Predict, Prevent and Plan to succeed.                  Praise positive pro social pro learning behaviours                  Repeat expected behaviour                  Reminder of the Parklands 3/ POP 3 and the Parklands Friend Values refer to the class charter.</p>
<p><b>Initial Reminders and Redirect</b></p>	<p>These strategies could be used for the whole class or individuals and may need to be used discreetly and always with kindness and respect.</p> <ul style="list-style-type: none"> <li>• Verbal advice</li> <li>• Reassurance</li> <li>• Distraction</li> <li>• Movement break</li> <li>• Change of face</li> <li>• Change of location</li> <li>• Body language and tone of voice</li> <li>• Humour</li> </ul>

	<ul style="list-style-type: none"> <li>• Success reminders</li> <li>• Planned ignoring</li> <li>• Nurture focus i.e. snack, comfort, tending to basic needs</li> <li>• Choices offered</li> <li>• Asking curious questions, “I wonder if...”</li> <li>• Catching positive behaviours</li> <li>• Allow thinking time</li> <li>• Repeat expectations</li> <li>• Use of visuals and non-verbal cues</li> <li>• Reduced adult language</li> </ul>
<p><b>Step 2</b></p> <p><b>Calm, Connect, Support</b></p> <p><b>Stage 1</b></p> <p><b>Repair Time</b></p>	<p><b>Calm, Connect Support</b></p> <p><b>To de-escalate a situation and help someone get back on track. May have to be a temporary (and not ideal) solution until there is time to plan a better one.</b></p> <ul style="list-style-type: none"> <li>▪ Calm – Regulate yourself first. Model calmness. If you can’t, ask for help.</li> <li>▪ Connect – Acknowledge the child’s feelings with empathy. You don’t have to agree.</li> <li>▪ Support – Offer a way to help them get back on track (e.g. a change of space, quiet time, or a supportive prompt).</li> </ul> <p><b>Repair Time</b></p> <ul style="list-style-type: none"> <li>▪ Explore different perspectives</li> <li>▪ think through who and what needs repairing</li> <li>▪ plan how, when and where the repair will be done.</li> </ul> <p><i>This might include completing the work that has been missed, making an apology card, researching the rules of the games etc...</i></p>
<p><b>Step 3</b></p> <p><b>Coaching Conversations</b></p> <p><b>Stage 2</b></p> <p><b>Repair Time</b></p>	<p><b>Coaching Conversation</b></p> <p><b>To work out why something went wrong and create a plan for how it can go better next time, in a way that works for everyone. Should be a very specific problem – not general.</b></p> <ul style="list-style-type: none"> <li>▪ Introduce the concern in a calm, matter-of-fact way</li> <li>▪ Ask open, “clean” questions to understand the child’s perspective</li> <li>▪ Share your concern using Speak Up for Better (e.g. “The thing is for me...”)</li> <li>▪ Problem-solve together using Good for Me, Good for You, Good for Everyone</li> <li>▪ Encourage the child to generate solutions; offer limited choices if needed</li> </ul> <p><b>Repair Time</b></p> <ul style="list-style-type: none"> <li>▪ Explore different perspectives</li> <li>▪ think through who and what needs repairing</li> <li>▪ plan how, when and where the repair will be done.</li> </ul> <p><i>This might include completing the work that has been missed, making an apology card, researching the rules of the games etc...</i></p>
<p><b>Step 4</b></p> <p><b>Coaching Time</b></p> <p><b>Stage 3</b></p> <p><b>Pastoral Support Plans</b></p> <p><b>Risk Assessments</b></p>	<p><b>Coaching Time – Scaffolding for Independence</b></p> <p><b>To explore and make a plan for:</b></p> <ul style="list-style-type: none"> <li>▫ <b>A more serious event or significant specific issue which may require protective measures</b></li> <li>▫ <b>When three Coaching Conversations haven’t made a difference. Should still always be for a specific problem.</b></li> </ul> <p>If the child continues to struggle:</p> <ul style="list-style-type: none"> <li>▪ Identify unmet needs or missing skills</li> <li>▪ Co-create a plan with the child to build those skills</li> <li>▪ Rehearse situations until they become automatic</li> <li>▪ Agree on protective measures and how progress will be checked</li> </ul>

	<p>Link to Pastoral Support Plans or Individual Learning Plans</p> <p>Where behaviours are consistently breaking the Parklands 3 and FRIEND Values, a pastoral support plan (PSP) will be put in place. This will be drawn up in collaboration with the pupil, class teacher and a member of SLT. Pastoral Support plans will be shared with parents/carers and referred to and reviewed regularly. A pastoral support plan will refer the 5Cs and the executive functioning skills. A protective and educational measure will be agreed to ensure that skills are improved.</p> <p>If behaviours are unsafe, a member of SLT will work with the teacher and parent to write a Risk Assessment which will be signed by parents/carers and shared with all staff. Pupils may have an PSP or Risk Assessment or both.</p> <p><i>Scaffolds are temporary. They are reviewed regularly and reduced over time to build independence. Successes are recognised and celebrated.</i></p>
<p><b>Step 5</b> <b>Coaching for Change Programme</b></p> <p><b>Stage 4</b></p> <p><b>Repair Time</b></p> <p><b>Risk Assessment</b></p>	<p><b>To look in a more holistic way at strengths / barriers:</b></p> <ul style="list-style-type: none"> <li>▫ <b>How well needs are met generally</b></li> <li>▫ <b>Strengths which help the child forward</b></li> <li>▫ <b>Weaker skills that hold them back</b></li> </ul> <p><b>Then to plan and execute a series of actions that fill needs &amp; build skills, so the child can feel &amp; do better.</b></p> <p>For ongoing or complex needs and led by a trained practitioner – a member of the SLT or Wellbeing Team</p> <ul style="list-style-type: none"> <li>▪ Includes regular, individualised coaching sessions</li> <li>▪ Explores strengths, needs, and difficulties</li> <li>▪ Sets goals and a schedule of practice</li> <li>▪ Builds missing skills and puts scaffolds in place</li> <li>▪ Involves parents/carers and includes regular reviews</li> </ul> <p>If behaviours are unsafe, a member of SLT will work with the teacher and parent to write a Risk Assessment which will be signed by parents/carers and shared with all staff. Pupils may have an PSP or Risk Assessment or both.</p>
<p><b>Serious Incident</b></p> <p><b>Dangerous detrimental behaviour</b></p>	<p>If behaviour involves:</p> <ul style="list-style-type: none"> <li>▪ Physical assault on pupils or staff</li> <li>▪ Verbal abuse towards staff or pupils</li> <li>▪ Behaviour that consistently affects other pupils' ability to learn</li> <li>▪ Threats to the safety or welfare of pupils or staff</li> <li>▪ Persistent defiance or uncooperative behaviour</li> <li>▪ Deliberate damage to property or equipment</li> </ul> <p><b>Initial Response</b></p> <p>In the event of a serious incident:</p> <ul style="list-style-type: none"> <li>▪ The pupil may need '<b>cool off</b>' time in a designated safe space to begin regulating. E.g. Sensory Room, Hive, Cherry room, Walk around the track etc...</li> <li>▪ If the pupil is injuring themselves or others, damaging property or causing significant harm or disruption, <b>positive handling techniques</b> may be used by trained staff, in line with our Positive Handling Policy.</li> <li>▪ Other staff should not intervene unless requested by the core team managing the incident.</li> </ul> <p><b>Calm, Connect, Support</b></p> <p>All adults involved will respond using the <b>Calm, Connect, Support</b> approach:</p> <ul style="list-style-type: none"> <li>▪ <b>Calm</b> – Adults regulate themselves first and model calmness.</li> <li>▪ <b>Connect</b> – Adults show empathy and kindness, helping the child feel safe and understood.</li> <li>▪ <b>Support</b> – The focus is on helping the child regain control and return to a place of safety.</li> </ul> <p><b>Separation for Safety and Investigation</b></p> <ul style="list-style-type: none"> <li>▪ The <b>Headteacher or SLT</b> will determine the most appropriate immediate action to maintain safety and order.</li> <li>▪ This may include an <b>internal suspension</b>, (where the pupil is removed from the situation and supervised in a separate space) <b>suspension or permanent exclusions</b>.</li> <li>▪ The incident will be recorded on a Serious Incident Form and logged on <b>CPOMS</b>, and <b>parents/carers will be notified</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The child will not be questioned immediately unless necessary for safety. This allows time for regulation and a full investigation.</li> </ul> <p><b>Post-Incident Support</b></p> <p>Once the child is calm and regulated:</p> <ul style="list-style-type: none"> <li>▪ <b>Repair Time</b> will take place to help the child reflect on the impact of their behaviour and build empathy.</li> <li>▪ A <b>Coaching for Change Plan</b> will be implemented, focusing on: <ul style="list-style-type: none"> <li>▫ Identifying unmet needs and missing skills (including executive function skills)</li> <li>▫ Practising and rehearsing new strategies</li> <li>▫ Providing protective and educational consequences that support long-term behaviour change</li> </ul> </li> </ul> <p>Following a serious incident, the decision may be taken to implement or review a pastoral support plan (PSP) and/or Risk Assessment.</p> <p>Outside agencies may be referred to if appropriate.</p>
<p><b>Fixed Term Suspension</b></p>	<p>In rare circumstances, a serious incident may result in a pupil/s being removed from school for a temporary period. This is known as a suspension. A suspension may be used to provide a clear signal of what is anti-social and detrimental behaviour as part of the school’s behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Parents/carers are informed immediately with reasons for the suspension. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher will remain in contact with the parents/carers to devise a way forward.</p> <p>School will set and mark work for the child for the first 5 days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak Academy. The school’s legal duties to pupils with disabilities or special educational needs remain in force, for example to make reasonable adjustments in how they support SEND pupils during this period.</p>
<p><b>Re-integration after Suspension</b></p>	<p>Following a period of fixed-term suspension, pupils and their parents/carers will be invited to a reintegration meeting. This meeting provides an opportunity to rebuild relationships with the team working with the child, reflect on the incident, and plan for a successful return to school. Where appropriate, the pupil will be supported to explore the underlying factors that contributed to the behaviour, the impact it had on themselves and others, and how they can make positive changes moving forward.</p> <p>The focus will be on restorative dialogue, emotional regulation, and reconnection with trusted adults. Clear, achievable targets may be co-constructed with the pupil and relevant staff, with ongoing support and check-ins to monitor progress. The school will communicate a consistent message that every pupil is valued, and that past behaviour is not a barrier to future success. The emphasis will be on learning from the incident, repairing harm, and rebuilding trust.</p>
<p><b>Permanent Exclusions</b></p>	<p>Permanent exclusion is the most serious sanction a school can give if a pupil does something that is against the school's behaviour policy. It means that the pupil is no longer allowed to attend the school and their name will be removed from the school roll. Permanent exclusion will only be considered if there is a serious incident or there are persistent breaches of the school behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others.</p>

### Helpful vs Unhelpful Behaviour

We teach children that:

- **Helpful words and actions** lead to increased freedoms, responsibilities, and recognition.
- **Unhelpful behaviour** signals a need for more support, scaffolds, and protective measures.

This approach helps children understand that behaviour is a skill to be learned—not a character flaw to be punished.

# Neuroinclusive Follow-up: From Protection to Freedom Measures



## Fair, Individualised, and Shame-Free

All consequences at Parklands must be **clearly linked to the behaviour** and the needs behind it. We do not use **blanket or whole-class consequences**, as these can undermine trust and punish those who have not struggled. Similarly, we do not remove rewards that have already been earned—recognition should never be used as leverage.

We are committed to a **no-shame culture**. Children are never singled out, embarrassed, or made to feel bad in front of others. Instead, we respond with **kindness, curiosity, and consistency**, always seeking to understand what the behaviour is communicating and how we can help the child succeed next time.

Consequences are most effective when they are:

- **Relevant** to the behaviour
- **Respectful** of the child's dignity
- **Restorative** in nature
- **Rooted** in a belief that every child can learn and grow

## Protective Measures

Used to reduce risk and ensure safety, while maintaining dignity and connection.

## Protective Measures

In some instances, temporary 'Protective Measures' may be needed until the child has the skills to manage well.

The purpose of a 'Protective Measure' is to:

- **Protect the child:**

If a child is not managing to speak and act in ways that are good for them or others, we need to protect them from being in situations they cannot manage (yet). If we do not, they will build an identity of being aggressive, difficult or antisocial, when in fact, it is just that they haven't **yet** got the skills required to do well.

- **Protect those around them:**

It is of course vital that people around the child are protected from words and actions that damage their 5C Needs.

**'Protective Measures' are designed to help children manage well, not make them feel bad**

- A protective measure is quite different to a punishment in its purpose and its spirit: we want the child to be in situations they can manage well **and** enjoy their time there until they have the skills to be given greater freedoms.



- Time out of class to reflect and reset
- Written reflection or behaviour account
- Creating a card, note, or letter to “put it right”
- Completing missed work at an agreed time
- Time away from peers to practise prosocial behaviours
- Adapted teaching space to reduce overwhelm
- Temporary change of seating to support focus
- Use of a calm space or sensory room to regulate
- Temporary loss of privileges (e.g. class job, monitor role)
- Restricted participation in off-site activities
- Increased adult support or supervision
- Limited access to high-stimulation environments
- Escorted transitions or social situations
- School-based community service (e.g. tidying, helping younger pupils)
- Referral to a senior member of staff for support
- Adapted behaviour curriculum or personal targets
- Use of a “safe adult” pass to request help

## Examples of Protective Measures:

Concern	Missing skills to practice	Protective Measure
<p>Barged past someone and knocked them over at the playground.</p> 	<ul style="list-style-type: none"> <li>• <b>Flexible Thinking:</b> I will get a turn in the end.</li> <li>• <b>Flexible Thinking:</b> I can negotiate to make sure I get a turn too.</li> <li>• <b>Impulse Control &amp; Emotional Regulation (tolerance control):</b> I can tolerate this unpleasant feeling of waiting and resist the urge to react to that feeling.</li> </ul>	<p>"We want you to have a fun and enjoyable playtime. You haven't yet got the skills needed yet to play with others in a way that is safe and enjoyable for others. While we help you practise the skills needed, you will need to take your playtime in a way that keeps others safe and happy. This might be at a different time or in a different area. We still want you to enjoy playtime so let's work out together how to still make sure it is fun for you."</p>

### Educational Consequences

Used to build understanding, empathy, and new skills for future success.

- Learning the relevance of a task or rule
- Rehearsing and practising new behaviours
- Assisting with repairs (e.g. fixing, cleaning, apologising)
- Researching the impact of certain behaviours
- Exploring topics like "how to be a good friend"
- Restorative conversations to rebuild trust
- Coaching conversations to plan for next time
- Role-play or scenario practice
- Creating a comic strip or storyboard to reflect on the incident
- Peer mentoring or buddy system
- Journaling or drawing to explore feelings and triggers
- Guided reading of a story with similar themes
- Creating a poster or presentation on a school value
- Visual supports or social stories to aid understanding
- Personalised goals with regular check-ins

### Serious Behavioural Interventions

#### Internal Suspension (removal from the classroom/ playground)

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

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

Removal is a serious behavioural intervention and will only be used in response to persistent breaches of the behaviour policy, where pupils show ongoing anti-social/detrimental behaviours. 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 member of the leadership team, and will be removed for a maximum of one week.

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 it is 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/carers 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 which will be detailed in their Pastoral Support Plan or Risk Assessment.

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

### **Suspension and Permanent Exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent anti-social/detrimental behaviour which has not improved following in-school consequences and interventions.

Only a Headteacher or Deputy Headteacher in their absence has the power to exclude a pupil from school for disciplinary reasons 'Exclusion from maintained schools, academies and pupil referral units in England' sets out the government guidance that Headteacher's must follow.

A pupil may be excluded permanently, or for a fixed period or periods of up to 45 days in any school year. Fixed period suspensions should normally be of short duration, unless time is needed for support to be put in place for the pupil, perhaps with assistance from the LA.

A decision to exclude a pupil is taken only:

- in response to serious breaches of the school's behaviour policy
- if allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or of others in the school.

In most cases a range of alternative strategies should be tried before excluding a pupil. This is not meant to prevent immediate action to protect pupils and staff. A permanent exclusion can be given for a first offence, for example involving violence, but only when the Headteacher has had further opportunity to consider the incident in question.

Headteachers are not legally bound to consult the parent before excluding a pupil, but the parent/carer and pupil should be warned in advance if exclusion becomes a likely prospect. Once a pupil is excluded, the Headteacher must notify the parent/carer immediately, ideally by telephone. This should be followed up at once by a letter, setting out:

- the exclusion period, and the date and time when the pupil should return (for fixed period exclusions)
- for permanent exclusions, the date from when the exclusion is effective
- the reasons for the exclusion and the circumstances, including steps taken to avoid it
- for permanent exclusions, any relevant previous warnings or disciplinary measures
- arrangements for setting and marking work
- the parent/carer right to make representations to the discipline committee, with details of how to make such representations
- the parent/carer right of access to the pupil's school record

Headteachers must also inform the governing body and the LA immediately of:

- all permanent exclusions
- suspensions that will mean a pupil misses more than five school days in a term, or misses the chance to take any public examination

The Headteacher may be required to give evidence to the discipline committee, which reviews exclusions, and in the case of permanent exclusions, to an independent appeal panel.

For more detailed information please refer to our Suspension and Permanent Exclusion Policy.

## **SECTION 11 – RECORDING AND REPORTING BEHAVIOUR**

At Parklands, we use a consistent and transparent system for recording behaviour incidents and coaching conversations. This ensures that patterns are identified early, support is escalated appropriately, and all children receive the help they need to succeed.

### **Recording Systems**

Coaching Conversations are recorded on CPOMS following every incident.

Unsocial behaviours may also be recorded on CPOMS if they form part of a pattern or concern.

Anti-social, discriminatory, or dangerous behaviours are always recorded on CPOMS, including any investigations, meetings, and outcomes.

Coaching Conversation Slips are shared with the Headship team and reviewed regularly by the Pastoral Team as part of the Cause for Concern process.

### **Monitoring and Escalation**

The Senior Leadership Team (SLT) monitors coaching conversation records on CPOMS.

If a child has three or more coaching conversations within a half term, this will trigger Support Stage 3 – Coaching Time.

At this stage, an individual support plan must be created to identify unmet needs or missing skills and outline steps for progress. If no improvement is seen following Support Stage 3, the child will move to Support Stage 4 – Coaching for Change Programme, which includes a formal plan and parental involvement.

### **Governance and Oversight**

The Headteacher provides written behaviour reports to Governors at least three times a year, summarising patterns, interventions, and outcomes.

### **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 behaviour 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.

## **SECTION 12 - POSITIVE HANDLING & REASONABLE FORCE**

We are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with any incident involving aggressive or unsafe behaviour.

Reasonable force covers a range of interventions that involve physical contact with pupils. **All** members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Positive handling would be used as a last resort in line with DfE advice. Where positive handling is used staff involved will have undertaken Team Teach training.

### **SECTION 13 – OFF SITE ANTI-SOCIAL BEHAVIOUR/ DETRIMENTAL BEHAVIOUR**

Consequences 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

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether 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).

#### **Online anti-social/ detrimental behaviour**

The school can issue consequences to pupils for online anti-social/detrimental behaviour 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

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

#### **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 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 consequences, 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.

#### **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.

### **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.

## **SECTION 14 – SEARCHING AND CONFISCATION**

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers/ Trays
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **SECTION 15 - Responding to anti-social/ detrimental behaviour from pupils with SEND**

### **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 anti-social/ detrimental behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of anti-social/detrimental behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of anti-social/detrimental behaviour will be made on a case-by-case basis.

When dealing with anti-social/detrimental behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 (EHCP) 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.

Staff will anticipate and remove triggers of misbehaviour for pupils with SEND which may 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 neurodiversity such as ADHD and autism

- Use of separation spaces (sensory room or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

### **Adapting consequences for pupils with SEND**

When considering a behavioural consequence for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

### **Considering whether a pupil displaying unwanted behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits anti-social/ detrimental 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/carers to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHCP) 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

## **SECTION 16 – PUPIL TRANSITION**

### **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.

### **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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **SECTION 17 - TRAINING**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The Empowerment Approach
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Team Teach (training where appropriate)

Behaviour management will also form part of continuing professional development.

## **SECTION 18 - Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Headteacher.

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 them.

#### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and FGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

#### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive handling policy
- Antibullying Policy
- Equality
- Health and Safety
- SEND Policy

## Appendix 1: Risk Assessment

School:

Pupil:

Class Teacher:

L.S.A:

---

### Assessment of Risk

In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

### Proactive Interventions to Manage Risk:

Signs	Interventions
	<p><b>Things to avoid:</b></p>

## Appendix 2 Positive Handling Record



Parklands CP School - Positive Handling Record

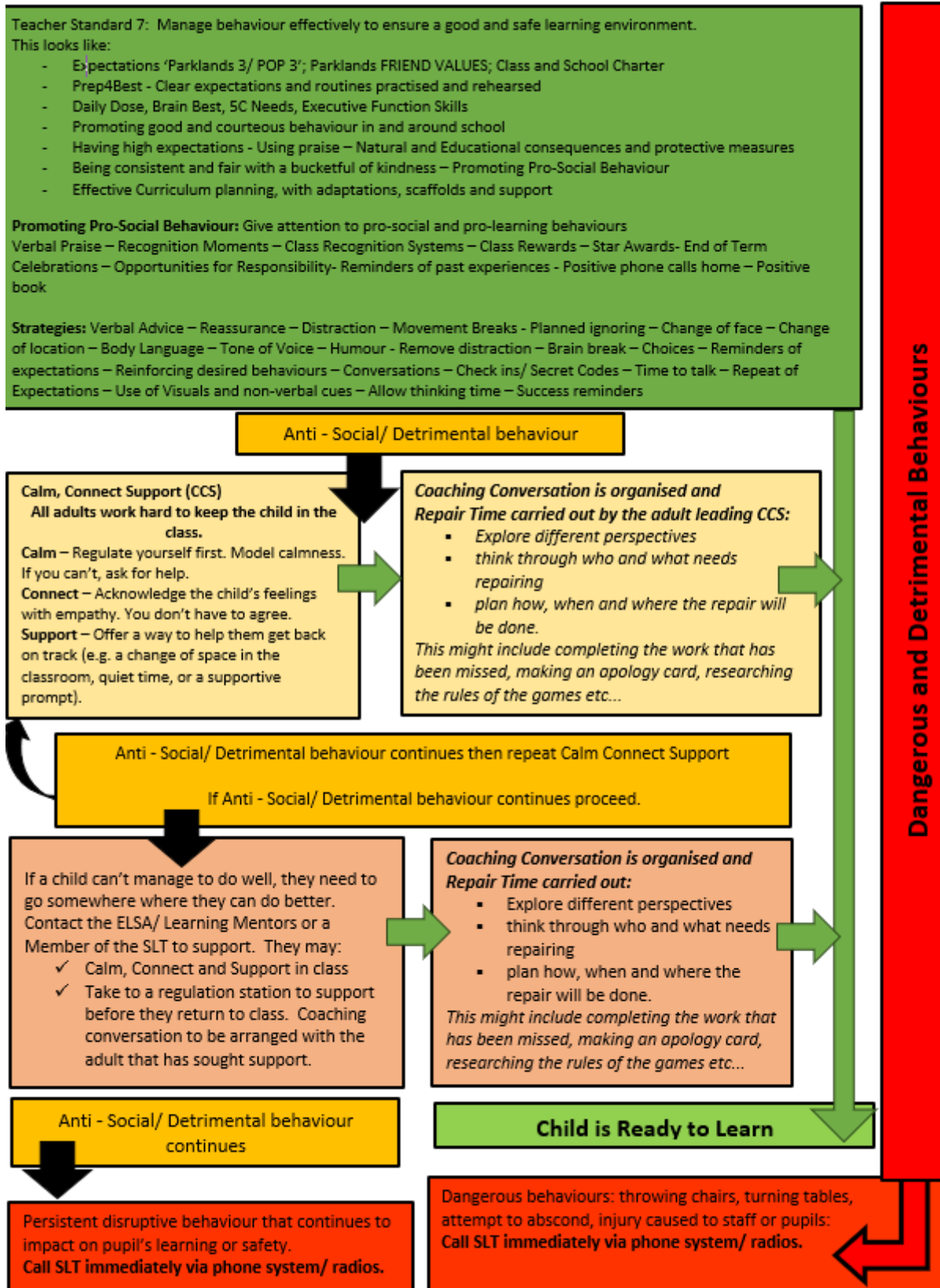


Serious Incident Form (where sustained physical control or restraint has been used)

Name of child:		Class:	
Date:	Time:	Time span:	
Location:			
Activity:		Your name:	
Name of others involved:			
Reason for intervention:	Immediate danger of personal injury to pupil		
	Immediate danger of personal injury to member of staff		
	Disruption to other pupils		
	To avoid damage to property		
	Other-		
<b>What Happened Before?</b>			
<b>What happened?</b>			
<b>Behaviour:</b>			
Severe disruption to session	Spitting	Biting	
Kicking	Hitting	Throwing objects	
Property damage	Head butting	Self harm	
Running	Other(detail)		
<b>De-escalation techniques used:</b>			
Verbal advice	Reassurance	Distraction	
Options offered	Negotiation	Humour	
Time out offered	Planned ignoring	Success reminded	
Staff change over	Choices/consequences	Well done/reward	
<b>Team Teach Techniques used:</b>			
Single elbow	Double elbow, one person	Cuddle	
Take to beanbag	Take to chairs	Cradle on ground	
Other (detail)			
Has there been post incident support / advice?			

# Appendix 3 Behaviour Flowcharts

## Behaviour Flow Chart



## Appendix 4 Serious Incident Reporting Form

Serious Incident Reporting Form			
Pupil Name			
Date		Time of incident	
Staff involved	Name	Initials	Position
Location/s			
What happened?			
<p><i>Please describe events clearly, use clear facts, states times, locations, and who was present. Clearly state what staff and pupils have said in speech marks. Clearly describe any use of physical contact</i></p>			
Positive handling form?	N / Y Date _____		
	Full Name & position	Signed	
Report completed by			
Report seen by			

# Appendix 5 Coaching Conversation Slip

Coaching Conversation with \_\_\_\_\_ and \_\_\_\_\_ on \_\_\_\_\_



What is going on for me?

What are other people's concerns?  
What do others need for it to be good for them too?

My ideas to solve it so it works for everyone.