



Behaviour Policy and Statement of Behaviour Principles at Parklea Primary School

Aims

- To foster a calm, inclusive, and supportive learning environment
- To promote positive behaviour aligned with our values: **Equality, Curiosity, Perseverance, Passion**
- To ensure consistent, fair practice across all pupils
- To safeguard all children, including those with SEND or mental health needs

1. Introduction and Vision

At Parklea Primary, our motto “**Grow and Achieve, Achieve and Grow**” reflects our belief that growth (skills, values, confidence) and achievement empower children to reach their potential. We strive to nurture inquisitive, resilient, and passionate learners in an environment where every child feels respected and supported.

2. Statutory Context & Purpose

- This policy supports statutory responsibilities under **KCSIE 2025, Education Act 2002, Equality Act 2010**, and relevant DfE guidance.
- **Working Together to Improve School Attendance**
- Our policy reflects updated definitions of online harms, including **misinformation, disinformation, conspiracy theories**, generative AI risks, **cybersecurity standards** and **alternative provision** expectations.

3. Roles & Responsibilities

Governing Body

- Approve the **statement of behaviour principles**
- Monitor policy effectiveness and review alongside the headteacher

Headteacher

- Lead policy review and implementation
- Ensure consistent standards and provide staff training (behaviour, SEND, mental health)
- Analyse behaviour data for disproportionality across pupil groups ((Equality Act duty)
- Align behaviour and safeguarding practices (including amendments per **KCSIE and all updates**)

Staff

- Model and reinforce expected behaviour and school routines
- Apply the policy fairly and consistently to all pupils
- Record behaviour incidents promptly on cpoms.
- Use **CPOMS** or similar tools to log safeguarding and low-level concerns as emphasised in the new KCSIE.

Parents & Carers

- Familiarise themselves with this policy and reinforce it at home
- Inform the school of changes affecting their child's behaviour
- Engage in meetings or pastoral dialogue if behaviour concerns arise

Pupils

- Learn and follow **core school rules**: speak politely, listen respectfully, use resources safely, keep hands and feet to themselves
- Understand the rewards and consequences
- Provide feedback on the behaviour culture

4. Behaviour Culture & Values

- Our behaviour is built around **four core values**: Equality, Curiosity, Perseverance, Passion
- These values are embedded in assemblies, rewards, class rules, and interactions
- Pupils demonstrating this behaviour may receive: praise, stickers, certificates, special mention assemblies, and attendance at the **Golden Table**

5. Rewards & Recognition

- **Praise and verbal recognition**—daily encouragement
- **Stickers for** positive behaviour
- **Certificates for** consistent positive behaviour
- **Graded Leaves for** outstanding behaviour
- **Headteacher's Award for** outstanding behaviour
- **Golden Table** recognition at lunchtime for exemplary conduct (50 certificates in one academic year)
- **Recognition in** assembly for achieving certificates

6. Addressing Low-Level Disruption

In-Class

- Staff address minor rule-breaking promptly.
- Pupils receive reminders and may be asked to reflect or take **time out**.
- Persistent disruption may lead to missing playtime or temporary removal from class.
- Parents will be informed if a child is persistently disruptive in lessons.

In the Playground

- Staff intervene to resolve conflicts; serious behaviours may result in missing one or more playtimes. Examples include: Not following adult instructions, inappropriate language, physical aggression, bullying, prejudice-based language, theft, using or threatening another child with any implement, threats, unauthorised use of any mobile media device.
- Parents will be informed if a child is involved in a serious incident.

7. Serious Behaviour & Consequences

- **Removal from class**: When a child is showing emotional distress or risk in the classroom and prevents a lesson from continuing we will evacuate the classroom. However, at times we may have to remove a child from the classroom. Removal is handled with dignity from trained members of staff. Staff will immediately offer pastoral support, and reintegration over time. Safeguarding and SEND considerations are essential.
- **Reasonable force**: Used only as a last resort, minimal force, and appropriate to need. Must be recorded, reported to parents, and consideration given to SEND/mental health vulnerabilities in decision-making.

- **Detention, suspension or exclusion:** Reserved for serious or repeated misconduct. Decisions made by the Headteacher, Deputy Headteacher or Assistant Headteacher. Parents will be informed and involved at each stage.
- **Class detention** decided by the class teacher.
- **Off-site or online unacceptable behaviour:** Includes incidents on school trips, journeys to/from school, or via social media. Sanctions may be applied when behaviour affects the school community.
- **Bullying:** Deliberate, repeated, power-imbalanced behaviour (emotional, physical, verbal, sexual, cyber). Always investigated promptly with parent involvement.

8. Supporting Children with SEND or SEMH:

- Behaviour expectations can be adapted through **Individual Behaviour Plans** or **Emotional Support Plans**
- Staff trained in **de-escalation techniques**, understanding SEND and mental health impacts
- Adjustments may include sensory breaks, seating changes, flexibility with uniform rules, etc.
- If challenging behaviour may stem from unidentified SEND, the **SENDCo** will assess and involve specialists

9. Safeguarding Integration

- All safeguarding practice reflects the updated **KCSIE (and annual updates)** expectations:
 - **Online safety expansion:** training includes information on new harms—misinformation, conspiracy theories, disinformation and require explicit coverage in curriculum and staff training
 - **Filtering and monitoring:** Must be effective and regularly reviewed, using tools like the DfE's **"Plan Technology for Your School"**.
 - **Generative AI:** Staff must understand and safely manage, through training, pupil use of AI tools.
 - **Cybersecurity standards:** Schools must adopt proactive measures to protect digital infrastructure.
 - **Alternative Provision:** Written confirmation of staff checks, accurate location records, and prompt reviews if concerns arise.
 - **Low-level concerns about staff:** Should be logged and addressed promptly in line with new guidance.

10. Training & Staff Development

- All staff receive annual **safeguarding and behaviour management training**, including KCSIE updates
- Senior leaders and SENDCo receive additional training on emotional resilience, SEND, and behaviour interventions
- Governors also receive updates on policy changes and data monitoring results

11. Data Monitoring & Review

- Behaviour and safeguarding data are reviewed **twice yearly** (or more frequently if needed), including:
 - Safeguarding and behavioural incidents
 - Exclusions, removals, attendance, low-level concerns
 - Off-site sanctions and managed moves
- Analysis includes **disaggregation by pupil group** (e.g. by SEND or vulnerable status) to ensure equity

12. Policy Review

- This policy will be formally reviewed by the Headteacher and Governing Body annually, or sooner if required by emerging evidence or legislative change

Related Policies & Resources

- Safeguarding and Child Protection Policy
- Positive Handling & Reasonable Force Policy
- SEND Policy and Emotional Support Plans
- Exclusions Policy
- Attendance Policy
- RSHE Curriculum (pending updated RSHE guidance in late 2025)
- Online Safety Policy (including disinformation, AI, cybersecurity)

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To be reviewed September 2026