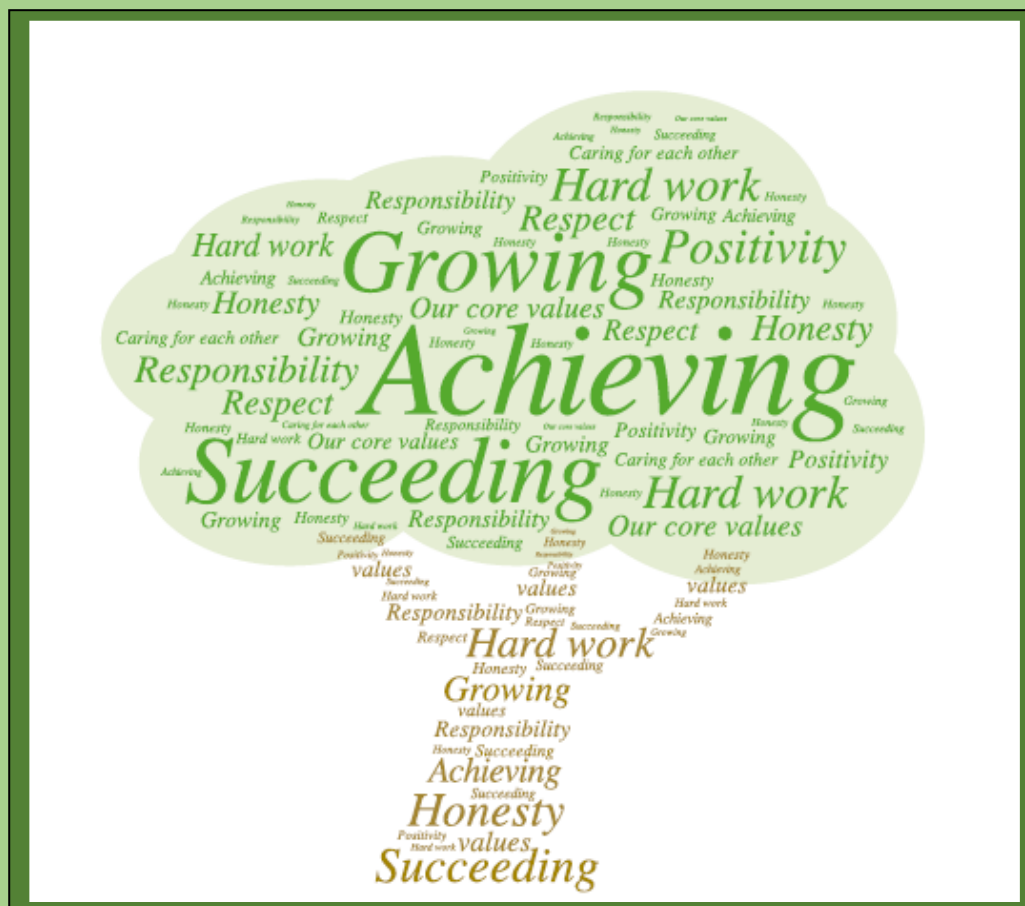


Park End Primary School



Approved By: *D. Jackson*

Date: 15.06.26

Behaviour Policy September 2026-2027

Review Date	Type of Review	Comments	Initials
September 2022	Update	Amendments to whole policy	SA
July 2023-24	Update	Amendments to House Point Rewards	SA
September 2024	Update	Addition of prohibited items	SA
October 2025	Update	Amendment to Pupil of the Week - assemblies	SA
September 2026	Update	Aligned with DFE guidance	SA

Behaviour Policy

1. Introduction

At Park End Primary we expect and encourage good behaviour and self-discipline from all pupils to achieve in an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs. This policy is based on the governing body's statement of behaviour principles in accordance with Section 88 of the Education and Inspections Act 2006

2. Aim of the Policy

The aims of this policy are to:

- Ensure all pupils feel safe and supported
- Promote a calm, purposeful, and positive learning environment
- Encourage respect, responsibility, and independence
- Ensure consistency in behaviour expectations across the school
- Support pupils to regulate behaviour and make positive choices
- Work in partnership with parents and carers
- Ensure fair and equitable systems of rewards and consequences
- Provide appropriate support for pupils with additional needs

3. School Rules and Expectations of Behaviour

Behaviour expectations and routines are explicitly taught, modelled and practised throughout school life. Staff consistently reinforce these expectations so that pupils understand what is expected of them in different settings and can apply them confidently. This includes classroom routines, movement around school, and social times.

In the classroom, children are expected to:

- Listen when someone else is speaking
- Move around the class quietly and sensibly
- Use and return classroom equipment appropriately
- Respond immediately to "Stop – give me your attention please"

When lining up, children are expected to:

- Keep a person space between them and the next person
- Keep hands and feet to themselves

When moving round the school, the children are expected to walk:

- On the left-hand side
- Quietly
- In a single file
- With a person space between each child

In assembly, children are expected to:

- Enter silently
- Move in a single file
- Sit facing the front

In the dining hall, children are expected to:

- Enter sensibly
- Walk whilst in the dining room
- Talk quietly
- Use manners

In the playground, children are expected to:

- Be kind to others
- Look after equipment
- Ask an adult for help if they have a problem
- Keep safe and play in the area they should be
- Line up at the end of breaks

Rules that parents and carers can help pupils to follow

- Arrive at school on time and ready to learn
- Bring the correct equipment to school
- Correct uniform should be worn every day
- Come to school everyday

4. Rewards

Rewards for good behaviour and attitude

At Park End Primary, positive behaviour, effort and attitudes are actively recognised and reinforced. We aim to develop pupils' **intrinsic motivation to make positive choices**, while using meaningful praise and recognition to reinforce our school rules, values and expectations.

We reward good behaviour in several ways:

- Moving up the Golden Ladder
- Specific praise (verbal and written)
- Pupil of the Week
- House points
- Informing parents of good behaviour

Whole School Golden Rules

- Try your best
- Follow instructions
- Care for others

Golden Ladder

The Golden Ladder is the school's consistent whole-school approach to recognising positive behaviour and responding when expectations are not met. The Golden Ladder is linked to the school's Golden Rules.

- Try your best
- Follow instructions
- Care for others

The ladder is organised in colours from red to gold. All pupils will begin each day in the middle of the ladder on bronze. They will move up the ladder for demonstrating any of the golden rules. Staff should actively look for opportunities to recognise positive behaviour and encourage all pupils to move up the ladder.

Pupils will receive golden time at the end of the week to affirm and recognise good behaviour. This is an opportunity for pupils to socialise with class mates, develop individual interests and for class teachers to cement relationships.

Where appropriate, pupils may move down the ladder for not meeting expectations. This provides a clear and consistent consequence linked to behaviour choices. Time within Golden Time may be reduced in line with this system.

Pupil of the Week

- Work hard at school and at home
- Be prepared and dress correctly for school
- Come to school on time every day
- Always behave well

Pupil of the Week

Pupil of the week is awarded to pupils in key stage celebration assemblies. Pupils will receive a verbal explanation of why they have been selected. These will link to one of the Pupil of the Week criteria. The pupil of the week will also receive a certificate. All pupils will receive 'Pupil of the Week' at least once in the school year.

House Teams

Pupils will be praised for demonstrating the following school values:

- Respect
- Responsibility
- Positivity
- Honesty
- Hard work
- Caring

These values should be actively promoted and visible throughout the school day. When awarding a Team Point, staff should make praise specific by identifying the value and behaviour being recognised. This helps pupils understand what our values look like in practice and reinforces the behaviours we want to see repeated.

Team Points (KS1 & KS2)

Pupils and staff are organised into four colour teams:

- Blue – Grizedale Forest
- Red – Danby Forest
- Green – Guisborough Forest
- Yellow – Hamsterley Forest

Assemblies are used to promote the school values. Pupils are always encouraged to develop and display these values. As a reward for demonstrating the school values, pupils are rewarded with team points. Each half term the winning team are rewarded.

Emphasis is always placed on rewarding good behaviour. Some pupils may require additional encouragement, support or reasonable adjustments to enable them to meet behaviour expectations. These will be considered according to individual need while maintaining consistently high expectations for all pupils.

5. Consequences

Pupils should experience **fair, consistent and proportionate responses** when behaviour expectations are not met. Responses should help pupils understand the impact of their behaviour, restore successful learning and support them to make positive choices.

Positive behaviour is prioritised and positive relationships remain central to our approach. Staff should respond calmly and respectfully, separating the behaviour from the child and avoiding language that labels or humiliates pupils. While

consequences are applied consistently by all staff, flexibility is used where individual circumstances require it.

Staff remain responsible for the behaviour of children in their care and should first consider underlying causes before applying consequences, including:

- Is the work appropriately matched to the child's level?
- Are classroom routines clear and consistent?
- Have children been seated for too long?
- Has the child's needs or difficulties been understood?
- Do children understand expectations and what to do?
- Is the classroom environment calm and focused?

An agreed system of consequences is in place to address unacceptable behaviour, ranging from reminders to permanent exclusion. This system aims to:

- Ensure clear, consistent responses
- Minimise disruption to teaching and learning
- Support children to correct behaviour and make positive choices
- Enable early involvement of parents, SLT, SENCO, and external agencies
- Avoid exclusion wherever possible

6. Support Offered

- Use of golden ladder to encourage the child back onto task.
- Polite reminder to the child to encourage them back onto task.
- Reminders of the school rules and expectations
- Reminders about why it is important to listen to adults
- Time to comply with instructions
- Two choices so that they have an element of control (e.g. you have a choice to complete your work now or complete it at playtime)
- Time out to reflect on their behaviour
- Restorative conversations
- Reasonable adjustments

The most appropriate response will depend on the behaviour, circumstances and individual needs of the pupil.

7. Consequences for continued poor behaviour

- Time out for a brief period, inside or outside of the classroom. (see below).
- Lunchtime reflection is for dealing with lunchtime incidents. The pupils are expected to sit in a quiet place so they can reflect on their behaviour. Members of staff will support the pupils to adopt a restorative approach
- Contact parents/carers. An informal discussion with parents either at the end/start of the day. Class teachers record on the CPOMS that parents have been spoken to. The Key Stage team leader or SLT are alerted to behaviour concerns through CPOMS.
- Parent meeting with Phase leader/ SLT/ HT and class teacher to discuss

- If it is deemed unsafe for a pupil to leave the school grounds, they will remain in school. Under such circumstances the Class Teacher will discuss concerns with HT/DHT. The child will not be given a consent form. A log of incidents will be discussed and explained to the parents. Alternative arrangements will be made before the day of the visit. This will be decided upon an individual basis.
- School trips - The school may apply behaviour sanctions for incidents occurring off-site in line with DfE guidance

Time-Out and Removal

The school uses a range of supportive strategies to help pupils regulate their behaviour. These approaches are always applied in a way that is reasonable, proportionate, and necessary, taking into account the individual needs of each pupil.

Time-Out

Time-out is a short, supervised period away from the immediate classroom environment. It may be used as a de-escalation strategy to support a pupil to regulate their emotions and behaviour, or as a short, proportionate response to inappropriate behaviour.

A pupil may be encouraged or directed to take a brief time-out or may request one themselves where this forms part of their agreed regulation strategies. Where appropriate, pupils may be offered a 'fresh face' by spending their time-out in a nearby classroom or agreed space with another trusted adult.

Time-out should be brief and purposeful, with the aim of reducing disruption, supporting regulation and enabling the pupil to return successfully to learning as soon as possible.

Removal

Removal is a serious disciplinary response involving the temporary removal of a pupil from their usual classroom to a supervised setting. It may be used in response to serious or continued disruptive behaviour where other classroom strategies have been unsuccessful, or where the behaviour is sufficiently serious to warrant immediate removal.

Removal is used to restore a calm and safe learning environment, minimise disruption and protect the learning and wellbeing of pupils and staff.

Removal will be used only when necessary and for no longer than is required. During removal, pupils will be appropriately supervised and will continue their education in a suitable setting. Pupils will be supported to regulate, reflect and reintegrate successfully into their classroom when it is appropriate and safe to do so.

Parents/carers will be informed on the same day when their child has been formally removed from the classroom. The use of removal will be recorded and monitored, including patterns of repeated removal, to help identify where additional support or intervention may be required.

Pupils will not be prevented from leaving the removal space. However, where allowing a pupil to leave would present an immediate risk of harm to themselves or others, staff may take lawful, reasonable and proportionate action to manage that risk. Any such action will be in line with the school's behaviour and safeguarding procedures and will be recorded appropriately.

8. Seclusion

Seclusion is a non-disciplinary restrictive intervention involving keeping a pupil confined in a place away from others and preventing them from leaving. This may include physical obstruction, blocking, or making the pupil believe that they are not permitted to leave.

Seclusion will only be used as an exceptional safety measure where there is an immediate risk of harm and no less restrictive response is sufficient. It will never be used as a punishment or response to deliberate misbehaviour.

The pupil will be supervised throughout and seclusion will end as soon as the immediate risk of harm has reduced.

All incidents of seclusion will be recorded and reported to parents/carers in accordance with statutory requirements, reviewed by senior leaders and considered as part of the school's monitoring of restrictive interventions.

Suspensions and Permanent Exclusions

The school follows current Department for Education statutory guidance when considering suspension or permanent exclusion. These measures may be used in response to serious or persistent breaches of the school's Behaviour Policy where the Headteacher considers them to be a lawful, reasonable and proportionate response.

Suspension

A suspension is a temporary removal of a pupil from school for a specified period. Decisions will be lawful, reasonable, fair and proportionate, taking account of the circumstances of the incident and the individual pupil.

Parents/carers will be informed without delay, with clear information provided regarding the reasons for the suspension, its duration, and any arrangements for the pupil's education during this period.

Following a suspension, the school will support the pupil's reintegration. This may include a reintegration meeting, restorative approaches, and additional support to address the underlying causes of the behaviour.

Permanent Exclusion

Permanent exclusion is used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy.

The decision to permanently exclude a pupil will be made by the Headteacher and will follow statutory guidance. Parents/carers will be informed immediately, and the school will work with relevant agencies to support the pupil and their family.

Off-site Direction

In some circumstances, the school may direct a pupil to attend alternative provision off-site to improve behaviour. This will always be done in the best interests of the pupil and in line with statutory guidance. The school will remain responsible for the pupil's education, safety, and welfare during this time.

Safeguarding and Equality

The school will consider its duties under safeguarding and equality legislation when making decisions about suspension and permanent exclusion. Particular consideration will be given to pupils with special educational needs and disabilities (SEND) and other vulnerable groups to ensure decisions are fair and non-discriminatory.

Recording and Monitoring

All suspensions and permanent exclusions will be formally recorded and reported to the governing body and local authority as required. The school will monitor the use of these measures to ensure they are applied consistently and appropriately.

Monitoring and Evaluation of Behaviour

The school uses CPOMS to record and monitor behaviour incidents. All behaviour incidents are logged by staff in a timely and consistent manner.

Behaviour data is regularly monitored and analysed by a member of the Senior Leadership Team (SLT). This analysis takes place at least half-termly, and more frequently where required.

The purpose of this analysis is to:

- identify patterns and trends in behaviour (e.g. by pupil group, location, time of day, or type of incident);

- monitor the effectiveness and consistency of the behaviour policy;
- identify pupils who may require additional support or intervention;
- ensure that behaviour systems are applied fairly and equitably across the school.

Findings from behaviour analysis are used to:

- inform strategic decision-making and school improvement;
- adapt provision and support for individual pupils, including those with SEND or additional needs;
- provide feedback and guidance to staff to improve practice;
- inform discussions with governors, where appropriate.

The Senior Leadership Team will report on behaviour trends and actions taken to the Headteacher and Governing Body as part of the school's ongoing monitoring and evaluation processes.

9 Support for more complex difficulties

The school recognises that behaviour can sometimes communicate an underlying or unmet need.

High expectations apply to all pupils. However, some pupils may require **additional support or reasonable adjustments** to enable them to understand and successfully meet behaviour expectations.

Where concerns are persistent or complex, support may include:

- involvement of the SENCO;
- assessment of possible underlying needs;
- reasonable adjustments to routines or provision;
- an individual behaviour or regulation plan;
- targeted pastoral or therapeutic support;
- additional adult support;
- partnership with parents/carers; and
- referral to appropriate external agencies.

10 Restrictive Interventions and Reasonable Force

The school seeks to minimise the need for restrictive interventions through positive relationships, prevention, early intervention and de-escalation. In exceptional circumstances, positive handling using reasonable force may be appropriate.

Staff at Park End Primary are trained regularly in Team Teach. However, the lawful power to use reasonable force is not dependent on a member of staff having completed Team Teach training. Staff will use their professional judgement and dynamic risk assessment when determining whether intervention is necessary, reasonable and proportionate. (*See Positive Handling Policy.*)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 using a Team Teach form and on CPOMS
- Be reported to parents

Park End Primary will always communicate with parents when a physical restraint has been used. These incidents are recorded on CPOMS

11 Bullying

At Park End Primary, we take all cases of bullying seriously and every alleged case of bullying will be investigated. Bullying is defined as the repetitive, intentional harming of one person by another person or group, where the relationship involves an imbalance of power.

Our definition of a bully is someone who:

- Wants to control by intimidation
- Wants to make others too afraid to challenge his/her authority
- Asserts their authority through intimidation/abuse/violence
- Tends to pick on those who are perceived to be weaker than themselves
- Wants to make everyone else subordinate to themselves Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The school will support the pupil who has experienced bullying and will work with the pupil who has displayed bullying behaviour to address the behaviour, understand its impact and reduce the likelihood of recurrence. Parents/carers will be involved where appropriate as we see parents as vital partners in resolving problems associated with bullying.

Incidents and patterns of bullying, discriminatory behaviour, harassment and derogatory language will be recorded and monitored by leaders.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

12. Zero-tolerance approach to child on child 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 as we are aware that incidents may differ in nature

School will listen to all involved and support will be offered. The perpetrator will also be offered support so that they can change their behaviour.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences should reflect the seriousness of the incident. Parents will be informed of all incidents and the police would be involved in any serious cases.

Other sanctions could include a verbal warning, time in at playtime/lunchtime, a letter of apology, time out of class and exclusion

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

13. Prohibited Items on the School-Site

Searching, Screening and Confiscation

The school follows the statutory guidance set out in *Searching, Screening and Confiscation Advice for Schools (DfE).

The headteacher and members of staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarettes and vapes
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence; or
 - to cause personal injury to, or damage to the property of, any person

Consent and Searches

Before carrying out a search, the authorised member of staff should seek the pupil's cooperation wherever possible and explain why the search is being undertaken.

Where a pupil does not cooperate, a search without their cooperation may only be carried out where the member of staff has the appropriate legal authority and the circumstances meet the requirements set out in current DfE guidance.

All searches will be carried out with due regard to the pupil's safety, dignity, privacy and safeguarding needs.

Conducting a Search

Searches will be carried out in a manner that is:

- lawful
- reasonable
- proportionate
- respectful of the pupil's privacy and dignity

Where possible:

- searches will be carried out by a member of staff of the same sex as the pupil; and
- another member of staff will act as a witness.

However, a search may be carried out by a member of staff of the opposite sex, and/or without a witness present, if the member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out immediately, and it is not reasonably practicable to summon another member of staff.

Location of Searches

Searches will take place away from other pupils and staff where possible, to protect the pupil's privacy.

Use of Force

Reasonable force may be used, in accordance with DfE guidance, to conduct a search for prohibited items where necessary.

After a Search

The school will:

- inform parents/carers of any search for prohibited items and the outcome, where appropriate;
- record the search and any items confiscated in accordance with school procedures;
- retain or dispose of confiscated items in line with DfE guidance.

Where a prohibited item is found, the school will respond in line with this behaviour policy and may involve external agencies, including the police or children's social care, where appropriate.

Safeguarding Considerations

All searches will be carried out with full regard to safeguarding responsibilities. Where there are concerns about a pupil's welfare, appropriate safeguarding procedures will be followed.

14 Mobile Phones

Pupils are not allowed to use mobile phones in school. Permission may be given for pupils to bring a mobile phone to school. Pupils will leave their mobile phone at the school office on arrival at school and will collect them at the end of the school day.

15 Roles and Responsibilities

Governing Body

The Governing Body is responsible for reviewing this policy on an annual basis and approving the statement of behaviour principles. The Governing Body will monitor the effectiveness of this policy and will hold the headteacher to account for its implementation

Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Monitoring incidents of poor behaviour
- Recording behaviour incidents using CPOMS. Staff should use their professional judgement when deciding when an incident requires recording.

The senior leadership team will support staff in responding to behaviour incidents. Behaviour incidents will be monitored and evaluated using the school's recording and reporting system CPOMS.

16. Parents

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

We explain the school rules on admission, and we expect parents/carers to know these and support them.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

17 Safeguarding

If it is deemed unsafe for a pupil to leave the school grounds, they will remain in school. Under such circumstances the class teacher will discuss concerns with HT/DHT. The child will not be given a consent form. A log of incidents will be discussed and explained to the parents.

18 Emergencies

Senior Leadership Team can be summoned in an emergency by telephone. Emergency behaviours are, for example, loss of class control, violence, aggression. (See positive handling policy)

19 Equal Opportunities

We endeavour to treat all children fairly and equitably according to their needs and in accordance with school policy.

20 Links with other Policies

The policies below all relate to our expectations about behaviour in school and should be read in conjunction with the Behaviour Policy.

Policy	Why
Anti-Bullying Policy	Rewards, sanctions, codes of conduct
Safeguarding Policy	Child Protection
Child on Child Abuse Policy	Child Protection
E-Safety and Acceptable Use Policy	Cyberbullying and e-safety
Equality Policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
PSHE/RSE Policy	Strategies to prevent bullying
Prevent Duty Policy	A plan to protect children from the risk of radicalisation.

Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response
Positive Handling Policy	To understand the need for a positive reward system
'DfE Searching, Screening & Confiscation Advice for Schools, July 2022 (paragraphs 57-81, Appendix 1)	To read advice on searching, screening and confiscation