

# Park Primary School

## Behaviour Policy

Reviewed	Approved by	Approval date	Review cycle	Next review
January 2024	Curriculum and Standards Committee	16.01.2025	Every year	January 2025

### Purpose

The purpose of this policy is to guide teachers, pupils and parents on the restorative and relationship focused behaviour management that we use in school. The policy promotes a consistent approach to supporting all pupils to learn and play in a calm, consistent and nurturing environment where all children feel safe.

We are committed to creating an environment where everyone is expected to demonstrate high levels of personal conduct and to accept responsibility for their actions, in a manner that is appropriate to their age and stage of development.

### Aims

- To provide a clear and consistent approach to behaviour management that is based on developing strong relationships and restorative practices as well as being informed by trauma and attachment strategies.
- To support our pupils to regulate their own behaviour
- To provide a safe, inclusive and equitable school ethos where learning opportunities for all are maximised and all children feel valued.
- To provide all staff the tools to enable them to support and equip children with strategies to develop their behaviour and to build positive relationships with others.
- To support children to understand and be accountable for their actions and the impact that this may have on themselves and others, promoting a solution focused approach to changing future behaviours.
- To ensure that our school values are embedded in our school ethos and emphasised by the conduct of our pupils.

### School Values

Our five school values underpin the learning and social behaviours that we expect all members of our school community to demonstrate.

Perseverance	Independence	Cooperation	Challenge	Respect
I keep trying tasks which are tricky or take a long time to complete	I learn and make decisions by myself.	I do the right thing at the right time	I try tasks and experiences that are new or tricky at first.	I am kind and caring to others, my school and myself.

## Promoting Positive Behaviour

It is the expectation that all pupils demonstrate our school values and display good learning and social behaviours.

Park Primary School recognises that good behaviour management sets children up to make good choices. Strategies to promote positive behaviour include:

- An exciting and well-pitched curriculum
- Clear and consistent boundaries and routines
- A calm and organised environment
- Adults exemplifying the behaviour we expect to see in children

The school supports pupils' understanding of the school values and their emotional literacy and wellbeing in a number of ways, including:

- School assemblies
- PSHE schemes of work
- My Happy Mind (Emotional and Mental wellbeing scheme for pupils).
- Trauma and Attachment training for all staff
- TALA Practitioner
- ELSA

We recognise good social and learning behaviours in a number of ways including:

- Verbal comments to a class or group of pupils
- Verbal and specific praise to individual pupils
- Small privileges e.g. line up first, choose which game to warm up in PE, hand out resources
- Opportunities to share work and achievements with other pupils and staff
- Written feedback in books
- The use of stickers
- House points
- Headteacher Awards each week in celebration assembly
- Governor Awards once a term

## Regulated and Unregulated Behaviour

When children are not demonstrating our school values, school staff are trained to recognise if the pupil is able, at that point, to regulate their own behaviour.

Unregulated behaviour can be recognised, in its simplest form, as children who are in fight, flight or freeze mode.

## Dysregulated Behaviour

If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct. Adults will then re-establish their relationship with the child, before moving onto a restorative conversation and resolution. Prompts for this can be found in the Behaviour Blueprint - Appendix 2.

### Regulate

The process for this is:

- 1) Label the emotion
  - Tell the children what emotion you think they are feeling.
- 2) Limit the behaviours
  - Make sure everyone is safe and share clear behaviour boundaries
- 3) Lid closure
  - When children are dysregulated, the amygdala fires and they are not able to engage the part of the brain that helps them to make good decisions, show empathy and problem solve. We refer to this using the analogy 'flipping the lid.' We need to help children 'close the lid' so that the decision making part of their brain is reengaged. A video explaining this can be found here:  
[https://www.youtube.com/watch?v=zJqH\\_Ogxle0](https://www.youtube.com/watch?v=zJqH_Ogxle0)

### Relate

It is important for the adult to re-establish a bond with the child to enable them to engage in the restorative stage of the process.

### Restore

Staff will conduct a restorative conversation with the child. This may be recorded on a Restorative Reflection Record - Appendix 3.

They may use the Emotion Coaching prompt sheet to support and/or record restorative conversations.

Staff will support and scaffold the children appropriately according to their age, stage of development and any additional needs they have.

The key questions asked are:

- What happened?
- Who was affected?
- What will happen next?

## Regulated Behaviour

Sometimes, children who are regulated make decisions that are not in line with our school values. In this case, a stepped approach to sanctions is used. The aim is always to help the child to correct their behaviour and to learn from their mistakes.

At Stage 4, a scripted intervention will be used:

### Stepped Sanctions

Stepped Sanctions
<ol style="list-style-type: none"><li>1. Reminder - General/Non-Verbal</li><li>2. Reminder - outline specific expectations</li><li>3. Thinking Time &amp; Reset</li><li>4. Final Warning &amp; scripted intervention</li><li>5. Restorative reflection or conversation</li><li>6. Restorative action</li></ol>

### Thinking Time

Thinking Time provides the opportunity for the child to stop, reflect and reset.

For most children, Thinking Time will be for 5 minutes. This may be adjusted to best suit the age and stage of the child.

Children should be given a timer and directed to sit in an appropriate place to allow them to stop and reset. This may be in the classroom or just outside the classroom.

Once the timer has finished, pupils will be given the opportunity to apologise. The adult will thank them for their apology, and in a neutral tone, tell them what they need to do next and that they will be resetting. Pupils may need support to engage in learning and complete their tasks if they have missed part of the lesson.

### Scripted Intervention

Scripted Intervention
<ul style="list-style-type: none"><li>• I have noticed that ...</li><li>• You are not showing ... (school value)</li><li>• You need to ...</li><li>• This is your final warning</li><li>• Thank you</li></ul>

### Restorative actions and sanctions

The aim of restorative actions, is primarily to change behaviours and help children to understand the impact of their actions.

Restorative actions are ways for taking positive responsibility for making amends, making personal changes and for developing a greater sense of belonging within our school community.

## Working through the Stages

In general, children will work through the 6 stages. If a pupil is aggressive, threatens or hurts another pupil or a member of staff, they will move straight to Stage 5.

## Incident Cards

If a child gets to Step 5, an incident card will be completed by the member of staff who has been working with the child. They should also complete the back of the card to record the outcomes of the restorative conversation.

Summary of incidents will be recorded using the schools MIS system.

If a child has an incident card completed on 4 occasions in a half term, the teacher will meet with a member of SLT to discuss the provision for the child and whether any further actions need to take place to enable the child to be successful. Displayed behaviours and possible triggers will be analysed and changes made, where necessary to provision. Parents will be informed via class teachers.

## Missed Break

Missed breaktime may be used as a restorative action. This time should be used to support the child to reflect upon their actions and the impact of this. The time may be spent completing a restorative action eg writing a letter of apology, fixing something that was broken or completing an activity to further their understanding in a particular area of difficulty (eg understanding alternative actions when they are feeling angry).

Missed break will take place in the Lightning Room, supervised by a member of SLT.

## Monitoring

The Senior Leadership will monitor behaviour regularly and be included as part of SLT reviews at least once a month, where individual children who are meeting incident thresholds will be discussed.

Monitoring of behaviour data will be undertaken by the Headteacher and other senior leaders at least once a term to help identify any patterns or trends and identify any actions which should take place.

## Children with Challenging Behaviour or Additional Needs

As an inclusive school, we recognise that some children will need different strategies and support to enable them to show our school values.

When working with children, we will tailor our language to the child's age and needs.

Pupils who find it difficult to manage their emotions and behaviour may have an individual behaviour plan (IBP) or different strategies to support them to be successful in school.

Parents will be involved in putting the plan together and other agencies may be asked to support the child. This may include PBS (Primary Behaviour Service) and the Educational Psychology Service.

## Exclusions and Suspensions

The use of suspensions and school exclusion are taken very seriously and will only be used:

- in response to serious or persistent breaches of the school's behaviour policy and
- where allowing the child to remain in school would seriously harm the education of the child or others in the school.

We follow HCC guidance on exclusions and suspensions and consistently refer to the most up recommendations

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

Definition of suspension: where a pupil is temporarily removed from the school.

Definition of permanent exclusion: means that a pupil is not allowed to attend school or go on to school premises permanently.

If your child is suspended or excluded you will be notified by the the Head Teacher (or their nominated representative) immediately. This may be by phone or you may be asked to come in to a meeting. As part of this conversation, you will be told the length of the suspension and the reason for it. We may also discuss the next steps after the suspension.

If the child has a social worker or is looked after the social worker will be informed immediately.

If your child has been suspended, you can make all the difference in getting them back on track and helping them to be successful. Work will be set by the school for your child to complete at home during the first five days of the suspension. Please note that it is your responsibility to ensure completed work is returned to the school for marking.

If you disagree with the decision to suspend or permanently exclude your child from school, your options include:

- Requesting an appointment with the Head Teacher to discuss your concerns further and to ask them to reconsider
- Asking the school governors to review the decision

The governors' committee which meets to review suspensions and permanent exclusions is known as the governors' discipline committee and consists of at least three governors. If the suspension is between six and fifteen days in a term, and the parents request a meeting, then the governors' discipline committee must meet within 50 school days. Your child will have been receiving full time education from the sixth day of the suspension. The duty to provide appropriate full-time education will remain with the local authority, and a long-term assessment of the pupil's needs will take place. Some children may be ready to return immediately; others would benefit from some time to address their behaviours in a more focused way. Preventing further suspensions and permanent exclusion: When your child returns to school, you can help prevent further suspensions by keeping in regular contact with your child's class teacher and year leader; ensuring that you and your child are involved in any future meetings.

Further advice and guidance: We follow the Hampshire guidance – Exclusions from school and further information and contact details for parents can be found:

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

# Governors' Statement of Behaviour Principles

## Park Primary School

September 2024

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the headteacher. The purpose of this statement is to give guidance to the headteacher when developing the behaviour policy for Park Primary School.

The headteacher will develop the behaviour policy with reference to the DFE guidance documents.

### Principles

- Park Primary School is an inclusive educational setting where all pupils, staff, governors and visitors are free from any form of discrimination.
- All children, staff, governors and visitors should feel safe, valued and respected at Park Primary School.
- Our school values underpin our school ethos and practice and should be displayed by pupils, staff, governors and visitors.
- We understand that behaviour communicates needs which may be unmet.
- We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide structure, predictability, consistency and routine to build a sense of safety in the emotional and physical environment.
- We encourage children at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children are still growing, learning and developing.
- We seek to restore relationships and support children to change unacceptable behaviours. This includes the use of sanctions.
- Rewards and sanctions are used consistently.
- We seek the most appropriate way of supporting children to develop their ability to self-regulate their emotions and behaviour. This includes developing the skills of self-control, empathy and emotional literacy and management.
- Pupils are taught and supported to take responsibility for and reflect upon their actions and how this can affect others.
- School practice is sensitive to and informed by attachment and trauma approaches
- Good relationships between children and staff are paramount to a successful behaviour policy and is at the heart of the ethos at Park Primary School.
- As an inclusive school, we recognise the difference between equality and equity. This will mean that children are supported in different ways to follow our school values and behaviour principles. Some pupils will require a personalised approach to help them to achieve our school aim.
- The use of physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff and inline with DFE guidance.
- Suspensions and exclusions will be used as a last resort and inline with DFE guidance.

Park Primary School  
Behaviour Policy Blueprint

Perseverance	Independence	Cooperation	Challenge	Respect
I keep trying tasks which are tricky or take a long time to complete	I learn and make decisions by myself.	I do the right thing at the right time	I try tasks and experiences that are new or tricky at first.	I am kind and caring to others, my school and myself.

**Dysregulated – Emotion Coach**  
**Fight – Flight – Freeze**

Regulate	
Label the emotion	<ul style="list-style-type: none"> <li>– I can see you are feeling ...</li> <li>– I know that you are ... because...</li> <li>– I can see that you are in the .... Zone</li> </ul>
Limit the behaviour	<ul style="list-style-type: none"> <li>– Safety = Priority</li> <li>– Clear, concise instructions.</li> <li>– Give a clear boundary</li> <li>– Consider offering an alternative action</li> <li>– Consider a change of location <ul style="list-style-type: none"> <li>-choose A or B / lets go to ..</li> </ul> </li> <li>– Explain what is happening; <ul style="list-style-type: none"> <li>-We're going to move to the sofa so that you are safe and are more comfortable.</li> </ul> </li> <li>– Make sure an adult is in close proximity – tell them and check in.</li> </ul>
Lid Close the lid	<ul style="list-style-type: none"> <li>– 5 minutes calm down time</li> <li>– Reduce sensory overload</li> <li>– Alone time – adult in proximity ('I'm going to sit... if you need me. I'll come and check on you in 2 mins)</li> <li>– Quiet – reduce language and interactions</li> <li>– Movement</li> <li>– Sleep</li> <li>– Play/being playful/silly</li> <li>– Read or listen to a story</li> <li>– Colouring</li> <li>– Distraction</li> <li>– Change of face</li> </ul>

Relate	
Re-establish a bond with the child to enable them to engage with the restorative part of the process	
Strategies	Example
Talk about a shared interest	I saw a lovely horse the other day, I thought of you because I know you love horses
Talk about a happy memory you share	I remember when we went on the school trip and went pond dipping
Take part in an activity together – this can be small	Help them with their lid closure activity, look for bluetak on the wall
Tell them something they might be able to relate to and ask a question	Its 16 days until my birthday. Do you know how long it is until your birthday?

**Regulated**

Stepped Sanctions
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Scripted Intervention
<ul style="list-style-type: none"> <li>• I have noticed that ....</li> <li>• You are not showing ... (school value)</li> <li>• You need to ...</li> <li>• This is your final warning</li> <li>• Thank you</li> </ul>

Restore	
Ideally, this will be with, or include the member of staff who was with the child when the incident started.	
Neutral tone – non judgemental	
What happened?	What happened? What were you thinking? How were you feeling at the time?
Who was affected?	Who was affected? How do you think they might have felt?
What next?	What can you do to make things better? What could you do next time? Who can help you?



## Restorative Reflection Record

Pupil Name:	Date:	Class:
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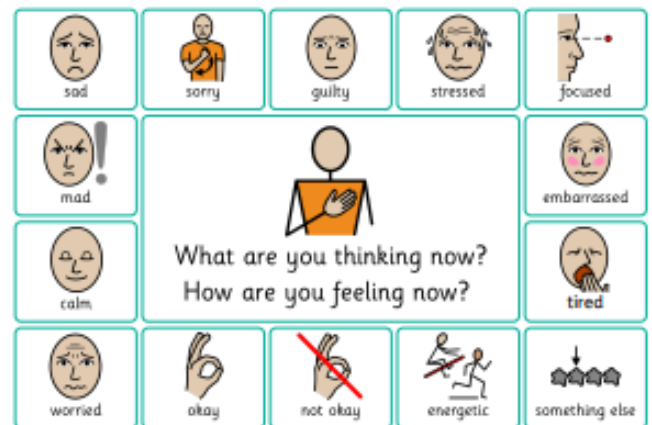
Staff Name:	Term:	Week:	Number this half term:
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Summary/ Notes of Restorative Conversation

<p>3. What happened?</p> <ul style="list-style-type: none"> <li>– What happened?</li> <li>– What were you thinking?</li> <li>– How were you feeling at the time?</li> </ul>	
<p>2. Who was affected?</p> <ul style="list-style-type: none"> <li>– Who was affected?</li> <li>– How do you think they might have felt?</li> </ul>	
<p>3. What next?</p> <ul style="list-style-type: none"> <li>– What can you do to make things better?</li> <li>– What could you do next time?</li> <li>– Who can help you?</li> </ul>	

Follow up points/ Actions:

## Emotion Coaching Prompts



## Appendix 5

### Incident Card

Outcome: Restorative conversation ☐

Restorative action ☐

Missed Break ☐

Name:	Class:	Term	Spring 1
		Week:	
		Day:	M T W Th F
		Date:	
Lesson:			

When:	8 - 9	9 - 9.15	9.15 - 10	10 - 10.45	10.45 - 11	11 - 12	12 - 12.45	12.45 - 1	1 - 2	2 - 3	3 - 3.10
Where:	Classroom	Hall	Library	Outside	Intervention space	Corridor	Toilet				

Reason:

Steps	
1. Reminder – general	
2. Reminder – specific	
3. Thinking time & reset	
4. Scripted intervention	

Non-completion of work	
1. Repeat instructions	
2. Ask child to repeat back	
3. Support with first example	
4. Scaffold / adapt task / environment	
5. Give clear, timed target	
6. Check in	

Completed by:

Absconding	Damage to property	Disrespect/ rude to adult	Disrespect/unkind to pupil	Fighting	Hurting children	Inappropriate behaviour
Not completing work	Other unsafe behaviour	Persistent disruptive behaviour	Prejudicial language	Swearing	Threatening/ Intimidating behaviour	
SLT on Duty:	Number this half term:	Number this academic year:	Recorded			

### Restorative Conversation Prompts

I threw something	I pushed someone	I shouted at someone	I was rude to someone	I walked off	worried	fidgety	confused	angry	excited	me	my friend	a teacher	a LSA	another child	
I scribbled on my work	What happened?				I broke something	scared	What were you thinking? What were you feeling?			other children	Who has been affected?			my class	
I spat					I swore	silly				a lunchtime supervisor				my family	
I was not safe	I was unkind to someone	I stopped others from learning	I hurt someone	Something else	frustrated	tired	energetic	out of control	Something else	another adult	the school office	school cleaner	another class	someone else	
sad	sorry	guilty	stressed	focused	talk to an adult	ask for some quiet time	go to a calm space	come inside	walk away	make a plan	write a letter	talk to someone	say sorry to someone	fix something	
mad	What are you thinking now? How are you feeling now?				embarrassed	play with someone else	Next time I could			ignore them	have some thinking time	What needs to happen to put it right?			tidy something
calm					tired	count to 10				wait	miss some break				play a different game or toy
worried	okay	not okay	energetic	something else	Happy Breathing	sit near someone else	fiddle with something	ask for help	something else	work in another room	think about zones	complete my work	play with different people	something else	

## Summary of Changes

January 2024		<ul style="list-style-type: none"><li>• Revised policy</li></ul>
January 2025	Promoting Positive Behaviour	<ul style="list-style-type: none"><li>• Changed child and Family Link Worker to TALA Practitioner</li><li>• Added ELSA</li></ul>
	Stepped Sanctions	<ul style="list-style-type: none"><li>• Steps 5 &amp; 6 order changed and wording amended.</li><li>• Missed break and sanction removed and edited to state 'restorative action.'</li></ul>
	Incident cards	<ul style="list-style-type: none"><li>• New section added to reflect updated school practice</li></ul>
	Missed break	<ul style="list-style-type: none"><li>• Changes made to focus more on restorative response</li></ul>
	Monitoring	<ul style="list-style-type: none"><li>• New section added</li></ul>
	Appendix 4	<ul style="list-style-type: none"><li>• Incident Cards added</li></ul>