



THE  
**CREATIVE  
LEARNING**  
PARTNERSHIP TRUST

# Behaviour Management Policy

**Parkside Primary School**



Last reviewed : November 2025  
Approved by : Governing Body

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## **Aims of Parkside Primary School and Little Explorers at Parkside**

### **Behaviour for Learning Policy**

#### **At Parkside**

The school follows the school motto, 'Proud to be Parkside.' Throughout the school year, six values are explored: Independence, Kindness, Resilience, Determination, Respect and Pride. These values are linked to a children's text and introduced through our assembly themes. We want the children to understand what the values mean and how they can demonstrate the values within our school and the wider community. We want these values to remain with our children for life to help them become well rounded young people with a strong moral compass. All staff praise the children for demonstrating the values and these are rewarded in several ways.

#### **Equal Opportunities**

At Parkside Primary School, including Little Explorers, we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

#### **Inclusion**

We are committed to promoting a positive teaching and learning environment for all that embeds the values of inclusive educational practices.

We aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

#### **The Positive Management of Behaviour Rationale**

We desire to manage pupil behaviour within all aspects of school this is based on a shared vision of empowering the whole school community based on respect and a desire to care. Alongside this is a desire that we will ensure all children thoroughly enjoy coming to school by providing high-quality teaching and school experience. We believe that in order for children to become successful learners within a happy, safe and secure environment, we need to foster appropriate attitudes.

This policy aims to outline our procedures, all of which work together to create a calm and purposeful learning environment and behaviour for learning which apply whilst pupils are on the school premises or representing our school. **Principles**

In order to achieve our rationale:

We work in partnership with parents to develop a mutual understanding through the School rules so that:

- The management of behaviour is a dual responsibility, within which mutual support is offered.
- Value is placed on promoting and celebrating achievements and positive behaviour
  - Parents are aware of our expectations

- Parents are aware of any behavioural difficulties before they become a major problem.
- We reward positive behaviour.
- We involve children in establishing and discussing rules.
- We have a consensus of opinion regarding appropriate/inappropriate behaviour.
- We aim to provide an environment in which children are listened to, with the confidence to talk about behavioural issues.
- We make our expectations explicit to the children.
- We provide an environment and opportunities which foster positive behaviour from the outset.
- All adult/child relationships in school are based on mutual respect.
- We look beyond inappropriate behaviour to support each child's individual needs.
- We promote British Values
- We desire and work towards impeccable conduct before school, during school and after school with children selecting the right choice.
- We recognise the limits of our expertise and welcome the support of outside agencies.
- Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

### **Roles and responsibilities The Governing Board:**

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles ➤  
Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## **The headteacher- leadership and management**

The headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

## **Teachers and staff**

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

- › Will be appropriately supported in training when they are new to the school so that they are consistent with behaviour expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **Parents and carers**

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **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 misbehaviour 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.

## **Respecting the Rights and Values of the Child**

At Parkside Primary School, including Little Explorers, we recognise the importance of putting the rights and value of the child at the heart of our planning, practice and ethos. As a school, we teach these values, modelling them on a continual basis. We have our School values for our children that we ensure are promoted at an age appropriate level.

## **Appropriate behaviour School Systems and Social Norms**

At Parkside Primary School and Little Explorers, we believe that fostering high expectations and recognising positive behaviour promotes positive behaviour in others. We aim to 'catch children achieving' and reward them for being good. We expect and promote

- The school values:  
Independence, Kindness, Resilience, Determination, Respect and Pride

Every child at Parkside has the right to learn, free from distractions caused by the behaviour of other children.

## **Strategies for Positive Behaviour**

At Parkside Primary School, the use of a positive reward system will promote effective and appropriate behaviour of our children, at all times.

### **Appropriate Behaviour in the Classroom is Encouraged by:**

- Making expectations explicit
- Creating individual class charters
- Classrooms are calm purposeful environments for teaching and learning
- Ensuring that consistent routines are in place for:
  - Entering and leaving the classroom.
  - Tidying up
  - Organisation and storage of resources
  - Holding weekly Circle Times
  - Setting clear boundaries
  - Praising appropriate behaviour
  - Showing respect to children and encouraging them to respect each other and themselves
  - Being fair and consistent
  - Using an appropriate voice at an appropriate time
  - Creating an atmosphere in which all adults and children are valued and respected
  - Having a clear system of rewarding appropriate behaviour
  - Attempting to focus on positive behaviour
  - Making expectations explicit through displays, books, assemblies and half termly /ongoing pupil progress meetings.

Roles and Responsibilities: - Class Teachers or Support Staff

### **Appropriate Behaviour in the Playground is Encouraged by:**

Having clear and consistent routines for:

- Entering and leaving the playground
- Getting out and clearing away equipment
- Regularly reminding children of the established rules and routines.
- Ensuring that all children have equal opportunities to use the equipment
- Adults on duty becoming involved and initiating playground activities
- Playground leaders are used to encourage inclusion of all children
- Roles and responsibilities: all members of staff who do playground duty

## **Appropriate Behaviour at Lunch Time**

- All adults manage lunchtime in a consistent way and are valued
- Ensure safety of children is paramount
- Manage seating arrangements as appropriate
- Having clear and consistent routines
- Modelling good table manners
- Providing playground equipment that helps stimulate and promote positive play.

## **Appropriate Behaviour Around the School- School Systems and Social Norms**

All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour. The aim is to promote impeccable conduct at all times from our children. The atmosphere around the school must be happy and purposeful.

## **School Routines**

Staff and Governors have agreed on and put in place the following routines, so that children feel secure in their school day within boundaries which impact on positive behaviour.

## **Classroom Expectations**

Each class are reminded of the behaviour expectations on a regular basis – particularly after a school holiday.

Weekly circle time sessions are used to review, revisit and implement the principles in the school's behaviour policy. In addition, weekly key stage assemblies provide opportunities to discuss and promote positive behaviours and the school values.

Classroom expectations, reminders and rewards are revisited daily and when appropriate. Classrooms and behaviour are dealt with age appropriately yet still with the ethos being developed and pursued.

## **Rewards**

- Dojos points are awarded. The criteria for these awards are in line with the

Parkside Values: Independence, Kindness, Resilience, Determination, Respect

and Pride. This is also accompanied by a reading award. Children are awarded 1

Dojo point if they read 4 times in a week as well as a raffle to be entered into a half

termly draw.

Children are awarded certificates and badges as they collect an increasing number of dojos.

Class Rewards- Children work towards a reward selected from a list if they meet 2,000 dojos as a class then 4,000 dojos. Rewards include treats such as film afternoons, bring a teddy in for the day, sports afternoon etc.

Dojo points are accumulated throughout the year and are reset at the end of each year.

- Golden Box, children will be given raffle tickets throughout the day and will enter a daily prize draw to get a dip in the golden box for those children who do not receive any reminders in a day. An instant 'dip' could also be given for exemplary behaviour or learning.
- Visit to the Head Teacher and a text message home
- Star of the Week (2 per class) presented in weekly 'Proud to be Parkside' Assembly
- Lunchtime certificates, given by Lunchtime Supervisors

### **Rewards for Reception and Nursery (linked document EY Behaviour Policy)**

Due to the age and stage of our Reception and Nursery children the rewards are adjusted so that they are instant.

- Stickers
- Verbal Praise
- Class mascot to visit home settings
- Raffle tickets given for golden box or instant dip
- Star of the Day
- Weekly Star of the Week and Champion certificates
- Class reward- class target set by class teacher, pom poms collected, once the jar is full a class reward is given

# Sanctions

Children will always be encouraged to demonstrate the behaviour expectations and work towards the rewards for showing good behaviour. However, sometimes children will need to be reminded of our behaviour expectations and sanctions will be used for when children demonstrate unacceptable behaviour. The levels of unacceptable behaviours and sanctions are set out below.

Parkside is committed to using each new school day as a reset button. Children will return to green at the end of the day so that a fresh start can be made each day.

If the School or Classroom rules are not followed, then the following sanctions are put into place:

- 1. I am Reminding you how to Behave and of our Expectations-** 3 reminders by staff of behaviour expectations, **this is dealt with by the class teacher. 3 minutes missed if a child gets to reminder 3.**
- 2. This Behaviour is Unacceptable-** Children will be moved to **amber** if they do not change their behaviour after **three warnings in a day**.-**This is dealt with by the key stage lead and all of playtime is missed.**
- 3. This is a Serious Misbehaviour -** If children continue to disrupt the learning of others or behave in a way that is not in line with our expectations after another 3 reminders then they will be moved to red. **This will be dealt with by the Headteacher or in her absence the DHT and a letter and phone call will be made to parents.**

Staff work in partnership with parents and carers and ensure that if sanctions have been in place that these are communicated appropriately.

<b>Warnings Given I am reminding you how to behave and of our expectations</b>	<b>Moved to Amber This Behaviour is Unacceptable</b>	<b>Moved to Red This is a Serious Misbehaviour</b>
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<p>Distracting other children from learning Lack of respect for others or property Not joining in learning without a good cause Using inappropriate phrases or language (stupid, idiot) Causing careless damage</p>	<p>Persist use of reminder behaviours- more than three times in a day.</p> <p>Use isolated acts of - pushing, kicking, hitting, fighting, biting etc-</p> <p><b>Straight to amber – Any behaviour that causes harm to another individual or property must be recorded in the incident file.</b></p>	<p>-Persistent use of amber types of behaviour or 2 incidents in a single week. <b>Or direct move to red as a result of</b></p> <ul style="list-style-type: none"> <li>-Use of direct verbal abuse/ bad language/ comment to any member of the school community (swearing or racial abuse)</li> <li>-Use bullying behaviour (See also to Anti- Bullying Policy)</li> <li>- Use dangerous behaviour</li> <li>-Vandalise the school buildings/property Use aggressive, behaviour with intent to cause deliberate injury Leaving the school grounds without permission</li> </ul>
<p>3 reminders given in one day before being moved to Amber- Dealt with by class teacher. 3 minutes of playtime missed.</p> <p><b>If persistent reminders are being used a Boxhall profile should be completed and a discussion with Nurture Lead</b></p>	<p>Loss of break time- spoke to by key stage lead and move to amber logged by key stage lead. Parents informed by class teacher.</p> <p><b>Persistent moves to amber should result in an IBP being completed when agreed and discussed with SLT.</b></p>	<p>Internal/ External suspension/exclusion Red letter home to parents Meeting with parents and SLT member Dealt with by HOS/ DHT Reintegration meeting</p>

## Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **Bullying**

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Please refer to the anti-bullying policy.

## **Monitoring Behaviour- Pupil Support**

The school has updated its recording system further and created more of a clear planned system to monitor behaviour of all children. The steps are:

- *Child demonstrates positive behaviour*
- *Child is given reminders about behaviour*
- *Child becomes part of Nurture with a Boxhall profile created*
- *Child becomes part of a specific lunchtime Nurture to work more intensely*
- *Child has an IEB created with clear steps of engagement*
- *Child has documents that record lesson by lesson impact*
- *Review of Boxall profile every 2 terms to see an impact with Nurture and IEB*
- *External support provided through behaviour management, consultancy*
- *Suggestion of managed move to meet their needs and support their outcomes*
- *Evidence of persistent disruption, engagement not following the behaviour policy can lead to fixed term and permanent exclusion.*

## **Behaviour Expectations - Whole School**

\* Pupils arrive in school from 8:45am through to 8:55am .

\* Behaviour and impeccable conduct begin from when children arrive on the site including children arriving for the Discovery Den.

## **Learning Environment Expectations**

A shaker will be used to gain children's attention. On hearing this sound, children will instantly:

- Put any equipment down.
- Face the adult who is talking
- During practice sessions children will need silence to ensure that they can concentrate on a task.
- Calm music may also be played.
- Children should have the equipment ready and settle to learning quickly
- Respond to reasonable requests from adults without dispute
  
- Be kind and supportive of their peers

- Be well mannered (everyone)
- Do their best at all times and show pride in their work
- Demonstrate mutual respect

### **Moving around school- Playtimes/Lunchtimes/End of Day**

- Line up in a calm manner
- Walk around the school in a calm and quiet manner
- Wear the correct uniform, shirts should be tucked in once entering the school
- Demonstrate courteous manners such as holding the door open for adults/ younger children
- Teachers/ teaching assistants should walk their class to the playground and greet them from the playground at the end of break and lunch
- At the end of the school day children should collect their book bags and coats and walk quietly out of school accompanied by the class teacher or teaching assistant.
- If a child is attending an after-school club then they should wait in an agreed designated area.
- Teachers and TA's take turns to supervise their class during wet play
- Children should not leave the playground without permission from an adult on duty.
- Children are encouraged to use the toilets at playtime rather than during lesson time.
- Children must ask the adult on duty for permission to use the toilet.
- **Five minutes** before the end of lunchtime all playground equipment is put away.
- As the whistle sounds the children stand still to acknowledge that the first whistle has been blown.
- Children must walk across the playground at the end of the day, scooters and bikes must be pushed across the playground and not mounted until children are off school grounds
- Children must be accompanied by an adult or responsible person as they walk out of school, unless permission has been granted to walk alone
- Children must not use their mobile phone until they have exited the school grounds

### **Assemblies**

- Children will enter the hall in silence with a class teacher
- Children will sit crossed legged on the floor or with reasonable adjustment where required.

- Children should show respect for the person leading the assembly as well as for others that are listening and participating in the assembly.
- Children will exit the hall in silence with a class teacher

## **E- Safety**

The school promotes the highest standard of behaviour in all areas of school life including around e-safety. Children are expected to follow the e-safety guidelines and to be respectful and uphold the standard of behaviour expected at all time.

## **Recording Behaviour Incidents**

- The class teachers will log any child that is reaching three reminders in a day
- Phase Leaders will keep a record of children that have moved to amber, this will be reviewed in SLT and any further actions of intervention will be decided
- The HOS or the DHT will keep a record of any children who have moved to red, this will be recorded on their school file.
- Class teachers will record any incidents which have caused harm to self or others or damage to property. This is kept in the HOS office.

## **Confiscation**

Confiscation is a lawful disciplinary penalty. Staff at Parkside have the right to confiscate anything that may cause harm to self or others or that are inappropriate for school. Staff must explain why they are confiscating something and a member of SLT will be informed. Items must be stored in a safe place until these are either handed back to the child or to the parent at the end of the day, dependent upon the item. Parkside DSL or DDSL will seek advice from external agencies if required.

## **Behaviour outside of school**

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School,;

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or
- could adversely affect the reputation of the school.

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 (EHC) 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.

- › 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 conditions such as autism
- › Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

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

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

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will cooperate 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like

- Reintegration meetings
- Daily contact with the pastoral lead
- An individual behaviour plan

## **Appendix 1**

Letter issued to parents if child moves to red on the behaviour system

Dear Parents,

I am writing to inform you that today your child has failed to uphold the behaviour expectations that we set at Parkside Primary School. After repeated warnings and failure to improve their behaviour, it has resulted in your child being moved to the final stage of our behaviour management system.

All children that attend Parkside have a right to learn without disruptions from other children, we believe it to be unacceptable that your child has caused a negative impact on others learning opportunities and this has resulted in your child being moved to red, the final stage of our system.

We ask, as a school, that you address this matter at home with your child to ensure they realise the consequences of their actions and choices that they have made today. Please help us to ensure that your child returns to school with a positive attitude tomorrow, ready to fulfil the behaviour expectations that we uphold at Parkside.

Thank you for your support in this matter.

Yours sincerely

Mrs S Jones (Headteacher)

## Appendix 2

### Behaviour Chart.

If a child is repeatedly being moved to amber or their behaviour is consistently not in line with the school expectation an individual behaviour plan will be put into place which will be shared with the parents and created by the class teacher and KS lead. The behaviour chart will be used to break down the children's targets on the individual behaviour plan and monitor compliance.



*Come as you are and leave as a champion*

Parkside Primary School  
Individual Behaviour Plan

Pupil's name:	Class teacher's name:	Week beginning:	Review date:

Target:      😊      😐      ☹️

Session:	Monday	Tuesday	Wednesday	Thursday	Friday
AM 1					
Playtime					
AM 2					
Lunchtime					
PM					