

Positive Behaviour Policy

Park House Primary School

2026-2029



Approved by:	Mr M Dore (Chair of Governors)	Date: 17/09/2026
Last reviewed on:	10/08/2026	
Next review due by:	September 2029	

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Principles

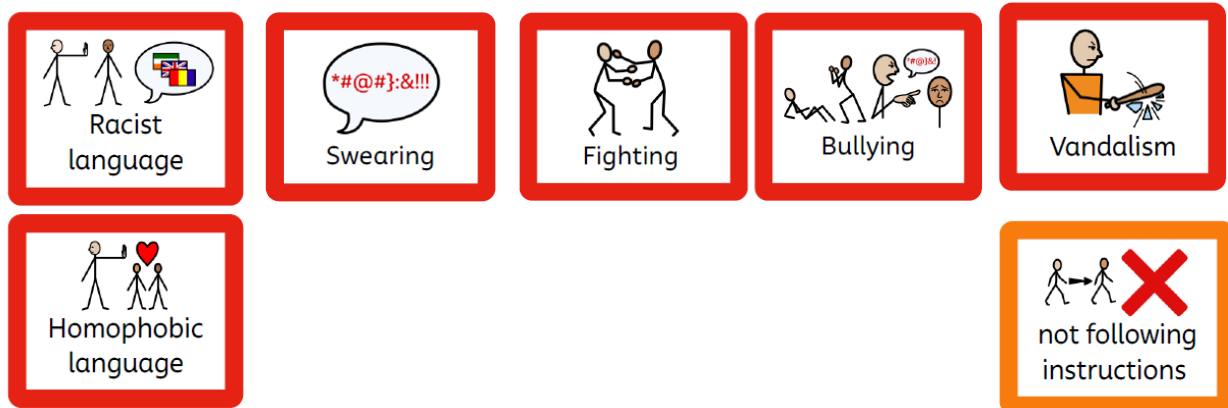
In considering all matters relating to behaviour and discipline, the following principles have been agreed:

1. All pupils have a right to learn, and all staff have a right to teach.
2. Pupils can choose how to behave and must learn to exercise that choice responsibly.
3. All pupils should be encouraged to be honest about their behaviour, with themselves and other people, and help to learn from their experience.
4. All pupils should know that they are liked and listened to and will be treated with respect, consideration, politeness and concern.
5. All pupils should learn that good behaviour has consequences, which may include rewards, and that good behaviour is appreciated and encouraged.
6. All pupils should learn that inappropriate behaviour has consequences, which may include appropriate punishment, and that following these consequences, a fresh start is available.
7. All pupils should know that inappropriate behaviour will not be ignored or overlooked and that in rejecting the behaviour, the child is not rejected.
8. All pupils should see that staff have high expectations of behaviour, apply the behaviour code consistently and share the responsibility for maintaining high standards throughout the school and grounds.

At Park House Primary School we will not tolerate:

- Bullying, whether verbal, physical or emotional
- Racism, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing, gesticulation or bad language

- Disobedience and refusal to co-operate



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](#)
- [Searching, screening and confiscation: advice for schools](#)
- [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](#)
- [Restrictive interventions, including the 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](#)
- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

School Rules

There are three school rules:

1. Be **Ready**
2. Be **Safe**
3. Be **Respectful**



Pupils are expected to:

- To let others get on with their work and play
- To work to the best of their ability
- To respect and care for others
- To listen and respond thoughtfully when being spoken to
- To be honest and truthful at all times
- To show care and consideration for the school environment
- To tell a member of staff if they see someone being treated unkindly
- Move quietly around the school
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between pupils
 - Physical abuse
 - Sexual violence or harassment
 - Upskirting
 - Initiation/hazing type violence and rituals
 - Misogyny/misandry
 - Vandalism
 - Theft
 - Fighting
 - Smoking and/or vaping
 - Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Fireworks
 - Pornographic images
 - Smoking/Vaping equipment

Any article a staff member 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 (including the pupil).

Bullying and Racism



This school does not tolerate or condone any form of bullying or racism. Staff should refer to the school's Anti-Bullying Policy. All instances of bullying and racism will be dealt with in accordance with this policy.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At Park House Primary School, our PSHE scheme of work covers healthy relationships and friendships. Staff and pupils create class charters of acceptable behaviour in their class, which all pupils agree and sign up to.

Park House Primary School support antibullying week and invite in the Safer Neighbourhood Team in who run a variety of workshops on bullying, antisocial behaviour and staff also deliver sessions/assemblies on bullying.

Roles and responsibilities

The **Governing Board** is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The **Headteacher** is responsible for:

- Reviewing this policy in conjunction with the Governing Board.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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

All 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
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after pupils, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix 3)
- Challenging pupils to meet the school's expectations

Class Teachers are responsible for their pupils' pastoral welfare and the particular needs of the pupils in their class.

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

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, while 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 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour 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 join the school through in-year admission.

Playground Behaviour

During morning break and afternoon break and lunch time break all pupils share the one large playground. The playground is given over to games and activities during these times. The Trim Trail and basketball area is used on a class rota basis. There is a variety of playground equipment, which is used on a daily basis, and this is tidied away at the end of the session.

Abuse of this equipment will result in the child being prevented from using it for the remainder of the session. If the abuse persists then the child will not be allowed to use any of the

equipment for the remainder of the week. Where the abuse is widespread then no equipment will be made available for a fixed period of time.

Pupils may sit at the picnic tables for conversational periods and board games; they are not to be used for climbing on.

Pupils who persistently misbehave or whose behaviour is deemed significant during playtimes will be sent to the 'time out' area to cool down (this located on the playground adjacent to the first aid area). This sanction should only normally last for five minutes at the most.

Pupils are encouraged to play in the area that is most suited to their needs.

If pupils wish to go to the toilet during break, doors are open for them to access facilities, but they should ask a staff member for permission so all pupils can be accounted for in an emergency.

Rewards

Our policy seeks to promote and supportive positive behaviour.

To encourage this, the following system of rewards is in place:

Rewards include:

- Plenty of praise for individuals and groups, quietly or in front of the class.
- Stickers.
- Star of the Day.
- Written comments on work or positive notes sent home.
- Sharing achievements and work with the class, other teachers or the Headteacher.
- Mentions in school assemblies – e.g. Gold Book, Special Mentions, end of term awards.
- Class Dojos

This list is not exhaustive, and class teachers have the right to implement class rewards according to specific cohorts.

Dojo Points

Dojo points are awarded to celebrate positive behaviours. We have some standard and consistent dojo awards across the school and some which should cover specifics within each class. The standard awards include:

- | | |
|--------------------------------------|---|
| • Great manners (smiley face) | • Reading Homework (book) |
| • Helping others (shake hand) | • TTRockstars/ Numbots Homework (maths) |
| • Super listening (headphones) | • Sensible around school (boot) |
| • Teamwork (three bodies) | • Star of the Day (trophy) |
| • Optional Homework Tasks (backpack) | • Headteacher Star of the Week (crown) |

- Good Handwriting (pencil)
- Good lining up (tick list)
- Good answer/ contribution (lightbulb)
- Good spellings/ phonics (shield)
- Special Mention (star)
- Tidy Peg Award (green thumbs up)
- Sensible Class Award (desk)
- On task (square with tick)

Pupils redeem their dojo points three times an academic year.

Gold Book Award/ Achievement Assembly

Every Friday, one child is chosen from each class to receive The Star of The Week Certificate. Pupils are given a certificate in assembly. Pupils can also be chosen for a 'special mention'. Each term we have a 'Team Point Champion', selection is not based solely on dojo points achieved, but includes achievements such as star of the day, stickers, special mentions etc.

SMILERS and Playground Buddies

SMILERS are a group of pupils that have been trained in promoting self-care, positive behaviour and kindness across the school. SMILERS is an acronym and each letter represents things we can all do.

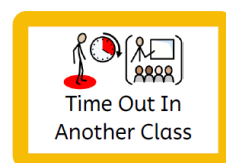
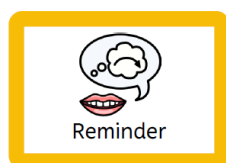
These include - Stay Connected, Move, Interest, Look, Eatwell, Rest and Support. They work on well-being projects each year related to these areas and are supported by Miss Walsh.

Strategies for Classroom Misbehaviour

If behaviour is inappropriate and pupils persist in their behaviour after being spoken to then the following sanctions will be put into place:

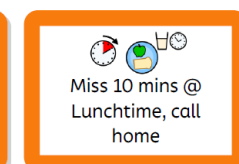
Low level

- Reminder
- Warning
- Last Chance
- Time out in a partner class



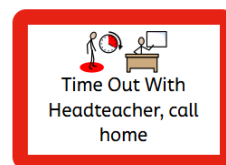
Medium level

- Reminder
- Warning
- Last Chance
- Miss 10 minutes of lunch break (Parents will be called or invited to a meeting)



High level

- Reminder
- Warning
- Last Chance
- Time out with the Headteacher/Deputy Headteacher (Parents will be called or invited to a meeting)



If behaviours persist then the pupil may result in the withdrawal of privileges such as attending disco's/trips etc or may escalate to sanctions such as suspension/exclusion.

With pupils who persistently misbehave, parents should be included at an early stage, and care should be taken to keep all exchanges positive, with an emphasis on sharing the problem and solving it together.

If the behaviour of a pupil is part of a Learning Support Plan, then the targets should be small and manageable and agreed with pupil and parents. Behaviour procedures for pupils with such needs as ADHD or Autism for example, should be adapted to meet the needs of the child.

If the behaviour of a pupil continues to be of concern, advice and support should be sought, through the SENDCo and/or Local Authority.

This list of behaviours is not exhaustive and is suggested examples of low, medium and high-level behaviours. Depending upon the severity of behaviours then the process may be escalated without following all steps. For example, where physical aggression or bullying is involved, this may go straight to time out with the Headteacher or suspension.

It is recognised that challenging behaviour can often arise from friendship difficulties, misunderstandings or disagreements during playtimes. These situations provide valuable opportunities for pupils to develop social skills, empathy and effective conflict-resolution strategies. Staff should respond with sensitivity and care, supporting pupils to resolve issues, repair relationships and move forward positively. Such incidents should always be taken seriously and addressed appropriately, ensuring that all pupils feel listened to, supported and valued.

When investigating incidents, the school will listen carefully to the views of those involved and consider all available information. However, where accounts differ and it is not possible to establish exactly what happened, decisions will be made on the balance of probabilities, using the evidence available at the time. Any sanctions or consequences applied will be based on the information gathered during the investigation and may be reviewed if significant new information comes to light. The aim is always to ensure a fair, proportionate and supportive approach that helps pupils learn from their experiences and maintain positive relationships.

Midday Supervisors play a vital role in creating a positive, safe and inclusive playground environment where all pupils feel valued and respected. The manner in which adults

communicate and interact with pupils has a significant impact on relationships and behaviour, and staff are encouraged to model kindness, respect and positive communication at all times. Midday Supervisors are encouraged to recognise and celebrate positive behaviour through praise, Dojo points and/or Lunchtime Awards, helping to reinforce the school's values and expectations.

If a Midday Supervisor has any concerns, worries or difficulties, they should speak promptly with the Senior Midday Supervisor, who will ensure that appropriate information is shared with the Class Teacher or Headteacher as needed. This helps to provide timely support for pupils and staff alike.

We are committed to fostering a culture of mutual respect across the school community. Just as pupils have the right to be treated with dignity and respect by adults, all staff have the right to be treated with respect by pupils. Where behaviour does not meet these expectations, appropriate support and consequences will be applied in line with the school's behaviour policy.

Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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 ([Park House Primary School - Safeguarding](#)).

Suspensions, Alternative Provision and Exclusions

If, in the opinion of the Headteacher, the child's misbehaviour is serious enough then the child may receive a suspension; the length of the suspension would be set by the Headteacher and would be proportionate to the unwanted behaviour that occurred. The Headteacher may also consider an internal suspension from class or the playground, a temporary part-time timetable, an alternative provision or a managed move to another education setting that may be in the best interest of the child and wider school community. As an absolute last resort, the Headteacher may issue a permanent exclusion from the school. This should be carried out in line with government procedures.

Monitoring Behaviour

In order to maintain high standards of behaviour, the school monitors performance using a variety of indicators.

Microsoft Forms will be used to record significant or repeated concerning behaviour. Members of the Senior Leadership Team will act on this information. A summary of incidents will be shared with Governors on a termly basis. Where incidents have not been witnessed by staff, the school will listen carefully to the views of those involved and consider all available information. However, where accounts differ and it is not possible to establish exactly what happened, decisions will be made on the balance of probabilities, using the evidence available at the time.

Staff record on the behaviour log if a pupil has missed if parents have been contacted, some lunch time break has been missed, or a pupil has been sent to another class. The Senior Leadership Team and class teachers monitor this record and will consider next steps if a pupil's behaviour is a cause for concern.

The Headteacher also records parental contacts, concerns and requests and aims to follow them up within two working days. This task may be delegated to the Deputy Headteacher or class teacher.

Racism Log

Staff record racist incidents on the behaviour log. Trends are identified on a termly basis and an annual report is made to the Full Governing Body.

Lunchtime behaviour is monitored by the Senior Midday Supervisor and Pastoral Support Manager, and significant or persistent poor behaviour is reported to class teachers. Staff dealing with the behaviour incidents will complete the behaviour log.

Suspension/Exclusion data is noted and monitored by the Full Governing Body. Figures are formally reported on a termly basis.

Confidentiality

Pupils will be praised in public but reprimanded in private and therefore pupils will not be told of the sanctions given to others and also this won't be discussed with parents of other pupils. Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

Complaints

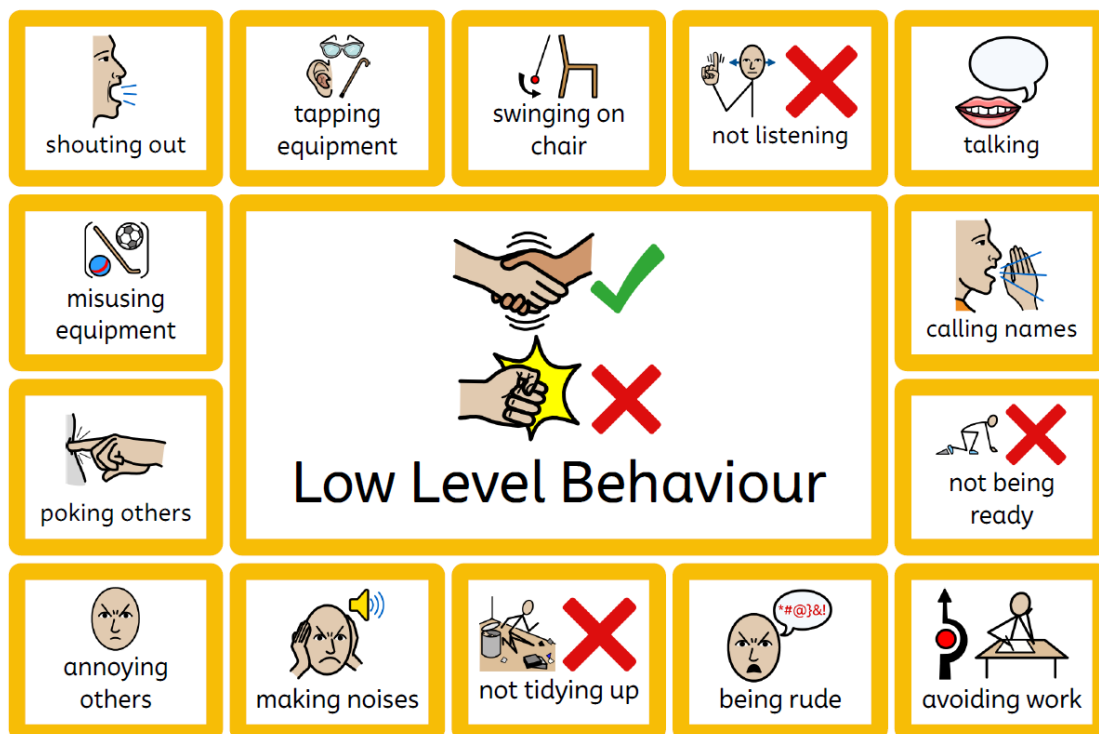
The school is committed to maintaining positive partnerships with parents and carers and welcomes opportunities to address concerns promptly and constructively. Wherever possible, concerns relating to behaviour matters should be raised with the school so that a resolution can be sought through discussion and collaboration. However, if a parent or carer remains dissatisfied, they have the right to pursue the matter through the school's Complaints Procedure. Details of this process can be found on the school's website or obtained from the school office.

Appendix 1:

This list is not exhaustive and is suggested expected, low, medium and high-level behaviours. Depending upon the severity of behaviours then the process may be escalated without following all steps.

 Behaviour Policy	 Reminder	 Reminder	 Reminder
 Be Ready	 Warning	 Warning	 Warning
 Be Respectful	 Last Chance	 Last Chance	 Last Chance
 Be Safe	 Time out in another class	 Miss 10 mins @ lunch time, call home	 Time out with Headteacher

Appendix 2:



Appendix 3:

