



Behaviour & Attitudes Policy

At The Parkland Federation, we strive for excellence in all that we do while promoting optimum health, happiness and wellbeing within our school community. Learning is exciting, inclusive, dynamic and challenging. The highest standards of behaviour are promoted at all times. Here, the children are supported to succeed through taking risks and learning from mistakes. Pupils are prepared to become responsible, informed, respectful and creative global citizens who will contribute with insight, understanding, and compassion to the diverse and rapidly changing world they live in". (*School Vision Statement updated September 2021*).

Approval Date	Policy Reviewer	Title	Chair of Governors
July 2025	Sally Simpson Alison Das Alex Carroll	Headteacher Assistant Headteacher Assistant Headteacher	Jolly Pett

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‘You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.’ (Pam Leo)

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the Behaviour and Attitudes Policy likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment.

Equality Act 2010

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour and attitudes policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Mental Health and Wellbeing

Optimum emotional health and wellbeing for every member of our school community is a priority for us at Parkland. We are committed to promoting mental health and wellbeing daily as part of school life and recognise that some behaviours may be linked to mental health issues. Ensuring mental health concerns are identified early and appropriate support provided is key. We offer bespoke provision and interventions that are tailored to each individual's needs and support is extended to families of pupils as well as our staff. There is a Wellbeing Team in school that consists of staff, parents and children. The children sit on the School Council to maximise pupil voice.

Interrelationship With Other School Policies

In order for the behaviour and attitudes policy to be effective a clear relationship with other policies, particularly equal opportunities and inclusion, has been established. This policy should be read in conjunction with The Anti-Bullying Policy, SEN Policy, Child Protection Policy and our Online Safety Policy. The school has a zero tolerance approach to child on child abuse.

Approach to Behaviour & Aims

At The Parkland Federation, we want school to be an enjoyable place where every child can achieve their aspirations and develop a lifelong love of learning. All children should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We believe by modelling, promoting and teaching prosocial and reflective behaviour strategies and attitudes to learning, children will feel supported in developing their behaviour, emotional intelligence, intrinsic motivation and moral compass. Relationships lie at the heart of our school and of our behaviour and attitudes policy. We acknowledge the positive impact that trust, respect and understanding can have on behaviour and social development.

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The Parkland Federation seeks to create a caring and quality learning environment in the school by:

- Promoting strong and positive relationships between staff, pupils and parents, ensuring every member of the school community feels valued and respected.
- Ensuring that excellent behaviour is a minimum expectation for all.
- Promoting the school values through our day-to-day actions and explicit teaching.
- Building tolerance and emotional intelligence so that pupils make good choices and take responsibility for their actions.
- Encouraging and acknowledging pro social behaviour and internal discipline.
- Promoting self-esteem by encouraging pupils to value and respect themselves and others.
- Provision of a safe environment free from disruption, violence, bullying and any form of harassment.
- Identifying need and providing a variety of early intervention.
- Fair treatment of all children.
- Providing a consistent response to both prosocial and anti social behaviour.
- Facilitating a positive relationship with parents and carers to implement the schools' policy and associated procedures.

This policy acknowledges the importance of consistency in responding to all behaviour and provides staff and pupils with clear guidelines regarding expectations of behaviour, responses to undesirable or unacceptable behaviour and rewards, as well as sanctions/consequences.

BRITISH VALUES

British Values are explicitly taught through our collective acts of worship and followed up in the classroom through explicit teaching in PSHE/SMSC lessons. Opportunities to reinforce these values are also identified in planning and taught throughout the curriculum.

The British Values are: Democracy, Rule of Law, Tolerance, Mutual Respect, Individual Liberty

SCHOOL VALUES

The school community has five agreed values. These are explicitly taught and contribute to the development of our positive school ethos and culture for teaching.

The five values are: honesty, aspirations, resilience, positivity, co-operation.

Assemblies are led around the relevant school value and/or British Value and this is then followed up in the classroom by teachers. Staff, pupils, parents and governors engage with these values by:

- Discussing the focus value in class and at School Council meetings
- Presenting a Citizen of the Fortnight Award to individuals during our weekly celebration, as a recognition of how students have demonstrated one of our values (e.g: aspiration)
- Using them as guides for the way we behave, perform and interact with each other.

Roles and Responsibilities

The **Headteacher**, alongside Senior teachers and leaders, will be responsible for the implementation and day-to-day management of the policy and procedures. Governors and Trustees will support The Parkland Federation in maintaining high standards of behaviour. Behaviour will be monitored as part of termly governor visits.

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All Leaders will:

1. Be a visible presence around the school and lead by example
2. Greet each pupil, parent and staff member around the school
3. Regularly celebrate pupils and staff who model exemplary behaviour and whose efforts go above and beyond
4. Ensure staff training needs are identified and met
5. Support and work alongside staff to consistently follow the behaviour and attitudes policy
6. Support staff in responding to and supporting children showing distressed behaviours
7. Monitor and analyse behaviour records to support intervention planning and impact

All staff will:

1. Greet each child with a smile and welcome them into the classroom every morning and afternoon.
2. Embrace and consistently follow the behaviour and attitudes policy.
3. Build a positive relationship with every child
4. Model exemplary behaviour at all times
5. Use positive language at all times
6. Ensure that praise and encouragement is forthcoming in every lesson
7. Address all anti social behaviour and ensure this is communicated with parents the same day.

All children will demonstrate prosocial behaviour by following the rainbow rules below:

1. We are honest
2. We listen
3. We have good manners and walk sensibly around the school
4. We look after property
5. We are gentle and calm at all times
6. We are kind and helpful
7. We work hard

All Parents and Carers will:

1. Model prosocial behaviour at all times
2. Take responsibility for the behaviour of their child both inside and outside of the school.
3. Work in partnership with The Parkland Federation in maintaining high standards of behaviour
4. Raise with the school directly any issues they may have
5. Treat all staff with respect and courtesy at all times
6. Adhere to the Parent Expectations Protocol
7. Promote the importance of learning and attendance with their child

Use of Language

We believe that language choices can have a huge impact on a child's behaviour, feelings, self-esteem and learning. Our staff will use a calm voice when discussing behaviour. Staff may shout from a distance on a rare occasion, **if** a child was at risk of harm.

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Staff use consistent scripts to support children with their behaviour. Instructions will be given using positive language, e.g. 'we use our walking feet in school' rather than 'stop running in school.' Staff adopt a consistent and assertive approach, whereby clear boundaries are set and expected persistently, fairly, calmly and firmly. Pupils will be encouraged to make prosocial choices, to reflect on their behaviour and to use regulation time to calm and reset.

*"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority." **Paul Dix***

Behaviour Procedure

Our Rainbow Rules

We expect our whole school community to follow the Rainbow Rules:



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Review, Repair and Restore

Prosocial behaviour in children refers to positive, voluntary actions that benefit others, themselves or contribute to the well-being of a group. Children are expected to be considerate, helpful, and cooperative.

Here are some examples of prosocial behaviour:

- **Sharing:** Children who share demonstrate a willingness to consider others' needs.
- **Helping:** Offering assistance to a friend or peer shows empathy and a desire to contribute.
- **Cooperating:** Working together with others on a project or task demonstrates teamwork and understanding of shared goals.
- **Empathy:** Recognising and understanding the feelings of others, even when they differ from their own.
- **Kindness:** Performing acts of kindness, such as offering a compliment or helping someone in need.

Prosocial behaviour is an essential part of social development and can contribute to positive relationships, a sense of belonging, and overall well-being.

Antisocial behaviour in children refers to negative, harmful actions that disrupt social norms or harm others or themselves. It's the opposite of prosocial behaviour and can include:

- **Aggression:** Physical or verbal acts of aggression, such as hitting, biting, or name-calling.
- **Disobedience:** Refusing to follow rules or teacher instructions.
- **Dishonesty:** Being dishonest to avoid consequences or manipulate situations.
- **Stealing:** Taking items that don't belong to them.
- **Bullying:** Repeatedly teasing, threatening, targeting and harming others.
- **Vandalism:** Damaging or destroying property.

We understand that antisocial behaviour can be a sign of underlying emotional issues and can have negative consequences for both the child and those around them. Our Pastoral Team knows the importance of addressing antisocial behaviour early on and provides support to children who find it challenging to make pro social choices. This is usually internal support but may be referred to outside professionals if necessary.

Staff teach and develop prosocial behaviour (which is positive, helpful, and intended to promote social acceptance and friendship) and prolearning behaviours with our pupils (behaviours that foster optimum learning for all). For most children, a gentle reminder or refocus is all that is needed to reaffirm the behaviour expectations. However, we acknowledge that sometimes more support is needed to address anti social behaviour and to teach prosocial behaviour. The steps below detail the consistent journey our staff will take to develop prosocial behaviours. All of these steps will be addressed with the child individually and in private, using positive language and following the scripts provided. Staff will walk away after each step to give the child time to process the expectations. If a child requires further support with prosocial behaviours, the staff member will move onto the next step.

Focus	Script	Example
Step One		
Redirection (Not recorded on school behaviour system)	A gentle reminder, refocus or encouragement	Drawing a child's attention back to their book, activity or to the next question by gesturing

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Step Two		
Reminder (Not recorded on school behaviour system)	If the teacher is alone in the class, a card will be placed in front of the child that has a copy of the Rainbow Rules on the back and a symbol on the front that says 'Behaviour Reminder'. If there is an available adult to speak to the child, they will say: 'I noticed you (noticed behaviour). This is a REMINDER that we need to (specify behaviour linked to Rainbow Rule). You now have the chance to make a positive choice. Thank you for...' (desired behaviour).	I noticed you have thrown two pencils on the floor. This is a reminder that we look after property. You now have the chance to make a positive choice. Thank you for picking the pencils up and for looking after property.
Step Three		
Reproach (Not recorded on school behaviour system)	I noticed you (noticed behaviour). This is the second time I have spoken to you. Do you remember when (give example of when child modelled positive behaviour)? This is the behaviour I expect. I know that you can make positive choices. Thank you for (desired behaviour). The child will be warned that if the behaviour is repeated, a restorative conversation will need to take place as a consequence of the behaviour seen.	I noticed you have thrown two more pencils on the floor. This is the second time I have spoken to you. Do you remember yesterday when you put all of the pencils back in the pencil pot? This is the behaviour I expect. I know that you can make positive choices. Thank you for picking the pencils up and for looking after property.
Step Four		
Regulation with initial adult	I noticed you (noticed behaviour). You are not following (state Rainbow Rule). The child should be offered the calm area or another suitable calming activity such as going for a quick walk or a drink. The adult should say: 'Thank you for going to the calm area/coming for a walk with me'.	I noticed you have thrown your book on the floor. You are not following our green Rainbow Rule - we look after property. It is time to go to the calm down area for five minutes. After five minutes, you can rejoin the lesson. I will talk to you at break time.
First Restorative Conversation	A restorative meeting between the child and adult. • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • How have you felt since? • Who has been affected by what you have done? • In what way have they been affected? • What do you think you need to do to make things right? • How can we do things differently in future?	

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	Incident and conversation to be added to CPOMs. Parents are informed verbally at this stage at the end of the day by the class teacher.
Step Five	
Regulation Away from Classroom	If different attempts to regulate the child have not been successful, the initial responding adult will request support from a different adult. I wonder if you are feeling ? as I can see ?. I am going to call (BLM/SLT) to take you to a calm area away from the classroom. Once you are regulated I will talk to you (at the next available opportunity). Adults will not discuss the child's behaviour in front of them.
Second Restorative Conversation	A restorative meeting between the child, adult and Senior Teacher . • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • How have you felt since? • Who has been affected by what you have done? • In what way have they been affected? • What do you think you need to do to make things right? • How can we do things differently in future? Initial adult and Senior Teacher to speak to the child and complete restorative conversation. Incident and conversation to be added to CPOMs. Parents are informed verbally at this stage at the end of the day by the Senior Teacher or class teacher. Follow up email to be sent by the Senior Teacher . Appendix 1
Step Six (Move straight to this step if the behaviour is distressed or dangerous)	
Restorative conversation with SLT	Follow script from Step Five (calling an additional member of staff if attempts to regulate are unsuccessful). If the restorative conversation with the Senior Teacher was unsuccessful, or if the child displayed dangerous behaviour, SLT will attend a conversation with the child and the adult to support restoration. Incident and conversation to be added to CPOMs. Parents are informed verbally at this stage at the end of the day by a member of the senior leadership team or class teacher. Follow up email to be sent by a member of the senior leadership team. Appendix 2
Step Seven	
Meeting with Parent	If a child has to take part in regular restorative conversations, or if restorative conversations are repeatedly unsuccessful, parent/carers will be invited in for a meeting with the Assistant Headteacher Meeting notes will be taken, with actions for school, parent and child. See Appendix 4

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CCTV may be looked at for confirmation where there is no consensus about an incident during an investigation.

The Review, Repair and Restore steps will 'restart' at the beginning of each session (before break, after break and after lunch).

Restorative Conversations

To support the development and teaching of prosocial behaviour and internal discipline, and to repair relationships, restorative conversations will be used when addressing anti social behaviour. A range of questions may be asked to support the child in communicating their feelings and taking responsibility for their actions. Restorative conversations may involve one child or a group of children, depending on the incident.

As well as the questions included in the table above, the following may be included:

Encouraging: Tell me some more about that?

Clarification: Can you help me understand that more...

Checking: So did I hear you say.... Am I right in thinking.....

Reflecting: So you..... (Repeating back last few words)

Summarising: So there seem to be several things bothering you? And earlier you said....

Empathy: It's understandable that you are worried / upset about/ this; sounds tough;

Affirmation: Thanks for telling me that; I appreciate you talking about this with me

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Consequences

We believe that the consequences of prosocial and anti social behaviour should be focused first on the natural impact. For example, if we are kind and calm in how we respond to others, they will feel safe. If we respond anti socially, others may feel unsafe or scared. There is also an impact on the individual as well. The reason for this is that a focus on the natural impact supports the development of:

- Emotional intelligence
- Empathy
- A moral compass
- Intrinsic motivation to do the right thing

We believe that if consequences are focused on the rewards pupils will get or the punishments they will suffer, it can lead to pupils:

- Thinking about what's in it for themselves rather than developing social and emotional intelligence
- Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others
- Relying on extrinsic motivation rather than feeling motivated internally to make moral decisions

We believe that internal motivation, independence and a clear moral compass are crucial for pupils' futures. By building these early, they will be better equipped to be successful citizens. Any consequences put in place for a child will be protective and/or educational to build up the pupil's skill set and understanding.

Where a consequence for anti social behaviour is deemed necessary, these will be given and supported by an emotionally regulated adult and will be discussed with the child/children. Consequences will only follow when the child is regulated and able to reflect upon their behaviour. However, this will ideally be during the same day as the behaviour occurred. Consequences will never involve taking away a previously earned privilege or any intervention time nor should they lead to feelings of shame or humiliation.

Logical consequences may include making up time for lost learning or tidying up an area. If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time /supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child. Logical consequences will always be related to the incident, respectful, reasonable and helpful.

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Distressed Behaviour - The Thrive Approach

When a child is displaying behaviours that are operating in a fight, flight or freeze mode, they may have limited or no ability to regulate their emotional states. Therefore, when a child shows these 'distressed behaviours' all members of staff will use a method suggested by the Thrive Approach. This is known as the 'Vital Relational Functions (VRFs).

- Step 1 - Attunement - The adult will attune to the child's emotional state
- Step 2 - Validation - The adult will validate the child's perspective, experience or feeling
- Step 3 - Containment - The adult will 'catch' the child's emotion by understanding their emotion.
- Step 4 - Soothing - The adult will soothe and calm the child's distress
- Step 5 - Regulation - Support the children with regulating their emotions.

Once a child is regulated, the child will take part in a restorative conversation with the adult and a member of SLT (Step 6) .

Preventative Measures

We fully appreciate that some children may need more support with behaviour. In particular, pupils with SEND and vulnerable pupils may require reasonable adjustments to be made in line with their primary and secondary needs. We also understand that a child may require increased support and care when they experience an adverse childhood experience or trauma in their lives. These children require a carefully planned and personalised response which will involve a meeting between parents or carers, the inclusion team and/or the class teacher. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs. Parents and carers will be notified of any support given.

As a school we can support children through:

- ➔ [Zones of Regulation](#) (whole school)
- ➔ Support from the Special Educational Needs Coordinator (SENDCo), pastoral team or identified teaching assistants.
- ➔ Individual and group interventions to support the development of emotional regulation and prosocial skills, including - Thrive, ELSA, Zones of Regulation and animal care
- ➔ In house counselling and therapy services to offer 1:1 support to develop self-esteem, social skills and support any known or suspected trauma
- ➔ Lunchtime nurture group sessions to support the development of friendship groups.
- ➔ Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- ➔ Offering other SEND interventions (see SEND page on website)
- ➔ Offering a bespoke timetable with adapted provision with an agreed timescale.
- ➔ Facilitating multi agency meetings to plan next steps for a child's SEND provision
- ➔ Making referrals to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care.

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Risk Assessments and Risk Reduction Plans

- The Leadership Team may judge it to be necessary to write a risk assessment or a risk reduction plan for identified children.
- These will be written in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g. as part of a reintegration meeting following a fixed term exclusion.
- A whole school overview is updated to reflect the number of children on these plans and with their review dates.

Recognition and Rewards

We recognise and reward pupils who go above and beyond. We celebrate behaviour and choices through a plethora of rewards and awards. However, staff understand the importance and impact that personal, specific praise can have on a child.

Classroom and Around the School

- **Individual Verbal Praise** - Staff are constantly looking out for ways to verbally praise pupils. Praise may be given for outstanding effort, for making good choices or for consistently following the Rainbow Rules.
- **Name on the Proud Cloud** - The Proud Cloud is a class recognition board. Staff and pupils will decide on their behaviour target for the week, linked to the Rainbow Rules. When a child is seen to be achieving their target, their name is placed on the Proud Cloud. Staff and pupils can nominate names for the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the day, the aim is for everyone to have their name on the board. Names are not removed for unacceptable behaviour. When the class have achieved their Proud Cloud target 20 times, the class will be rewarded with Proud Cloud time. During this time, the class will take part in fun activities to develop team building, social and friendship skills.
- **Rainbow Stickers** - Children will earn a rainbow sticker when going above and beyond. This will accompany praise. Staff will specify which Rainbow Rule they have followed in order to receive a sticker.
- **Postcards** - Senior Leaders and teachers will send postcards home to children who have gone above and beyond.

Whole School (Weekly or Fortnightly)

- **Star of The Week:** One child from each class will be awarded the Star of the Week certificate every week
- **Citizen of the Fortnight:** This award is nominated for by School Councillors and can be given to pupils who show a commitment to supporting the school or wider community and for promoting our school values
- **Value Veteran of the Week:** One child from each class will be awarded the Value Veteran of the Week certificate every week for demonstrating outstanding commitment to our school values

Whole School (Termly)

- **Sports Personality of the Term:** At the termly celebration assembly, a child may be awarded a Sports Personality Award for effort, determination or achievement in sport. This award primarily celebrates success in Physical Education lessons or school-based sports.

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- **Scientist of the Term:** This award is nominated for by teachers who decide which pupil from each school has shown an aptitude, interest, flair or made exceptional progress in the area of science.
- **Various Academic Certificates:** Award certificates are given out to celebrate achievements and efforts in reading, spelling, handwriting, maths and homework.
- **Kindness Award:** One child in each class who has been seen to show great kindness and compassion receives this certificate. Winners of this award will have a special animal care session.
- **The Julianna Starkey Award:** In memory of Julianna, this award is given to one child in each school who has shown great resilience. The award can be taken home for a term and should then be returned back to school. The winner of this award will also be able to have lunch with a staff member of their choice.

Managing Discriminatory incidents, including Racist Incidents

No incident that is, or appears to be racially motivated or discriminatory in any way should go unchallenged and every member of staff has a responsibility for responding to the situation. Staff should make it explicit that any racially motivated or discriminatory behaviour is unacceptable and contravenes the school's ethos. All incidents must be logged electronically (on CPOMS) system by the adult managing the accusation. The Senior Leadership Team will be alerted and will take over managing the incident. Parents of both the victim and perpetrator should be informed of an incident the same day. An email detailing the incident will be sent to the parents.

Bullying

We have a zero indifference approach to bullying. This means that we take a proactive stance to not ignore, excuse, or overlook harmful or disrespectful behaviors like bullying or harassment, and instead to actively confront and address them. All incidents must be logged electronically (on CPOMS) system by the adult managing the accusation. The Senior Leadership Team will be alerted and will take over managing the incident. Parents of both the victim and perpetrator should be informed of an incident the same day. A email detailing the incident will be sent to the parents. See Appendix V

We make positive relationships, online safety and anti-bullying part of our regular PSHE teaching and take part in National Anti-Bullying Week annually.

Behaviour Outside of School

We expect children to behave appropriately outside of school as well as at school. Restorative conversations will take place with a pupil where behaviour is not deemed appropriate when the child is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing a school uniform/PE kit at the time of the incident. OR that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Exclusion & Suspensions

These will be conducted in accordance with the Department for Education's exclusion guidelines: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in

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England, including pupil movement (2022) which can be found [here](#). The Headteacher can make the decision to exclude and in her absence it will be the decision of the assistant headteacher.

Suspension (Previously known as Fixed-Term Exclusion)

Suspensions are only used as a protective consequence, where reflection, time and discussion are needed to ensure that pupils can be reintegrated safely into the school community. Suspensions are not an automatic response to an anti social behaviour or event and are not a response to a cumulation of these. Suspension means that the pupil is kept at home for one or more days. This is to allow time for staff to plan for the pupil's return. Suspended pupils will receive a work pack to complete. This work must be completed and returned to the teacher for review. We will work with children and parents to avoid a suspension whenever possible. Possible actions that might lead to suspension are:

- Acting in a manner that is deemed dangerous to causing deliberate serious injury to another person (adult or child)
- Causing deliberate serious damage to school property or the property of another individual
- Being abusive either physically or verbally
- Deliberate and recurrent failure to meet high expectations for behaviour

The above are examples and the list is not exhaustive. If an incident occurred, individual circumstances of the incident would be taken into account.

Where pupils are suspended from school the parents/carers and children are requested to attend a reintegration meeting to ensure that a plan can be put in place so that the return is positive and successful. All staff must discuss behaviours and events with the best interest of the pupils in mind.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. Permanent exclusions may be in response to persistent breaches of the behaviour and attitudes policy or for a one-off, serious breach of the behaviour and attitudes policy. This would be used when allowing the pupil to remain in school will be detrimental to the education and welfare of the pupil and/or others at the school. Permanent exclusion must be a last resort. For our school, exclusions are an absolute last resort.

Please refer to the Exclusions Policy for more information.

Positive Handling

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of positive handling may be required. Staff may use restrictive physical intervention for:

- Removal of a disruptive pupil from a classroom
- Restraint of a pupil to prevent them harming themselves
- Restraint of a pupil to prevent them harming others
- Prevention of a pupil leaving if leaving would risk their safety

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The use of Restrictive Physical Intervention should:

- Be in the best interests of the child
- Be reasonable and proportionate to the circumstances
- Use the minimum force necessary for the minimum time necessary
- Be based on a comprehensive risk assessment
- Have regard for other young people and adults present
- Respect the safety and dignity of all concerned

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Please refer to the Positive Handling Policy for more information.

Child-on-Child Abuse

This is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff should recognise that children can abuse other children. All staff should be aware of safeguarding issues from child-on-child abuse including:

- Bullying (including online bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

Children are vulnerable to abuse by other children. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Staff should never dismiss abusive behaviour as normal between young people.

Our response:

- Staff will investigate the incident and inform parents/carers. A meeting will be offered.
- There will be an opportunity for restorative practice with the Pastoral Lead
- Anti-bullying workshops and/or friendship group workshops will be offered.
- Incidents will be recorded on our electronic system

Mobile Phones

At Parkland, the use of mobile phones by pupils throughout the school day is not permitted at any time. Pupils in Year 6 may walk to and from school (where permission from home is given), Only these pupils need a mobile phone. Mobile phones will be handed in on arrival to school and given directly to the class teacher. They will be stored securely in a locked cupboard during the school day and collected at the end of the school day as the pupil leaves. No other year group is permitted to bring a mobile phone to school.

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Searches and Confiscation

If a member of staff suspects that a pupil is in possession of a prohibited object, the pupil may be searched. This search of a pupil should be conducted by the Headteacher or a member of staff authorised by the Headteacher (usually the Inclusion Team/SLT). The search should be conducted by an adult who is the same gender as the pupil, and with another adult (where possible of the same gender). Before any search is undertaken, consent will be sought from pupils. If consent is refused, the pupil will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a consequence. Where there is suspicion of knives or weapons, alcohol, illegal drugs, cigarettes or stolen items (referred to in the legislation as 'prohibited items'), the pupil may be searched without their consent. When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which he/she has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress. When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police. It is not necessary to inform parents/carers before a search takes place or to seek their consent to search their child. Parents should be notified that day that a search has taken place and where objects are found, parents or guardians should be informed what these are.

Monitoring behaviour

The Behaviour Log on CPOMS is accessible by all members of staff to record details of anti-social behaviours at all times. Senior Teachers, Assistant Heads and the Headteacher will be alerted and will monitor patterns.

Training

All staff will receive refresher training during the September Inset regarding behaviour expectations and the principles outlined in this policy. The Policy will form part of our induction for all new members of staff who have contact with pupils.

Appendices:

Appendix 1: First Email to Parents

Dear Parent/Carer,

Behaviour Regulation

Thank you for talking to me today on the phone. I am writing to confirm that today, I had to speak to (name of child) with regard to an incident that occurred in the class/playground where (name of child) demonstrated anti-social behaviour.

At The Parkland Federation, we aim to promote positive and social behaviour and support children to reflect on their behaviour through restorative conversations. The aim of the restorative conversation is to allow a child to communicate their feelings, take responsibility for their actions and propose how the incident could have been dealt with in a different manner.

Once (Name of child) had self regulated, he/she had a restorative conversation with his/her class teacher and myself.

This is the **first** time a restorative conversation has occurred with your child. If any further incidents occur within this week these will result in a conversation being held with the Assistant Headteacher or Headteacher. If further anti-social behaviour continues, you will be requested to attend a meeting with the Assistant Headteacher to see if additional preventative measures are required.

As stated in the school's Behaviour and Attitudes Policy, we expect parents to work in partnership with the school to maintain high standards of behaviour, taking responsibility for their child's behaviour both inside and outside the school.

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as The Parkland Federation commits to making the school a safe and happy environment for all its pupils to progress their learning.

Yours sincerely,

(Name of Senior Teacher)

Appendix 2: Second Email to Parents

Dear Parent/Carer,

Behaviour Regulation

Thank you for talking to me today on the phone. I am writing to confirm that today, I had to speak to (name of child) with regard to an incident that occurred in the class/playground where (name of child) demonstrated anti-social behaviour.

At The Parkland Federation, we aim to promote positive and social behaviour and support children to reflect on their actions through restorative conversations. The aim of the restorative conversation is to allow a child to communicate their feelings, take responsibility for their actions and propose how the incident could have been dealt with in a different and positive manner.

Once (Name of child) had self regulated, he/she had a restorative conversation with his/her class teacher and myself.

This is the **second** time a restorative conversation has occurred with your child this week. If further anti social behaviours continue, you will be requested to attend a meeting with the Assistant Headteacher to see if additional preventative measures are required.

As stated in our Behaviour and Attitudes Policy, we expect parents to work in partnership with the school to maintain high standards of behaviour. This includes taking responsibility for their child's behaviour both inside and outside of the school.

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as The Parkland Federation commits to making the school a safe and happy environment for all its pupils to progress their learning.

Yours Sincerely,

(Assistant Headteacher)

Appendix 3: Third Email to Parents

Dear Parent/Carer,

Behaviour Regulation

Thank you for talking to me today on the phone. I am writing to confirm that today, I had to speak to (name of child) with regard to an incident that occurred in the class/playground where (name of child) demonstrated anti-social behaviour.

At The Parkland Federation, we aim to promote positive and social behaviour and support children to reflect on their behaviour through restorative conversations. The aim of the restorative conversation is to allow a child to communicate their feelings, take responsibility for their actions and propose how the incident could have been dealt with in a different manner.

Once (Name of child) had self regulated, he/she had a restorative conversation with his/her class teacher and myself.

As this is the **third** time we have had to speak to (name of child) regarding their anti social behaviour, I would be grateful if we could meet to discuss if any additional preventative measures are required.

I therefore look forward to meeting you on :

Date and time of meeting

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as The Parkland Federation commits to making the school a safe and happy environment for all its pupils to progress their learning.

Yours sincerely,

(Assistant Headteacher)

Appendix 4: Discriminatory Behaviour Email to Parents

Dear Parent/Carer,

Discriminatory Behaviour

Thank you for talking to me today on the phone. I am writing to confirm that today, I had to speak to (name of child) with regard to an incident that occurred in the class/playground where (name of child) demonstrated anti-social and discriminatory behaviour.

At The Parkland Federation, we aim to promote positive, inclusive and social behaviour and support children to reflect on their behaviour through restorative conversations. The aim of the restorative conversation is to allow a child to communicate their feelings, take responsibility for their actions and propose how the incident could have been dealt with in a different manner.

Once (Name of child) had self regulated, he/she had a restorative conversation with his/her class teacher and myself. The incident was investigated thoroughly by senior members of staff.

At Parkland, we celebrate diversity and (name of child) behaviour does not reflect our school values. We trust that the conversations we have had with (name of child) have been supportive in developing their understanding of respect and compassion. We will continue to monitor this over the next term.

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as The Parkland Federation commits to making the school a safe, happy and inclusive environment for all its pupils to progress their learning.

Yours sincerely,

(Assistant Headteacher)

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Appendix 5: Parent Meeting Template

Child's Name:		Class/Teacher:	
DOB:		PPG:	
SEN Status:		Additional Info:	
Date:		Time:	

Context	
Focus	

Parent's view	
Voice of the child	
School's view	
Effective strategies: what is already in place to support the pupil?	
Key Actions	
The Pupil will	
The parents will	
The school will	
Signed	
Dated	
Copies to:	

Appendix 6: Classroom Proud Cloud

