



Parkside Primary School

Behaviour Policy

Reviewed May 2026

At Parkside Primary we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

The governors and staff of Parkside Primary School seek to create a positive atmosphere in which children feel safe, secure and happy and are given the maximum opportunity to learn, while developing self-discipline, a respect for themselves, for others and the environment. They are encouraged to be 'Proud to Shine.'

Aims:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

The School Ethos

We want all our children to meet our mission/vision statement and we endeavour to support all the children to embody it.

Our aim is that all pupils, regardless of background and needs reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background.



Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's ethos when reviewing this policy
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with 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

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 children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

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

Parents (including Carers)

Parents and carers, where possible, should:

- Understand 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 (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 school:

- The expected standard of behaviour they should be displaying at school
- That they have to follow the behaviour policy
- The school's golden and playground rules and expectations
- 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 new starters throughout the academic year.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, that are understood by the children and accessible to children of different abilities. The children should be encouraged to be responsible for their own Learning Journeys thus empowering and motivating them and reducing, as a by-product, negative behavioural patterns.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative

- Furniture should be arranged to provide an environment conducive to on-task behaviour
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution
- Classrooms should be tidy and clutter free at all times
- Overall, the classroom should provide a welcoming environment

The above measures encourage the children to take pride in their classrooms. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Training for Staff

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- Positive behaviour strategies
- De-escalation strategies
- How SEND, mental health needs and family life can impact behaviour
- Trauma-informed approaches

- The specific requirements of this behaviour policy, including criteria for suspension and exclusion

For existing staff, regular training is provided and updates are provided when necessary. We encourage staff to access support to improve their practice; this will be guided by SLT, our SENDco and Year Group Managers.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

We will consider whether a child'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 safeguarding policy and procedures, 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.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- to be kept to a necessary minimum
- positively stated, telling the children what to do rather than what not to do
- constructed to actively encourage everyone involved to take part in their development
- made explicit to all and have a clear rationale
- to be consistently applied and enforced
- designed to promote the idea that every member of the school has responsibilities towards the whole and that everyone can achieve acceptable standards of behaviour thereby contributing to the whole

Our Golden Rules

- Always be 'Proud to Shine'
- Move about quietly and sensibly
- Take responsibility for your own actions
- Treat others how you would like to be treated
- Look after our school environment
- Be kind, helpful and supportive

Our Playground Rules

- Respect and look after the school equipment and environment
- Play collaboratively and ensure everyone is included
- Play games fairly and have fun
- Be a good team player when taking part in all games
- Tidy up after yourselves
- Be safe and aware of others
- Be kind and respectful
- If you hear it or see it, and it's not right - tell an adult

Both our Golden Rules and Playground Rules were created with input from members of our School Council.

N.B. Please see the copies of the rules attached to this policy.

Class Rules

Each class formulates its own set of rules at the beginning of each academic year with the help of their class teacher. These are then displayed in the classroom, alongside the school rules and are referred to regularly.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on a focus on negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Verbal praise and approval are used as a matter of course. In addition to this we use:

- The classroom Sunshine System
- Weekly certificates given out in Friday's celebration assembly
- Stickers and prizes
- House points
- A visit to the year group manager, Assistant Headteacher, Deputy Headteacher or Headteacher
- The Shine Point system

The Sunshine System

Each classroom has a sun display. All the children's names are on the rays of the sun. The aim is to get to the centre of the sun by demonstrating a positive attitude to learning and behaviour. Each teacher may interpret this motivational strategy as best suits them and their class [for instance, one class operates a 'Write Yourself Down' system which links to their marking].

Weekly Certificate

Each teacher chooses a child to receive the class certificate in Friday's Celebration Assembly. This can be for any reason that demonstrates a positive attitude to learning or behaviour.

Stickers/Prizes

All staff can give stickers or prizes for good behaviour or good work where it has been recognised.

House Points

Each class have 5 coloured houses. Each child belongs to a colour and their name is placed in that ring. Staff will award house points for each child as appropriate and these will be recorded in the ring.

- 1 HP = good work, being kind to others, trying really hard etc
- 2 HP = Outstanding behaviour/attitude/work
- 3 HP = Exceptional behaviour/attitude/work

Every Friday the house points are counted across the school and shared in assembly. This will also be displayed in the main hall so the children will know which House is in the lead at any given time. In addition, a pupil in each class with the highest house point score that week will be given a star of the week certificate.

A visit to the Assistant Headteacher, Deputy Headteacher or Headteacher

Children respond positively to praise and recognition and this reward adds another tier to the verbal praise ladder.

The Shine Point System

- The Shine Point Book is held centrally in the staff room. Shine Points can be awarded by any adult working in the school
- Shine Points should only be awarded singly
- Shine Points should never be awarded for doing the right thing. They should only be awarded to those going above that
- 25 Shine Points are needed to gain the first Shine Badge
- Subsequent badges are awarded each time 25 further Shine Points are accrued
- Shine Badges are given out in Friday's Celebration Assembly
- Badge wearers should be the ones chosen to run errands etc. and should be pointed out to supply teachers etc.

Approaches to Behaviour Management

We have a whole school approach to discipline. All staff are expected:

- to learn to recognise and minimise conflict and tension
- to set high, explicit standards
- to give, and be treated with, respect
- to listen to pupils' needs
- to avoid confrontations
- to deal justly, wisely and firmly with discipline problems as they arise
- to use sanctions and punishments related to the misdemeanour
- to avoid blanket punishments

N.B. Please see attached '3 Steps to Behavioural Management Success – The Language of Choice.'

Behavioural Concerns and Trauma-Informed Practice

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns will be communicated to the headteacher so that strategies can be discussed and agreed before more formal steps are required.

Although we have high expectations of behaviour for all, we realise that some children have more difficulty in meeting these expectations than others. Our policy aims to use rewards and sanctions which are both developmentally appropriate and trauma-informed.

Experiences of trauma and attachment disorders are known to impact pupils' behaviours. They may find it more challenging than their peers to pay attention and process new information, and some children may develop sensory processing difficulties which can contribute to problems with writing and reading. We model our care for our children on approaches that can be used to improve educational outcomes and alleviate the impact of trauma as these experiences

can compromise all areas of childhood development, as well as their ability to manage behaviour.

Adverse Childhood Experiences (ACEs) is the term used to describe all types of abuse, neglect, and other potentially traumatic experiences that occur to children under the age of 18. Trauma Informed Practice (TIP) awareness can help support the behaviour and well-being of children who have been affected by ACEs. It is a method of support that involves an understanding of, and responsiveness to, the impact of trauma, that emphasises physical, psychological, and emotional safety. This can then create opportunities for our children to rebuild a sense of control and empowerment, enabling learning to take place.

As a school we aim to work in an adversity and trauma informed way with all our children, being sensitive to all aspects of their lives and how issues and events might be impacting on their behaviours and learning. We recognise that children behave and learn best when they feel safe. Children need predictable routines, expectations and responses to behaviour.

For us this means that we have trauma informed approaches at the core of our whole school ethos and believe in a nurturing approach where every child feels listened to. For some of our children this will involve additional support around their emotions from our Pastoral Team. The commitment of all our staff to the emotional well-being of the pupils is a particular strength of our school. We aim to promote a positive approach to the behaviour, education and pastoral management of each individual pupil. This doesn't mean excusing any poor choices the pupil may have made, it means ensuring that they are in a state where they can understand and accept any consequences, which is necessary if they are to learn from the experience.

Despite a focus on the positives and an emphasis on developing resilience, there are times when children may experience a crisis which may be expressed in negative behaviour. At Parkside we interpret all behaviours as communication. Consequently, we aim to pay close attention to children's behaviours so that we can best support them to make healthy choices and de-escalate any difficult situation.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register disapproval of unacceptable behaviour and to protect the security and stability of the school community.

Proportionate Response

The response to each incident should be proportionate, considered, supportive, and decided on a case-by-case basis.

We will consider:

- The age and developmental stage of the pupil
- The nature and frequency of the incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)
- Any special educational needs or disabilities
- Whether the behaviour may be linked to safeguarding concerns

The Behavioural Ladder

The Behavioural Ladder is used where sanctions are deemed necessary to ensure the minimum of disruption in lessons. There is a teacher's version which should be displayed by the teacher's desk. There is also a child-friendly version of the ladder which is displayed more centrally in the classroom.

N.B. Please see the copies of these ladders attached to this policy.

There is also a very similar version of these ladders operating at Lunch Time (A Member of SLT is on duty to deal with serious behavioural incidents), Breakfast and Afterschool Club.

Serious Incidents Requiring Immediate Referral

Any incidents involving bullying, sexualised behaviour, racism, homophobia or violence, must be referred immediately to the Headteacher or Deputy Headteacher. All such incidents must be recorded on CPOMS or a Cause for Concern form (depending on your role) and given to the DSL/DDSL.

List of Possible Sanctions

Appropriate sanctions may include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents/carers
- Detention (during lunchtimes and playtimes, allowing reasonable access for the child to eat, drink and use the toilet)
- Preventing a child from taking part in an activity after school (e.g. representing the school) or whilst on a residential visit
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term exclusion) - length dependent on incident
- Permanent exclusion (only in the most serious cases)

Where necessary, immediate action is taken to support the pupil and resolve the concern. In addition, the Deputy Headteacher reviews and records all repeated behavioural incidents.

Support After a Sanction

Following a sanction, we will support the child with a number of strategies ensuring they are helped to understand how to improve their behaviour and meet our behaviour expectations (including those children with SEND). Strategies used could include:

- A targeted discussion with the child ensuring they understand their behaviour and how they can do better in the future. They may also be advised to apologise (if required)
- Support for the child when they are integrated back into their classroom including regular check-ins
- A phone call discussion with parents/carers
- Discussions with staff who work closely with the child including TAs and SNAs
- Inquiries into the child's circumstances outside of school (led by our DSL/DDSLs)

All of the above is logged via CPOMS to ensure the behaviours and support given is tracked appropriately.

Ongoing Behavioural Concerns

Additional sanctions may be taken in some circumstances where behaviour is causing significant concern. A child that has ongoing behavioural needs may be placed on 'report' which will involve a report card that is completed by the teacher to show the behaviour during each session and the child will then show their report card to a member of SLT at the end of the day.

Should the behaviour still continue to raise concerns, parents will be invited into school to discuss their child's behaviour and the child may be placed on a Pastoral Support Plan (PSP). A PSP will detail the support and targets that the child will work towards. These will be reviewed periodically together with the child, the parents/carers and the class teacher.

Suspension and Permanent Exclusion

General Principles

The Headteacher (or Deputy Headteacher in the Headteacher's absence) is the only person who can decide to suspend or permanently exclude a pupil from school. Exclusion from school should only be used in the most severe cases, for example if the police recommend you exclude a pupil after an incident of sexual assault. If you decide to exclude a pupil, the decision must be lawful, reasonable and fair.

A decision to suspend or permanently exclude will only be taken:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

When Suspension May Be Considered

Suspension should only be used where:

- Lesser interventions have been tried and have failed, **or**
- The breach is so serious that lesser interventions are not appropriate

Examples of behaviours that may warrant suspension include:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Sexual misconduct or harassment
- Possession of prohibited items (as defined in the confiscation section of this policy)
- Persistent or severe disruption to learning
- Damage to property
- Behaviour that brings the school into disrepute
- Racist, homophobic or other discriminatory behaviour

The length of suspension will be determined by the severity and frequency of the behaviour, taking into account all relevant circumstances.

When Permanent Exclusion May Be Considered

Permanent exclusion should only be used as a last resort, in response to:

- A serious breach or persistent breaches of the school's behaviour policy, **and**
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others

Permanent exclusion may be considered for:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon (as defined by law)
- Persistent and defiant misbehaviour, including bullying, which has not improved following previous sanctions and interventions
- An incident that poses significant risk to the safety of other pupils or staff

Decision-Making Process

Before deciding to suspend or permanently exclude, the headteacher will:

1. **Conduct a thorough investigation** of the incident(s), gathering all available evidence and witness statements
2. **Give the pupil an opportunity** to present their case and explain their actions
3. **Consider the pupil's individual circumstances**, including:
 - The age and developmental stage of the pupil
 - Whether the pupil has special educational needs or disabilities, and whether any reasonable adjustments should be made
 - Whether the behaviour may be a result of unmet needs or safeguarding concerns
 - The pupil's previous behaviour record and any interventions already in place
4. **Review what support has been provided**, including whether appropriate reasonable adjustments have been made for pupils with SEND
5. **Consult with relevant staff**, including the SENCO where appropriate, the DSL if there are safeguarding concerns, and other staff who work closely with the pupil
6. **Consider alternatives to exclusion**, including whether additional support, interventions or adjustments could be put in place
7. **Consider all relevant factors**, balancing the interests of the pupil against those of the whole school community

The headteacher will ensure that:

- The decision is lawful, rational, reasonable, fair and proportionate
- They have regard to their statutory duties including the Equality Act 2010
- All relevant factors have been taken into account
- The decision is properly recorded with clear reasons documented

Immediate Risk Situations

In cases of immediate serious risk to the safety of pupils or staff, the headteacher may:

- Remove a pupil from the classroom or school site immediately while an investigation takes place
- Implement interim safety measures to protect other pupils and staff
- Make a decision about suspension on the same day if the evidence is clear and the risk is significant

However, even in urgent situations, the headteacher must still follow the decision-making process outlined above before confirming any suspension.

Special Considerations for Pupils with SEND

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance its 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

Before considering suspension or permanent exclusion for a pupil with SEND, the school will:

- Review whether appropriate support and reasonable adjustments have been made
- Consider whether the behaviour is a direct manifestation of their SEND
- Ensure the SENCO has been consulted and their advice considered
- Consider whether an emergency review of the pupil's EHC plan is needed (if they have one)
- Seek advice from external specialists where appropriate (e.g. educational psychologist, medical practitioners)
- Ensure any decision takes into account the school's duties under the Equality Act 2010

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.

The school's special educational needs co-ordinator (SENDCO) 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.

Types of Exclusion

There are 2 kinds of exclusion - fixed period (suspension) and permanent (expulsion).

Fixed Period Suspension

A fixed period suspension is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been suspended for a fixed period, schools will set and mark work for the first 5 school days. If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day.

Permanent Exclusion

Permanent exclusion means a child is expelled. The local council must arrange full-time education from the sixth school day.

A decision to permanently exclude must be approved by the Governing Body within 15 school days of the exclusion being announced.

Alternative Education and Exclusion

The school or local council must inform parents about any alternative education they arrange. It is the parent's responsibility to make sure their child attends.

Making a Complaint

If alternative education isn't arranged within 5 days, or parents are not happy with the education provided, they can complain to:

- The school (<https://www.gov.uk/complain-about-school>), for fixed period exclusions
- The local council (<https://www.gov.uk/complain-about-your-council>), for permanent exclusions

If parents are not happy with the response, they can complain to the Department for Education (DfE). They will need to show that they followed the school or council's complaints procedure.

Restrictive Interventions, including use of Reasonable Force

Reasonable force or 'restrictive intervention' covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All instances of 'restrictive intervention' are to be recorded on CPOMS and parents/carers informed.

We have used recent government guidance published in April 2026- Restrictive interventions, including use of reasonable force, in schools.

Children with Special Educational Needs (SEND)

Special considerations may need to be made for some children with SEND. This may include giving them a 'cooling off' period or other strategies. These will be made clear to relevant staff such as the class teacher, support staff and Midday Assistants. Some SEND children may have a Behaviour Support plan which may include strategies such as social stories to help them understand their 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.

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.

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.

Child-on-Child Abuse

Staff should recognise that children are capable of abusing their peers and that safeguarding issues can manifest themselves via child-on-child abuse. Whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

Child-on-child abuse can manifest itself in many ways, including behaviours listed in paragraph 33 of Keeping Children Safe in Education (KCSIE) 2025. This may include:

- Bullying, including cyber bullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Emotional abuse
- Gender based violence
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nude and semi-nude images (sexting)
- Upskirting (which is a criminal offence)
- Initiation/hazing type violence and rituals
- Any financial abuse or coercive control exercised between children

Defining Unacceptable Behaviours

We clearly list out what counts as problematic and unacceptable behaviour to help staff and pupils recognise what is and isn't OK or 'normal'.

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Our Response to Child-on-Child Abuse

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child-on-child abuse.

When incidents are reported, our designated safeguarding lead (DSL) will conduct a risk assessment to inform whether we need to manage the incident internally, refer to early help, refer to children's social care, or report to the police.

We take particular note of sexual violence/harm or harassment that takes place in our school ensuring that all disclosures are taken seriously. We ensure that all disclosures are supported and considered when making plans for next steps. This is to maintain that support for the victim is executed whilst acknowledging the disciplinary action that may be required. Where possible, support to the victim and disciplinary action will be maintained at the same time as appropriate and on a case-by-case basis. This will be determined by risk assessment, liaison with the local authority, family and with consideration of the victim's needs.

Bullying

Parkside does not accept bullying in any form. 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

Bullying can include:

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

At Parkside, we acknowledge that bullying can happen in any school and we seek to create an environment where it cannot thrive: when it happens it is dealt with quickly, in a manner that supports the young person being bullied and educates the young person doing the bullying. In response to a complaint of bullying, our behaviour and discipline procedures will be followed. Staff will make a full investigation, keep detailed records and inform the Head teacher who will apply sanctions as necessary.

See further information in our Anti-Bullying Policy.

Our 'Zero-Tolerance' Approach

We carefully explain what 'zero-tolerance' means at our school. While we won't tolerate the behaviour, we won't demonise anyone – we'll support and listen to all of the pupils involved. We make it clear that:

- Our response will be proportionate, considered, supportive, and decided on a case-by-case basis
- The alleged perpetrator(s) will be offered support so they can change their behaviour
- Reporting incidents benefits everyone, including the victim(s), other people, and the alleged perpetrator(s)

Taking the Victim's Wishes into Account

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). We will listen to the victim(s) and their wishes will inform our response, but the school will make the final decision.

Support for the Alleged Perpetrator(s)

We gently but firmly condemn the behaviour, not the pupil. Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse. We offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. We will have a plan in place to help them modify their behaviour – this may involve counselling or clinical care.

Encouraging Reporting

'Low-level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture. We encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

We let pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act

Legislation and Statutory Requirements

[Behaviour in Schools- Advice for Headteachers and school staff 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#) 2024

[Use of reasonable force in schools](#) July 2013

[Supporting pupils with medical conditions at school](#) December 2015

[Special educational needs and disability \(SEND\) code of practice](#) January 2015.

Exclusions from Maintained Schools, Academies and Pupil Referral units updated September 2017, <https://www.gov.uk/government/publications/school-exclusion>

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#) July 2022.

Restrictive interventions, including use of reasonable force, in schools April 2026: https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

This policy should be read in conjunction with our school's;

Anti-Bullying Policy.

Safeguarding & Child Protection Policy

Medical Conditions Policy

Special educational needs information report and policy

Well-Being & Mental Health Policy

Online Safety Policy

PSHE / (H)RSE Policy

Equality and diversity policy

Attendance Policy

Learning and Teaching Policy

Use of reasonable force policy

Staff Code of Conduct

Updated May 2026

Ratified:

Chair of Governors signature.....Date.....

Our Nursery Behaviour Ladder

Step 5:

- You have still not improved your behaviour!
- You will have to go to Miss Warriner (our Deputy Head Teacher). Your parents/ carers will sadly be informed of your continuing, unacceptable behaviour.

Step 4:

- You will have to go to Mr Smith (our Assistant Head Teacher) or Mrs Cousins (Year 6).

Step 3:

- You have not improved your behaviour!
- You will have to go to your Year Group Manager.
- Your teacher will write down what has happened.

Step 2:

- Your teacher has had to warn you about unacceptable behaviour.
- You will have to sit on your own for a while.

Step 1:

- Your teacher has had to stop the lesson because your behaviour is affecting the learning in the classroom.

Each day is a new start.

Make the most of it.

Be Proud to Shine!



Our Reception Behaviour Ladder

Step 5:

- You have still not improved your behaviour!
- You will have to go to Miss Warriner (our Deputy Head Teacher). Your parents/ carers will sadly be informed of your continuing, unacceptable behaviour.

Step 4:

- You will have to go to Mr Smith (our Assistant Head Teacher) or Mrs Cousins (Year 6).

Step 3:

- You have not improved your behaviour!
- You will have to go to your Year Group Manager.
- Your teacher will write down what has happened.

Step 2:

- Your teacher has had to warn you about unacceptable behaviour.
- You will have to sit on your own for a while.

Step 1:

- Your teacher has had to stop the lesson because your behaviour is affecting the learning in the classroom.

Each day is a new start.

Make the most of it.

Be Proud to Shine!



Our KS1 Behaviour Ladder

Step 5:

- You have still not improved your behaviour!
- You will have to go to Miss Warriner (our Deputy Head Teacher). Your parents/ carers will sadly be informed of your continuing, unacceptable behaviour.

Step 4:

- You will have to go to Mr Smith (our Assistant Head Teacher) or Mrs Cousins (Year 6).

Step 3:

- You have not improved your behaviour!
- You will have to go to your Year Group Manager.
- Your teacher will write down what has happened.

Step 2:

- Your teacher has had to warn you about unacceptable behaviour.
- You will have to sit on your own for a while.

Step 1:

- Your teacher has had to stop the lesson because your behaviour is affecting the learning in the classroom.

Each day is a new start.

Make the most of it.

Be Proud to Shine!



Our KS2 Behaviour Ladder

Step 5:

- You have still not improved your behaviour!
- You will have to go to Miss Warriner (our Deputy Head Teacher). Your parents/ carers will sadly be informed of your continuing, unacceptable behaviour.

Step 4:

- You will have to go to Mr Smith (our Assistant Head Teacher) or Mrs Cousins (Year 6).

Step 3:

- You have not improved your behaviour!
- You will have to go to your Year Group Manager.
- Your teacher will write down what has happened.

Step 2:

- Your teacher has had to warn you about unacceptable behaviour.
- You will have to sit on your own for a while.

Step 1:

- Your teacher has had to stop the lesson because your behaviour is affecting the learning in the classroom.

Each day is a new start.

Make the most of it.

Be Proud to Shine!



The Lunchtime Behaviour Ladder



Step 4: SMT

- The child is taken to the member of SMT on duty. They will record what has happened (parents/carers will be informed- if required). The MDA will record in the Yellow Book.

Step 3: MDA/ Senior MDA

- The incident is logged by an MDA in the Yellow Book.

Step 2: MDA

- A formal warning is given.
- The child is asked to have 'time out' on the playground.

Step 1: MDA

- The MDA uses their voice and eye contact.
- An informal warning is given.

The senior MDA must be on the playground or in the hall at all times.

The Yellow Book is used to communicate between the MDA's and the class teachers. These books are monitored.

SMT= Senior Management Team

MDA= Midday Assistant

A violent or aggressive act will result in an immediate jump to Step 4.

Our Golden Rules



Always be Proud to Shine.



Move about quietly and sensibly.



Take responsibility for your own actions.



Treat others how you would like to be treated.



Look after our school environment.



Be kind, helpful and supportive.

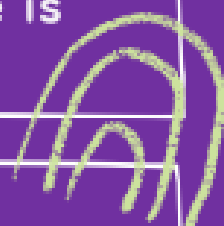


Playground Rules



Respect and look after the school equipment and environment.

Play collaboratively and ensure everyone is included.



Play games fairly and have fun.

Be a good team player when taking part in all games.



Tidy up after yourselves.

Be safe and aware of others.



Be kind and respectful.

If you hear it or see it, and it's not right - tell an adult.



LANGUAGE OF CHOICE.

Step 1 - Statement of reality (tell them what you see)

Ricky, you're climbing over the fence.

Never ask a child **why** they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Ricky, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an expectation that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you must deliver consequences or the child will learn that you do not follow threats through).

Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Ricky, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated**. Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined will work. You could repeatedly say e.g. 'In our school, we keep hands and feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.