



Park Gate Primary School

Relationships & Behaviour Policy

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Consistency is key for children to succeed and flourish.

“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 tool kit 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.” Paul Dix

Aims

What we know

- Children learn best in environments where they feel safe and secure, where expectations of learning and behaviour are high, and where strategies to manage behaviour are consistently applied throughout the school.
- Children’s brains develop in response to their experiences in relationships. This means that if we want to support development in children, we need to understand their specific social and emotional needs at each age and stage and then provide them with the right set of expectations, experiences and relationships to meet those needs.
- We understand that all behaviour is a form of communication, and we seek to find the underlying cause to help the child learn strategies to manage the feelings.

What Park Gate Primary School does

- We adopt a developmental, trauma-informed approach to meeting the emotional and social developmental needs of all children and young people.
- Our approach is rooted firmly in building safe, strong and trusting relationships between children and the adults who work with them.
- We adopt an approach that gives every child the opportunity to rebuild and repair when something goes wrong and learn from experience.
- We use a range of strategies to support children’s emotional well-being so that we can lay strong foundations to support every child's future mental health and give them the skills and resilience they need to access learning and reach their full potential in life.
- We provide a safe and nurturing environment that supports children’s social and emotional development, as well as the content of the policies and practices that govern how the setting operates.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010 Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Our Approach – The Park Gate Way

Central to our Relationships and Behaviour Policy, is 'The Park Gate Way'.

The Park Gate Way has been developed by all members of the school community and is the fabric of what Park Gate is all about. This culture and school ethos supports the spiritual, moral, social and cultural development of our children throughout the school. All members of the school are involved in promoting The Park Gate Way and recognising where others are displaying them. The Park Gate Way is important within our school community and will be important throughout life.

The Park Gate Way

Treat others as you would like to be treated

Make **safe** and sensible choices

Listen carefully to others

Think before you speak and do

Be **kind** and thoughtful

Be **honest** and trust each other

Show **respect** for everyone and everything

Do your best



Procedures

This policy relies on the consistent application of several procedures:

Approach to learning - Classroom Management

We recognise the importance of a consistent approach and will:

- Establish clear routines for all times of the day, both at a whole school and class level.
- A positive tone will be used.
- Ensure a clutter-free organised working environment which supports children organise themselves, their work and their learning.
- Establish clear lines of communication with all staff to ensure they are familiar with routines.
- Visual timetables are displayed at the front of every classroom.
- Verbal reminders are given to ensure all children know the routines and expectations in the class.
- The layout of the classroom is conducive to good behaviour and strategic seating positions are placed at tables and on the carpet.
- Tasks set are well matched to the children's needs and there is clear scaffolding used when needed.
- There is balance and breadth in the curriculum so each child has an opportunity to work in his/her area of strength.
- All staff feel supported in relation to issues of behaviour management.
- All staff are familiar with school policy, including new staff and supply teachers.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, kindness, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair; it is better to avoid communicating these feelings. Responses should be low-key and matter of fact. Staff will ensure that positive behaviour is acknowledged more often than negative behaviour.

Our Relationships and Behaviour Policy provides a framework to support our children and staff to establish and maintain excellent relationships in an atmosphere of encouragement, praise and reward. We believe in **consistency and routine**, that way children know what to expect and can thrive.

Park Gate Primary School prides itself on being an inclusive school community where children can learn and develop as confident citizens. We recognise that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs. We also recognise that some children could have an Education Health Care Plan (EHCP) which might share specific details or targets.

Relational Stance

PACE (ACE with an added P) PACE is a way of thinking, feeling, communicating and behaving that aims to make children feel safe. The approach focuses on building trusting relationships, emotional connections, containment and a sense of security.

- **Playfulness** – sensitive and appropriate playfulness helps the child feel safe and promotes positivity

"I bet you are not in your seat by the time I open my eyes (close eyes) 1....2....3... wow! How did you get there so quickly?"

"Can you walk with me like a spider/giraffe/lion? Come on, see if you can do it with me."

- **Acceptance** – unconditionally accepting the child makes them feel safe, secure and loved

"I love that you're in my class."

"I'm really glad you're here today."

"I care about you too much to let you hurt others/ yourself/ property. I will keep you safe."

- **Curiosity** – genuine and non-judgemental interest in the child helps them become aware of their inner life/narrative.

Remember: WIN ('I wonder...', 'I imagine...', 'I notice...') and "Help me understand"

"I notice that every time I talk about starting something new, you begin to show that unhelpful behaviour and I'm wondering if it is your way of letting me know that you are feeling a bit uncomfortable about starting that job?"

"I wonder what we can do now the sand is wet? How has it changed?"

- **Empathy** – demonstrating compassion for the child and their feelings supports the child's sense of self-worth

"Oh my goodness, you wanted to hold that then didn't you and I took it. I am so sorry."

"Wow, sharing is super tough, I can see you are trying and that you are finding it hard. Can I help you?" "It is tricky to make choices, can I help you choose?"

The Vital Relational Functions (VRFs)

At Park Gate Primary School we adopt a relational approach when working with our children. We use four fundamental functions to address a child's emotional state during a crisis.

These are:

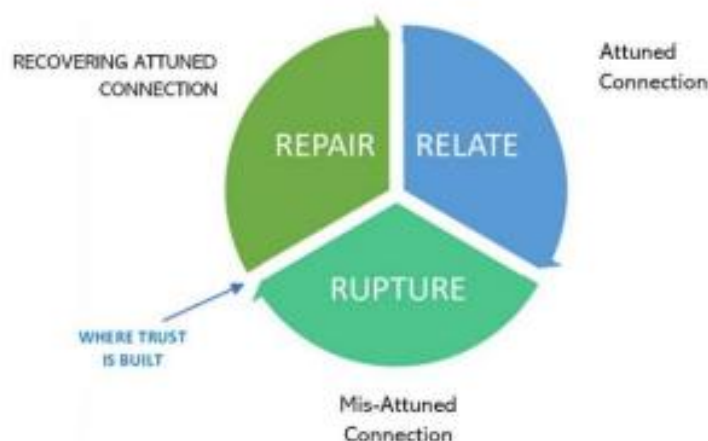
- **Attuning** – being alert and responsive to the feelings and experiences of the children and making a connection by showing empathy and understanding
- **Validation** – acknowledging the feelings the child is experiencing and why they may be feeling this way
- **Containment** – providing predictability, routine, safety and security, both relationally and environmentally
- **Regulation** – using a range of co-regulation strategies to transform what was too much to bear alone into an experience that can be tolerated together (physiological, relational, cognitive)



Relate, Rupture, Repair

At the heart of a relational approach is relationships and connection. This will inevitably mean ruptures will happen in relationships. We are all human and we are helping children to manage big feelings in tiny windows. This is difficult for adults because it means that we have to work hard to remain within our window of tolerance when helping children get back into theirs. [\(The Window of Tolerance \(edited version of our original 2018 video\) - YouTube](#)

We will spend a third of our time in relationships in RUPTURE, a third of our time in relationships in REPAIR and therefore only a third of our time in relationships in RELATE (connection). Rupture is normal and when repaired correctly can help build resilience and strengthen connections in relationships.



Park Gate Primary School is committed to:

- Promoting an atmosphere of mutual trust and respect.
- Modelling appropriate behaviour in everything we do
- Encouraging all members of the school community to take responsibility for their behaviour and the logical or natural consequences of their own actions.
- Exploring issues relate to social and emotional behaviour in whole school, year and class groups
- Following the 'Park Gate Way'

There are clear expectations within the Park Gate Way that we want our children, staff and community to adhere to, supporting us to have a climate where children can aim for excellence within themselves and aspire to be anything they set their minds to.

The school expects every member of the school community to follow the Park Gate Way and to maintain a positive, orderly climate for learning.

Responding to Positive Behaviour Positive

Consequences, Encouragement and Praise:

At Park Gate Primary School, we recognise that positive consequences, encouragement and praise are the most effective means of promoting positive behaviour. At Park Gate we want children to have a sense of belonging in the whole school, within their year groups and within their class but also have a sense of personal pride when having success. This is why our policy is phased in 3 stages; me within my school, me within my class and then me as an individual. Such reinforcement teaches children that they receive positive attention through good behaviour choices. Positive consequences for good behaviour or learning may include:

- *Me in my school:* A 'House Points System' recorded on Dojo where children earn house points for showing 'The Park Gate Way'. These contribute to an overall total that is celebrated in a weekly assembly and will be collected against the child's name.
- *Me in my class:* Agreed collective reward for each class that is earned and shared by all children in that class and agreed with SLT.
- *Me as an individual:* Acknowledgement of positive behaviours through verbal or non-verbal communication (including the agreed system)
- Learning Ambassadors Certificates are awarded in assembly for children who have met one of the learning values during the week. These are linked to the school's curriculum values that can be found woven into our school curriculum policy.
- Stickers and postcards are awarded to children who have demonstrated something and may have gone above and beyond in their learning or behaviour.
- Head Teacher Award – Children can be sent for a Head Teacher Award when they have had a wow moment that needs to be celebrated. Children will receive a sticker and a postcard so that the child's family and friends understand the reason for the award being given.
- Earning 'Roles of Responsibilities' e.g., House Captains, Sports Captains, Reading Ambassadors, Eco Warriors, Librarians, Road Safety Officers.

- House point champion will be awarded with a special session with a member of the senior leadership team for Hot Chocolate.
- Maths Learning Awards are shared each week in assembly to encourage children to build fluency in Number bonds and Times Tables.

Responding to Negative Behaviours

Natural Consequences

At the heart of a relational approach, is maintaining a relationship. Staying alongside the child through unhelpful behaviours and remaining in the stance of PACE. The beginnings of learning cause and effect is to start with natural consequences. This is the naturally occurring thing that will happen when a behaviour occurs. It is important to remember that these are not just negative consequences for 'negative' behaviours but should also be narrated over positive consequences for 'positive' behaviours. Some examples of both below, using the language of PACE to support the child to remain in relationship with the adult:

"I know it is tricky for you to finish this job 'and' if it is not done, you will find the next task difficult."

"Oh my goodness, look at this room. Your friends might trip over the chairs; it is not safe for them now."

"Tearing up your friend's work earlier was unhelpful; it made them feel sad."

"I just noticed that when you smiled at your friend, they smiled back at you, I imagine that felt nice inside."

Logical Consequences

A logical consequence is a non-punitive response to misbehaviour that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.

When thinking of logical consequences, they should be:

- Related – must be related to the behaviour
- Respectful – ensure not to blame or shame the child
- Reasonable – the child and the adult must see the consequence as reasonable

"I know it is tricky for you to finish this job 'and' if it is not done now, it will need to be done later in your playtime. We can solve this together."

"Oh my goodness, look at this room, I wonder if I could help you tidy it up so we can make it all better?"

"Tearing up your friend's work earlier was unhelpful; I wonder if I could help you show her that you are sorry? How could we do that do you think?"

Levels of Behaviour

A relational approach relies on us knowing each child and their needs/wider circumstances that may be the underlying cause for their behaviour. This may impact the approach and decision that we make when responding to the behaviour.

	Levels of behaviour (not exhaustive):	Script Example:	Possible natural or logical consequence	Possible actions to behaviours
Baseline - Park Gate Way	Treat others as you would like to be treated Make safe and sensible choices Listen carefully to others Think before you speak and do Be kind and thoughtful Be honest and trust each other Show respect for everyone and everything Do your best	"I can see you are showing The Park Gate Way thank you for being a fantastic role model" "Thank you for listening while I am talking" "You are so kind, thank you for helping your friend" "I just saw you being so respectful, thank you"	Positive natural consequence: "Because you are showing The Park Gate Way, other children are now copying your positive behaviour. Great job"	Verbal praise for the positive behaviour noticed and a visual is rewarded: House points recorded on ClassDojo (Me in my school - whole school level) These should be awarded often to recognise individual positive behaviours. This will be different for each child eg: one child may receive a house point for completing a task whereas another may receive a house point for being in the right place at the right time. Reasons should be differentiated depending on need. The winning house at the end of each term can have a dress down day and a reward in school (Between 1 to 5 house point can be given at any one time.) Tree reward (me in my class - class level) These are awarded when the whole class work together to achieve a goal. When the tree is full (roughly once a half term) the class will get a class treat – The amount of items collected to receive the rewards is as follows

Follow up with visual recognition

				EYFS – 10 KS1 and 2 – 25 3. Stickers and postcards (me as an individual - child level) These will be given out across the day to celebrate children who have demonstrated success or achievement in what they have done. This is a personal achievement and recognition.
Level 1 - Trigger Stage	Reluctance to engage (e.g., reluctance to complete work or follow instructions. Calling out/ talking over adult or children Running inside Disrupting learning of others	“I can see you need me, I’m here. I’m reminding you how important it is to (insert expectation). We care about you and everyone, and need to keep everyone safe” “I need you to think about what will happen next if you continue to (insert behaviour). We will have to have this conversation at playtime.”	Logical consequence for a low-level behaviour: Child may need to spend time at playtime or lunchtime to complete missed learning. Child may need to spend time at playtime or lunchtime to practise a specific skill – eg: practise walking inside/ putting my hand up and waiting etc...	Stay curious: What is the communicative function for the child? What is the need behind the behaviour? “Help me understand how I can help you?” ↓ Meet the need: Offer the child support and regulation – support the child to explore their feelings and how adults can support them. “I wonder if you need me to help you with that first question?”

Level 2 - Escalation stage	Continued disruptive behaviour which impacts the learning in the classroom Throwing resources/ swiping resources off tables Wandering out of seat/ may leave the classroom Refusal to engage Being unkind to others (words or actions)	"If you need help to regulate I am here. Let me know if you need me. I just want to remind you the work will still need to be completed. I can help you." "I want to remind you about last time this happened – you turned it around and felt really proud." "I want to remind you about last time this happened, we ended up missing play, can you remember? Let me help you so that doesn't happen again."	Logical consequence for escalating behaviour: Child may need to spend time at playtime or lunchtime to complete missed learning. Child may need to spend time at playtime or lunchtime to practise a specific skill – eg: practise walking inside/ putting my hand up and waiting etc... Child may need to spend time with the Class Teacher to discuss more helpful strategies for next time.	Offer regulation: Child spends time regulating, using resources if needed to support regulation (5-minute intervals) Child regulates and returns to learning. Child may need a conversation with class teacher to problem solve more helpful strategies for next time. Let's have a chat sheet could be used to support this. Child refuses to regulate or use resources offered and is reminded of the logical consequence (make up work at playtime), a child may need to spend some time in a different classroom so they can have a change of face and environment for a short period of time or child escalates to level 3 (becomes more dysregulated)
Level 3 – crisis stage	Persistent disruptive behaviour which further impacts on learning Intent to hurt others/Unprovoked violence Upturning and damaging property	"You are not being safe and you need to leave the classroom to regulate." "I am calling for support because I need to keep you safe."	Logical consequence for crisis behaviour: Child may need to spend sessions of their day with a member of SLT	Offer regulation outside of classroom: Offer regulation in a space outside of the classroom. This may need to be alongside a member of the pastoral team or SLT due to the behaviours being shown.

	Putting others in danger Targeted swearing and discriminatory language (including racist, sexist, homophobic) Abscond offsite Bullying (physical or verbal) Sexual harassment (sexual comments, jokes or taunting, physical behaviour)		completing lost learning. Child may need to spend time at playtime or lunchtime or after school to practise a specific skill – eg: practise walking inside/ putting my hand up and waiting etc... Child may need to spend time with SLT to discuss more helpful strategies for next time. SLT may decide that child is not able to be outside due to unsafe behaviours Team teach members of staff may need to physically intervene to keep the child safe. ↓	Child regulates and returns to learning at an appropriate time. A conversation may be needed with SLT at playtime to problem solve more helpful strategies for next time. 'Let's have a chat' sheet could be used to support this. Child is refusing to leave the classroom or is being unsafe. Team Teach staff are required to escort the child to a safe space. ↓ Internal suspension (in a different class or with SLT for a lesson/session before being able to return to class (breaktime/lunchtime may be included) – class teacher to set work and contact parents. ↓ Fixed term suspension – teacher to set work and SLT to contact parents.
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			If the child has been held more than once – an IBMP will be produced by Class Teacher and SENCO.	
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Four categories of behaviour	Examples of behaviours
Connection Needing – The child is looking for a connection with an adult or a peer in an unhelpful way. Child’s internal voice: “I need help”	• Tapping a table to create a disturbance • Shouting out to peers or over adult • Wandering out of seat to peers or adult – wanting to be in close proximity to adult/ peer • ‘Excuses’ to leave the task/ classroom e.g: needing another pencil etc...
Power Seeking – The child does not feel emotionally safe in the relationship or the environment so they are taking control of the situation. Child’s internal voice: “I do not feel safe”	• Stubborn • Argumentative • Bossy • Oppositional • Ignoring you • Attempts to ‘recruit’ peers into power seeking behaviours • Takes over the physical environment eg: may stand at the front of the class/ shout over you teaching in a way to take over.
Revenge Seeking – The child does not feel safe and triggered, they are now going to ‘take their revenge’ Child internal voice “you can not manage my big feelings so I am going to make you feel unsafe too.”	• Aggressive • Destructive • Violent • Targeted attacks to adults or peers • Behaviours that are ‘out of control’ • Behaviours that are releasing fuel in the body (outward behaviours)
Escape by withdrawal – The child feels unable to cope in relationship or in the environment and the only strategy they have left is to dis-engage.	• Sullen • Disconnected • Hard to reach • Gives up • Feels hopeless • Cannot connect • Hides/ leaves

Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher. Please refer to our exclusions policy for more information.

Considerations for Children with SEND/Individual Behaviour Plans

We recognise that all children are unique and some may need further consideration to this policy to ensure the provision they receive in school best meets their needs. We aim to identify and meet these needs proactively, in partnership with parents and external professionals where appropriate, and make adjustments where necessary. These children will have a SEND Passport and/or an Individual Behaviour Plan (IBP). The IBP will be implemented by the teacher and all staff involved with the child to ensure consistency. Reasonable adjustments may include modifications to the curriculum, classroom environment, or teaching methods which aim to support the child to remain regulated. The IBP will also include personalised strategies that all staff will use when responding to both positive and negative behaviours. This is a personalised plan and may include other strategies that are not widely used with all children. The IBP will be reviewed every six weeks or sooner if there is a serious incident where strategies in the current plan are no longer effective or there is a health and safety concern. In this case, an individual risk assessment will sit alongside the IBP and be reviewed at the same time.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Roles and Responsibilities

We recognise the importance of a consistent approach and will ensure this is maintained at all levels:

The Governing Board:

The Governing Board is responsible for:

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

The Headteacher:

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establish clear routines for all times of the day, both at a whole school and class level.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Establish clear lines of communication with all staff to ensure they are familiar with routines.
- Using a visual timetable in every class and verbal reminders to ensure all children know the routines.
- Implementing the relationships behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Ensure the layout of the classroom is conducive to good behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Ensure all tasks set are well matched to the children's needs
- Challenging pupils to meet the school's expectations
- Ensuring that any resources for IBPs are present and used consistently.

Parents and carers:

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:
The expected standard of behaviour they should be displaying at school
That they have a duty to follow the behaviour policy
The school's key rules and routines
The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
The pastoral support that is available to them to help them meet the behaviour standards

Bullying (See Anti-bullying Policy)

The school does not tolerate bullying of any kind. When an act of bullying or intimidation is reported we act immediately to stop any further occurrences of the behaviour and supporting all parties involved. We do everything in our power to ensure that all children attend school free from fear.

Highly unacceptable, inappropriate behaviour

Despite the system of sanctions and rewards there may be those children who act in challenging, aggressive and violent ways (some children may require a specific risk assessment). The following offers guidance in dealing with these children:

- Walkie-talkie's should be used to radio for support from the Pastoral Support Team or the Senior Leadership Team. Again, there must be due regard to information sharing principles.
- Always avoid confrontation wherever possible. Only confront if you feel able to control the situation and are clear about what you intend to achieve.
- Wherever possible, it is advisable to have a second adult present in any confrontational situation.
- Encourage the child to leave the classroom in order to discuss the incident and give the child time to calm down and reflect on their behaviour.
- Incidents of highly unacceptable, inappropriate behaviour should be logged on the school's behaviour management system. They should be logged as facts only. Staff completing this will have due regard for information sharing principles.

Reasonable force

Reasonable force 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 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.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Links with other policies

This behaviour policy is linked to the following policies:

Suspension & Permanent Exclusion policy

Child Protection and

Safeguarding policies

Mobile Phone policy

The Governing Body has also emphasised that violent or threatening behaviour or abuse by pupils, or parents, towards the school staff will not be tolerated. Please see the Governing Body's Behaviour Principles attached below.

It is the responsibility of the governing body to ensure that this policy is administered fairly and consistently.

Agreed by :

Next review :

PARK GATE PRIMARY SCHOOL

GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Park Gate Primary believe that high standards of behaviour are at the heart of a successful school and enable children to make the best progress in all aspects of their school life.

The purpose of this statement is to guide the Headteacher in drawing up the school Behaviour Policy by setting out the principles Governors expect to be followed. The Headteacher has a duty to publish this statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to DfE guidance documents.

Principles

- All pupils, staff and visitors have the right to feel safe, valued and respected, and to learn free from the disruption of others
- Park Gate Primary School promotes equity, diversity and inclusion and all pupils, staff and visitors are free from any form of discrimination
- Staff, pupils, parents and governors promote an atmosphere of mutual trust and respect through adhering to and following the 'Park Gate Way'
- The behaviour policy and associated rules are known and understood by staff and pupils
- Staff and volunteers set an excellent example to pupils at all times, and express their feelings in an appropriate way
- All members of the school community are encouraged to take responsibility for their behaviour, both on and offline, and the consequences of their own actions
- All members of the school community are expected to behave in ways that respect the environment
- Rewards and consequences are set out in the behaviour policy, understood and used by staff consistently, fairly and proportionately
- An appropriate number of staff are trained in physical intervention strategies and all staff are aware of their responsibilities in terms of duty of care
- Governors expect pupils and parents to co-operate to maintain an orderly climate for learning
- The Behaviour Policy explains that exclusions are only used as a last resort, and outlines the processes involved in fixed term and permanent exclusions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violent or threatening behaviour or abuse by parents or pupils towards the school staff will not be tolerated. If a parent does not conduct them self

properly then the school may ban them from the school premises, and if he or she continues to cause a disturbance may be liable to prosecution.

The Governing Body expects the Headteacher to include guidance, and provide clarification, for staff on:

- a. the power to search for banned items (including identifying in the school rules which items are banned and which may be searched for)
- b. the power to use reasonable force (make physical contact with children)
- c. the power to hold pupils accountable for non-criminal, undesirable/inappropriate behaviour and bullying which occurs off the school premises and is witnessed by a member of staff or is reported to the school:
 - when pupils are taking part in a school organised or related activity, travelling to or from school wearing school uniform or in some other way identifiable as a pupil or when misbehaviour at any time:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of staff
 - could adversely affect the reputation of the school
- d. pastoral care for school staff accused of misconduct, drawing on the advice in “Dealing with Allegations of Abuse against Teachers and Other Staff”
- e. when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Proposed: October 2024

Consultation with pupils, parents and staff: November - December 2024

Agreed by FGB: January 2025

Review: Spring 2026