



Behaviour for Learning Policy

Links:

- [On Line Safety Policy](#)
- [Child on Child Abuse Policy](#)
- [Pupil Acceptable Use Policy](#)

Policy adopted: September 2026

Next review date: September 2027

Introduction

All behaviour is communication. At Parkfield School we aim to create a welcoming, caring environment where relationships are based on respect and develop positive self-esteem in each child. Staff at Parkfield school are committed to maintaining high expectations of good behaviour and self-discipline as an essential contribution to the educational experience of children and their happiness and well-being.

Vision

Our vision is to ensure that pupils become **successful learners** who enjoy learning, make good progress and achieve; **confident individuals** who are able to live safe, healthy and fulfilling lives; **responsible citizens** who make a positive contribution to society.

Our school motto is:

‘Felicitas per Ardua’ which means Success and Happiness through Hard Work

School Values

Resilience	Respect	Honesty
Friendship	Forgiveness	Courage

Aims

- To create positive behaviour that enables all children to be ready to learn
- To provide a safe, calm and caring atmosphere in the school
- To create an ethos where respect is shown by all
- To create an ethos where responsibility is taken by all
- To reinforce positive behaviour especially through the language used
- To ensure consistency and fairness and set high standards
- To enable pupils to develop social skills and the ability to choose between right and wrong
- To enable pupils to become successful, independent and resilient learners
- To promote positive attitudes in our school community with an emphasis on respect for oneself and others (their beliefs, culture, home background and property), self-discipline, resilience, cooperation and courtesy, enabling pupils to become good citizens in their own community and in a national and global context.

Objectives

- To create a calm atmosphere in which children can learn and teachers can teach
- To help and encourage children to develop self-discipline and accept responsibility for their own actions
- To help and encourage children to talk and share about their behaviour and choices using positive language
- To foster and encourage an atmosphere of mutual respect.
- To establish clear guidelines for good behaviour and to treat all children fairly
- To celebrate good behaviour
- To support all members of the school community when dealing with challenging behaviour.
- To keep parents informed of any problems at the earliest opportunity and enlist their cooperation when deciding on a course of action.

Building Positive Relationships

At Parkfield we understand the importance of building a solid relationship with each individual in the class to ensure that an understanding is obtained of why each child behaves as they do. Knowing children individually enables effective strategies for managing individual behaviour and is identified by the Senior Leadership Team as a core requirement of the job. It requires real commitment to on-going professional development.

Parkfield School Rules (Appendix 1)

1. Listen and follow directions
2. Raise your hand before speaking or leaving your seat
3. Keep your hands and feet to yourself
4. Respect your classmates and your teacher

Expectations and Ethos

The expectations for behaviour are underpinned by the following Rights and Responsibilities. They are displayed around the school and adhered to by all members of the Parkfield community.

Rights and Responsibilities

Each class teacher will work with the young people in their class to create a 'Class Charter' at the beginning of the Academic year. This will outline the sorts of behaviours they want to see in their room in order to develop respect, tolerance, self-control and a sense of responsibility in the class and which will allow everyone to be able to learn, be safe and happy.

Our Rights and Responsibilities

At our school we believe that everyone has the right to:	it is therefore the responsibility of everyone to:
1. Be safe (Article 19 & 36)	Play and learn safely
2. Be well taught (Article 28 & 29)	Learn as well as we can
3. Have a positive environment (Article 31)	Treat our environment with respect
4. Be accepted (Article 13 & 14)	Treat each other fairly
5. Be heard (Article 12)	Respect each other's views
6. Be trusted (Article 16 & 40)	Be truthful

Additional pupil responsibilities include:

1. Pupil Leadership Team
2. School Councillors
3. House Captains
4. Librarians
5. Play leaders
6. Sports Captains
7. Eco-Committee

Responsibilities for Behaviour

All adults who work at Parkfield School have a responsibility for behaviour. All children are expected to respond to whoever is responsible for them. This includes teaching and support staff, mid-day supervisors and volunteers.

Responsibilities of children

- To treat adults and other children with respect and politeness
- To be welcoming and respectful towards guests and visitors
- To help to make the school a clean and pleasant place to be
- To do as they are asked by all trusted adults in the school
- To take increasing responsibility for choices in their own learning and behaviour.

Responsibilities of staff

- To treat all children fairly and respectfully
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best
- To learn strategies to support pupils to improve their behaviour by developing a solid relationship

Responsibilities of parents

Children are more likely to behave well at school when they know their parents/carers are involved with and supportive of what the school is trying to do. The key responsibilities of parents are below and should be read in the conjunction with the Home School (Three Way) Agreement.

- To ensure children arrive on time for school and ready for work
- To encourage children to sort out difficulties without using violence
- To encourage manners and respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about school and listen to what they have to say each day.

How we promote positive behaviour at Parkfield

Our approach to good behaviour is based on the understanding that positive actions and rewards are generally more effective than negative actions or sanctions. We use the following methods of helping children to learn, recognise and adopt behaviour that is positive and rewarding:

- Recognising right and wrong
- Following good examples
- Sharing
- Working and playing co-operatively
- Using resources wisely and carefully
- Helping others
- Reporting problems to adults who can help.

We are passionate that children learn by example. Therefore, at Parkfield, we aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children.

We actively encourage pupils to choose the right thing to do, by explaining the consequences of their choices, both positive and negative. We link consequences to the choices they make to help them make the best choice.

This language:

- follows Emotion Coaching styles (**Appendix 2**)
- Is positive
- Increases pupils' sense of responsibility
- Removes the struggle for power and control
- Overtly links responsibilities, choice and consequence
- Helps them to take responsibility
- Helps them to develop skills to manage their own behaviour
- Increases their independence.

How does our behaviour system work? (Appendix 3)

We have a visual behaviour system displayed in each classroom. An example can be seen in Appendix 3. Teachers have the flexibility to choose the images relevant to their class/children/topic. This is a visual cue for children to be able to understand where they are throughout the day. For example, every child will start each day on the blue sky and can move up to gain rewards or down which will form part of their three warnings and may result in a sanction.

Children will always have the opportunity to move back up if they are below the blue sky enabling them to show positive behaviour.

It is important to us that every day is a new day, a new chance to do well. This is spread across all key phases so that at the start of each day they are ready to make good choices.

Rewards

At Parkfield, the emphasis is on positive behaviour. We praise and reward positive behaviour by:

- Praise – verbal, written, sticker, friendly word or gesture, referral to another adult and certificate
- Special responsibility, privilege or trust – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job or responsibility (e.g. give out registers, take messages).
- Each class will use ClassDojo to reward children with individual points. Points will be given linked to our school values.
- Each individual Dojo point will go towards the class House points system.
- Informing parents – communicating good news whenever possible, sending home messages, certificates that celebrate excellent learning or sometimes a phone call.
- Awarding Head Teacher Certificates/stickers e.g. for excellent work
- Weekly Celebration Assemblies – commending children for hard work, good manners, sporting achievements, improved behaviour etc.
- Half termly 'Values' certificate

Sanctions

At Parkfield we strongly believe that the majority of behaviour management can occur in the classroom and ensures the child takes responsibility for their choices.

Every child will have three opportunities to reform inappropriate behaviour or choices, before a sanction is implemented at school. Children will be supported in these opportunities through visual and verbal reminders. If a sanction is then given, this may be in the form of a loss of break or loss of choosing time, depending on the age of the children.

- Rainbow - exceptional learning behaviour – 1 house point given
- Sunshine – positive learning behaviour – positive praise
- Blue sky – every child starts the day here
- Cloud – 1st verbal warning given
- Rain cloud – 2nd verbal warning given – 5 minutes of play missed
- Thunderstorm – 3rd verbal warning given – Play time missed & recorded on our electronic behaviour log.

The class teacher will record a log of any child who has been on the thunder cloud. Parents will be informed by the class teacher of any time missed due to inappropriate behaviour. If there are more than three instances of disruption within a half term, the class teacher and a member of the senior leadership team will phone the parent/carer and ask them to come in for a meeting. If additional support is needed to ensure that children are able to behave in an appropriate way, a 'positive behaviour plan' is created and logged.

This plan is collaboratively written with parents, the class teacher and SENDCo and if appropriate-the child. A Behaviour Log (ABBC chart), may be used by teachers and LSA's to keep records of a child's behaviour, so that professionals can build a picture of the needs. Its purpose is to outline any triggers which may help reduce behaviours from escalating, the behaviours observed and actions to be taken if 'Team Teach' handling techniques are used to support the child. This is shared with all staff involved with the child's learning to ensure a consistent approach is provided for the child and is reviewed termly.

There may be incidents that are of a more serious nature, which require the senior leadership team to intervene earlier. These may include: physical and verbal/racist abuse, bullying and persistent disruptive behaviour. The senior leadership team will keep a log of these incidents. Parents will be informed of such behaviour by a telephone call and may be asked to come in for a meeting with a member of the senior leadership team, class teacher and SENDCo, if appropriate. Sanctions may include total loss of playtime and/or lunchtime, an internal exclusion, a suspension or a permanent exclusion; this is at the discretion of the senior leadership team.

Lunchtime procedures

On the playground or in class and at lunchtime, a positive and non-confrontational manner should be used. The lunchtime supervisors will manage low level disruption, through dialogue with the children. They will inform the class teacher following lunch; it is at the teacher's discretion whether any further action is required. If the incident is of greater severity, a member of the senior leadership team must be informed and they will deal with the incident, which could include informing parents/carers.

Identifying and recording incidents

- In the first instance each class will monitor and log behaviour of children who may be persistently on the thundercloud.
- The Senior Leadership team will monitor the log for more serious incidents outlined above.
- A Behaviour Log (ABBC chart) may be used if a child is persistently disruptive/demonstrating inappropriate behaviour.

Team Teach

At Parkfield we have members of staff trained in restrictive practice. Restrictive practice is the positive application of sufficient force to ensure, by physical means alone, that a pupil does not cause injury either to themselves, a member of staff, another pupil or property.

Team teach will only be used when:

- All other preventative interventions have been exhausted
- Only carried out by trained members of staff
- The pupil is putting themselves or others in dangers where failure to intervene would constitute neglect and disruption.

Staff trained in Team Teach must judge whether or not a physical intervention would be reasonable or proportionate:

- Where there is a risk to the safety of staff, children or visitors
- Where there is a risk of serious damage to property
- Where a child's behaviour is seriously prejudicial to good order and discipline
- Where a child is committing a criminal offence.

All physical restraint must be recorded on an incident form.

Suspension and Permanent Exclusions

The Headteacher/Deputy Headteacher or Teacher in charge has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, which, when aggregated, do not exceed a total of 45 days in any one school year. Suspensions will normally be from one to four days. This length of time ensures an effective re-integration for the pupil. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension to a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parents must be informed immediately, giving clear reasons for the exclusion and a letter sent, outlining the reason and the procedures. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.

When a child is suspended and before they return to school, the parent/carer will be invited to a reintegration meeting with a member of the senior leadership team. If appropriate, the child will also be invited to attend. This will be recorded on our electronic behaviour log.

The Headteacher must inform the Local Authority and the governing body of any permanent exclusions.

The governing body has a Disciplinary Committee. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meet to consider an exclusion, they consider the circumstances in which the pupil was excluded and any representation by the parents. The Disciplinary Committee consider whether the child should be reinstated and the Headteacher must comply with this ruling.

Children with special educational needs

We expect all children to abide by the Parkfield Rules. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Children with behaviour difficulties:

- Have regular meetings with their teacher and parents/carers to discuss appropriate support.
- Have targets for improved behaviour on their Pupil Passport or Positive Behaviour Plan
- May have an individual Positive Behaviour Plan (discussed above).
- Meet regularly with the Inclusion Leader to discuss progress.

Some children who have special educational needs may need the whole school behaviour management systems to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Alternative arrangements would therefore be put in place to support each child's individual needs.

Monitoring

The Headteacher, senior leaders and class teachers will keep records of incident and monitor the effectiveness of the policy. Governors will be responsible for reviewing the effectiveness of the policy and support the Headteacher in its implementation. Governors are also responsible for monitoring the number of suspensions and permanent exclusions.

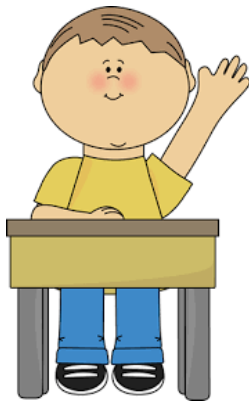
Reviewing

The Senior Leadership Team will review this policy annually.

Parkfield Rules



Listen and follow directions.



Raise your hand before speaking or leaving your seat.



Keep your hands and feet to yourself.



Respect your classmates and your teacher.

Appendix 2: Emotion Coaching styles

All staff at Parkfield have had Emotion coaching training and therefore should use this style of coaching when dealing with behaviour by:

- Regarding emotions as a time for intimacy
- Value emotions and take time to talk about feelings
- Avoid criticism or labelling (silly, stupid, shy)
- Remains calm and helps others solve problems themselves
- Aware of their emotions

It is essential when dealing with behaviour that the behaviour is separated from the child. In emotion coaching, it is good practise to:

Recognise, validate and label the feelings

- I wonder if you're feeling....
- I can see you're feeling...
- NAME IT TO TAME IT!!

Empathise

- I would feel angry if....
- I get that you're feeling...
- I understand you're feeling....

Limit set and problem solve

- It's ok to feel.... It's not ok to.....
- Can you think of a different way to deal with.....

We believe that it is important to use appropriate terminology to describe when a child may have lost the ability to control their own behaviour. Terms such as 'kicked off', 'melt down' etc should not be used as they imply negative connotations about the pupils.

Appendix 3: How does our behaviour system work?

Rainbow - exceptional learning behaviour – 1 house point given



Sunshine – positive learning behaviour – positive praise



Blue skies – every child starts the day here



Cloud – 1st verbal warning given



Rain cloud – 2nd verbal warning given – 5 minutes of play missed



Thunderstorm – 3rd verbal warning given – Play time missed

