

# PARKGATE JUNIOR SCHOOL



## Behaviour Policy (including anti-bullying)

Reviewed Date: Spring 2026

Review Date: Spring 2027

Person Responsible: SLT and Curriculum Committee

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### 1. Aims

This policy aims to:

- Ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.
- Promote an environment where everyone feels happy, safe and secure.
- Ensure that all children have support to become positive, responsible and increasingly independent members of the school community.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

### 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

- The [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- 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 give schools the authority to confiscate pupils’ property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

Children at Parkgate learn how to behave appropriately so that they can feel happy, safe and secure amongst the staff and their peers. This is a learning process and some children will be on a longer journey, developing the skills they need to get on with others. The definitions below have some examples of misbehaviour.

**Examples of Misbehaviour** can include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude/refusal to work
- Not keeping hands and feet to themselves

**Examples of Serious misbehaviour** can include such things as:

- Repeated breaches of the school rules
- Bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

### 4. Bullying

**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                              |
|------------------|---|
| Emotional        | Being unfriendly, excluding, tormenting |

| TYPE OF BULLYING   | DEFINITION   |
|--|--|
| Physical   | Hitting, kicking, pushing, taking another's belongings, any use of violence  |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic etc.</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| 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 or gaming sites          |

#### 4.1 Vulnerable groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked after children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities within our community
- Children from different religions within our community

Vulnerable children meetings are used to discuss children who may need additional support and this is shared with staff in weekly meetings.

#### 4.2. Prevention

Preventing and raising awareness of bullying, and its impact, is essential in keeping incidents in our school to a minimum. We have a clear set of family values which promote positive behaviours for the wellbeing of all children. Pupils are expected to protect theirs and others rights to:

- Be Safe
- Learn
- Be Respected

During assemblies and PSHE discussion time, children are given regular opportunities to our definition of bullying, how they can seek support if they or someone they know is being bullied and the role of a bystander. Adults lead an annual Anti- Bullying Fortnight, which gives the children further opportunity to explore bullying and further raise awareness. E-safety is an integral part of our curriculum and children are regularly reminded during Computing lessons about how to stay safe online. Information for parents is shared in newsletters, our school website and workshops.

#### 4.3 Signs of Bullying

Adults should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical- unexplained bruises, cuts, missing belongings, damaged clothes, loss of appetite, stomach aches, headaches.
- Emotional and behavioural- losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to explain emotions, high level of anxiety, mood swings, tearful, lack of confidence.
- Other signs of bullying- alone or excluded from friendship groups at school, a frequent target for teasing, mimicking or ridicule at school, unable to speak up in class and appearing insecure or frightened.

#### **4.4 Responding to Bullying**

All incidents of bullying must be recorded on CPOMS and reported to a member of the Senior Leadership Team.

In any case of alleged bullying, the class teacher and a member of the Senior Leadership Team, should first establish the facts, building an accurate picture of events over time. This will be done by speaking to the alleged perpetrator(s) and victim(s). The perpetrator(s) should fully understand the consequences of their actions and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

Parents will be informed and monitoring of the situation will be put in place. Staff will be informed during briefings and midday staff will be made aware of the situation and how to report further incidents.

If the situation does not improve, the issue may be escalated to involve the Deputy Heads and/ or the Headteacher. At this point parents will be invited back into school and a clear plan for monitoring and intervention will be decided. Necessary action will be taken, including the support of outside agencies, until the bullying stops. The victim support plan will also be put in place to ensure that they are able to quickly recover from the situation.

### **5. Roles and responsibilities**

#### **5.1 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

#### **5.2 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)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- 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.

### **5.3 Teachers and staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly

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

### **5.4 Parents**

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.

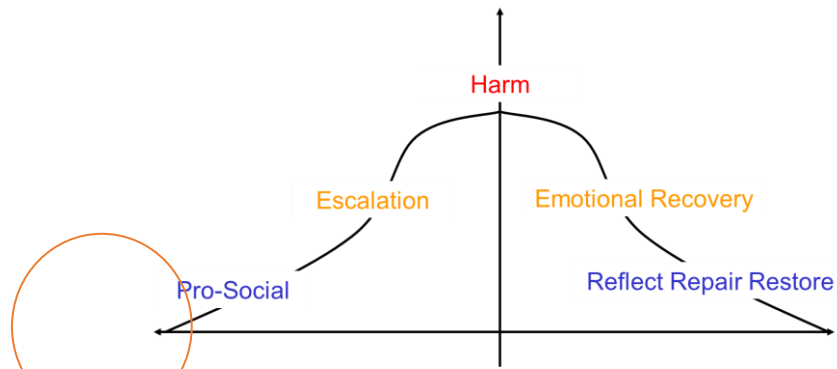
### **5.5 Pupils**

Pupils will understand;

- The expected standard of behaviour we have in school
- That pupils have a duty to follow the behaviour policy
- Pupils follow the school's key rules and routines
- Pupils understand the rewards and consequences of the behaviour police.
- There is help if they think that they are struggling with their behaviour
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## **6. Behavioural theory and background**

### **Hertfordshire Steps**



At Parkgate Junior school we follow the Hertfordshire Steps model of behaviour management. This approach is focused on promoting pro social behaviour and managing difficult or dangerous behaviour. All staff are aware that behaviour might be a form of communication and that this needs to be investigated further. All staff focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

We understand that when children are showing Pro-social behaviours, the key is to catch the children getting it right.

As part of the policy, we also concentrate on the pro-social behaviour that we see and celebrate these. We use examples of good pro social behaviour to support children's behaviour further.

Examples of pro-social behaviour are

- Walking on the staircases
- Putting their hand up
- Working with a peer
- Working in a small group with an adult
- Starting their work independently
- Working for 5 minutes independently
- Coming in off the play ground quietly
- Finishing a task and moving on to the next topic
- Sitting in assembly
- Walking silently into assembly

This is not an exhaustive list.

Pro-Social behaviour is celebrated in the following ways

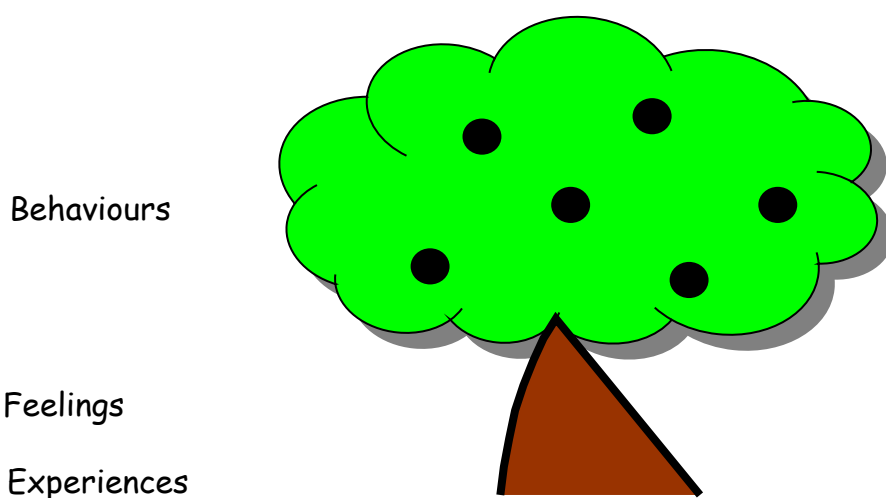
- Verbal praise from staff
- Responsibilities given
- Showing good work to the Headteacher
- Stickers
- House points
- Raffle tickets
- Star of the week
- Star of the Term

As a school we focus on teaching the children the right behaviour and this can be done through the following

- Relationships

- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

At Parkgate Junior school we have a therapeutic approach to behaviour. We believe that Negative experiences create negative feelings. Negative feelings create negative behaviour. Positive experiences create positive feelings. Positive feelings create positive behaviour. All staff are trained to investigate what the cause of the behaviour is and use the tools available through the Hertfordshire steps Therapeutic approach to do this.



When behaviour is escalating all staff are trained to use the de-escalation script.

Planned responses to escalating behaviour can include –

- Positive Phrasing – “Walk in the corridor.”
- Limited choice – “Would you like to sit on the carpet or on a chair?”
- Disempowering the behaviour – ‘You can listen to the story from there.’
- Consequence – “Before you go out to play, I need to check that you have understood everything we did this morning”.

We use the warning system so that children have the opportunity to see how their behaviour is affecting themselves and others. There will be consequences if they are not able to regulate their behaviour.

If the behaviour escalates into the harm stage children may require further support to regulate their behaviour and show pro social behaviour. For these children it might be necessary to develop an Individual Support Plan to formalise strategies that build on the behaviour policy.

When children are exhibiting anti-social behaviour, we understand that external discipline can suppress children’s behaviour and that teaching children internal discipline will lead to long term change rather than a short-term fix offered by external discipline.

An important part of the Steps approach is Emotional recovery and Reflect, Repair and Restore. It is important that at this time we

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

We understand that the child needs to have a consequence for their behaviour and that this consequence should logically follow the action. We use Protective consequences and Educational consequences.

#### Protective consequences can be

- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Exclusion

#### Educational Consequences can be

- Completing tasks
- Rehearsing/Pre-teaching
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings

### **6.1 Mobile phones**

Pupils can bring their mobile phones to school if they are in Year 6 and walking to and from school, alone. Please contact the Headteacher to discuss exceptional circumstances.

Phones are not allowed to be **on** in school. Phones will be stored in the classroom but the school will not be liable for loss or theft.

### **7. Classroom management**

At Parkgate Juniors, we encourage and support the children to;

- Behave in a sensible and thoughtful way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Make sure the children do not bring the school into disrepute, including when outside school or online
- Discuss how both pro and anti-social behaviour impacts on the children and their learning.

Some children will need considerably more support with their behaviour than others. Where this is the case, the SENCo will be involved as well as members of the Senior Leadership Team. Individual plans will be put in place including an Individual support plan.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils

### **7.1 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 safeguarding concerns and respond.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information on the website

### **7.2 Responding to positive behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Examples include;

- Verbal praise from staff
- Responsibilities given
- Showing good work to the Headteacher
- Stickers
- House points
- Raffle tickets
- Star of the week
- Star of the Term

### **7.3 Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

STEPS De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- Time out for 20 minutes during lunchtime
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- School job such as tidying a classroom/ sweeping the dinner hall
- Letter or phone call home to parents
- Monitoring behaviour through use of a behaviour card
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

#### **7.4 Physical Intervention**

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:

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

Incidents of physical intervention 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 – Physical Intervention form

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.

#### **7.5 Off-site misbehaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This could include;

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

## 7.6 Online misbehaviour

The school will treat online and phone misbehaviour that happens off site, as part of the Behaviour Policy. Pupils should feel safe in school and with their school peers, even if they are not in the building.

## 7.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

## 8. Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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.

Any child with SEND needs will have a support plan and if the child has behaviour needs as part of this, he/she may have an Individual Behaviour Support Plan which will detail how the school supports the pupil, anticipating and removing triggers of misbehaviour.

## 9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include support like;

- Reintegration meetings
- Daily contact with a mentor
- An observation card

## **10. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **11. Training**

Our staff are provided with ongoing training on managing pupil behaviour as well as part of their induction to the school. Behaviour management will also form part of continuing professional development.

## **13. Monitoring and evaluating school behaviour**

The school will collect data on attendance, permanent exclusion and suspension. The school will also collect data on racist and bullying incidents. This will be reported to the Governors, termly.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **13.1 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing board, or more frequently, if needed. At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing body, annually.

## **Appendix 1 – Written statement of Behaviour Principles**

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2022) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour. This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher. The statement has been adopted by the Governing Body as a whole, following consultation with the Head teacher, parents, staff and pupils. The Governors at Parkgate Junior School, believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Parkgate Junior School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens. The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

### Principles:

All children, staff and visitors have the right to feel safe at all times at school

Parkgate Junior School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.

The Governors support the Headteacher and all staff in providing a positive behaviour model and a safe environment to work in.

The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.

Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, parents and pupils and consistently applied.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.

The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.