

# PARKGATE JUNIOR SCHOOL



## Behaviour Policy (including anti-bullying)

**Reviewed Date:** Summer 2026

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**Person Responsible:** SLT and Curriculum Committee

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A Relational, Inclusive and Consistent Behaviour Framework

### CORE PRINCIPLES

At Parkgate Juniors, we are safe, kind, and we try our best.

These values underpin all expectations and responses to behaviour.

### GUIDING QUESTION

“What is the need behind this behaviour and what response will restore safety, regulation and learning?”

Adult responses will be:

- \* consistent within a shared whole-school framework
- \* calm, predictable and proportionate
- \* responsive to need, regulation and safety
- \* adapted appropriately for SEND and individual context

Professional judgement is exercised within defined school-wide expectations and consequence anchors.

### AIMS OF THIS POLICY

This policy ensures:

- \* a safe, inclusive and predictable environment
- \* high expectations for behaviour and learning
- \* consistent responses across the school
- \* support for emotional regulation and wellbeing
- \* promotion of positive relationships and repair
- \* safeguarding is prioritized at all times
- \* all pupils are treated fairly, equitably and with dignity
- \* behaviour systems support learning, belonging and attendance

## SAFEGUARDING (KCSIE)

Behaviour may be an indicator of safeguarding concerns, including child-on-child abuse, neglect, or other harm.

All staff must:

- \* follow Keeping Children Safe in Education (KCSIE)
- \* report concerns immediately via safeguarding procedures (see separate safeguarding policy)
- \* ensure safeguarding action is never delayed or replaced by behaviour responses

Where behaviour indicates possible safeguarding concerns, safeguarding procedures take precedence over all behaviour systems.

Serious safeguarding-related behaviour concerns will be recorded in line with school safeguarding and recording procedures.

## ANTI-BULLYING

Bullying is defined as:

Persistent, purposeful behaviour involving a real or perceived power imbalance causing harm or distress.

(We will refer to this as 'The 3Ps': Persistent, Purposeful, Power)

The school will:

- \* take all concerns seriously
- \* distinguish bullying from peer conflict
- \* consider the safety and wellbeing of the harmed child
- \* consider the needs of the perpetrator
- \* apply proportionate responses and sanctions where appropriate
- \* use restorative approaches where it is safe and appropriate to do so
- \* ensure parents of perpetrator and victim are fully aware of incidents

All bullying concerns are recorded and monitored.

## OUR BEHAVIOUR APPROACH

We understand all behaviour is a form of communication.

We prioritize:

- \* connection before correction
- \* regulation before reflection (when appropriate)

- \* accountability without humiliation
- \* repair where appropriate
- \* adaptation for individual need, including SEND
- \* high expectations for all pupils alongside reasonable adjustments where required

## IMPLEMENTATION: CONSISTENCY FRAMEWORK

Staff apply a shared approach that is:

- \* consistent
- \* proportionate
- \* relational
- \* adaptive

Professional judgement is exercised within defined boundaries and consequence anchors to ensure consistency across staff.

## REGULATION SPACES

We provide regulation spaces within classrooms and identified areas of the school environment, including playground spaces where appropriate.

These spaces:

- \* support emotional regulation and recovery
- \* are preventative and supportive
- \* are not used as a sanction or punitive measure

## REFLECTION AND RESTORATIVE PRACTICE

We use:

- \* reflection (supporting accountability and understanding)
- \* restorative conversations (supporting repair where appropriate)
- \* impact awareness (supporting empathy and perspective-taking)

Restorative approaches are used when appropriate and always consider readiness, regulation, safety, and context.

Apologies may form part of repair but are not always required for reconciliation or resolution.

## ADULT-LED REPAIR AND CLOSURE

At Parkgate Juniors, adults take responsibility for initiating, guiding, and formally closing repair following incidents.

Repair is not left solely to pupils, nor is resolution dependent on pupil-led initiation.

Adults will:

- \* initiate restorative conversations when pupils are regulated and ready
- \* support pupils to reflect on impact and consequences
- \* model language for accountability and repair
- \* ensure all parties are supported where safe and appropriate
- \* maintain a calm and structured process
- \* ensure that every day is a fresh start as often as possible

Adults retain responsibility for bringing incidents to a clear conclusion.

Once appropriate reflection and/or repair has taken place, the adult will explicitly close the incident and draw a line under it, for example:

“That’s been dealt with now. We’re drawing a line under it and moving forward.”

This ensures:

- \* incidents are not repeatedly reopened
- \* pupils are not left in prolonged emotional uncertainty
- \* consistency across staff
- \* pupils can reset and re-engage with learning

## BEHAVIOUR AND CONSEQUENCES

Behaviour responses are consistent, predictable and proportionate, while remaining responsive to individual need, regulation, and SEND. We use a relational, needs-led consistency framework (see Appendix 1: Behaviour Response Framework).

Staff apply professional judgement within defined boundaries and consequence anchors to ensure consistency across the school.

We are committed to ensuring that behaviour responses are focused on learning and restoration and are fair, proportionate, and responsive to the individual needs of pupils.

Consequences may include restorative conversations, reflection time, repair activities, parental communication, supervised loss of social time, internal suspension, suspension, or

permanent exclusion where appropriate and proportionate. Consequences will not be made public to avoid feelings of shame.

## SEARCHING, SCREENING AND CONFISCATION

Staff may search pupils where there are reasonable grounds in line with legislation.

Items that may be searched for:

- \* weapons
- \* drugs or alcohol
- \* stolen items
- \* prohibited items including:
  - \* knives or weapons
  - \* alcohol
  - \* illegal drugs
  - \* stolen items
  - \* tobacco and vaping products
  - \* fireworks
  - \* pornographic images
  - \* any article likely to be used to commit an offence, cause injury or damage property

Procedure:

- \* witness present where practicable
- \* parents/carers will be informed where appropriate

Electronic devices may be searched where there is good reason to do so in accordance with safeguarding procedures and DfE guidance.

Confiscation:

Items may be confiscated if they:

- \* pose risk
- \* disrupt learning
- \* breach school rules

Items may be returned to parents or disposed of in line with guidance

## MOBILE PHONES, CHROMEBOOKS AND ELECTRONIC DEVICES

Pupils may not use personal mobile phones or electronic devices during the school day.

Where mobile phones/electronic devices are brought to school (for a few number of students that walk to school alone and with prior authorisation), they must be handed in to the class teacher before school starts. If a pupil is found to have a mobile phone/personal electronic device it will be confiscated and parents will be called to collect.

Chromebooks and school technology must be used safely, responsibly and for educational purposes.

The school does not tolerate:

- \* accessing inappropriate material
- \* unsafe online behaviour
- \* online bullying or harassment
- \* attempting to bypass filtering or monitoring systems
- \* inappropriate messaging, filming or recording
- \* misuse of school accounts or devices

The school may confiscate mobile phones or electronic devices where their use:

- \* disrupts learning
- \* compromises safety or wellbeing
- \* breaches school rules
- \* involves inappropriate online activity, recording or communication

Electronic devices may be searched where there are reasonable grounds to do so in line with safeguarding procedures, the school's online safety procedures and DfE guidance.

Parents/carers may be required to collect confiscated devices.

## OFF-SITE AND ONLINE BEHAVIOUR

The school may respond to behaviour:

- \* on school trips and visits
- \* travelling to and from school where appropriate
- \* online where it impacts pupils, staff or school community

This includes:

- \* bullying or harassment online
- \* inappropriate social media activity linked to school
- \* unsafe conduct during school activities

The school may apply behaviour sanctions for behaviour outside school where it is reasonable to do so, including where conduct:

- \* could negatively affect the orderly running of the school

- \* poses a threat to another pupil or member of the public
- \* could adversely affect the reputation of the school

## USE OF REASONABLE FORCE

Reasonable force may be used only where necessary to prevent:

- \* harm to self or others
- \* serious damage to property
- \* serious disruption
- \* criminal behaviour

It will:

- \* always be a last resort
- \* be proportionate
- \* be recorded, reviewed and parents/carers informed
- \* never be used as punishment

## SUSPENSIONS and EXCLUSIONS

We believe that suspensions and permanent exclusions can have a detrimental impact on children and therefore are used only:

- \* as a last resort
- \* for serious breaches of behaviour policy
- \* where remaining in school would harm safety or learning

Only the Headteacher has the authority to suspend or permanently exclude a pupil.

Procedures include:

- \* written notification to parents
- \* clear reasons and duration
- \* parental right to representation
- \* governing board review where required

## PUPILS WITH SEND OR ADDITIONAL NEEDS

We recognise behaviour may be linked to:

- \* SEND
- \* emotional regulation difficulties
- \* trauma or adverse experiences

We will:

- \* make reasonable adjustments under the Equality Act 2010
- \* involve the SENCo where appropriate

- \* use individualized approaches and risk assessments
- \* ensure consequences and sanctions are not applied without consideration of need, context and reasonable adjustment duties

## BULLYING PROCEDURE

When bullying is reported:

- \* concerns are recorded
- \* investigation is prompt and fair
- \* distinction is made between conflict and bullying
- \* safeguarding is prioritized
- \* proportionate sanctions applied where appropriate
- \* restorative work used where safe and appropriate

## PREJUDICE-RELATED INCIDENTS

The school does not tolerate discriminatory behaviour or language.

Incidents relating to protected characteristics including:

- \* race
- \* disability
- \* religion or belief
- \* sex
- \* sexual orientation
- \* gender reassignment

will be:

- \* taken seriously
- \* recorded and monitored
- \* investigated appropriately
- \* responded to proportionately
- \* referred through safeguarding procedures where necessary

## WHISTLEBLOWING

Staff can raise concerns about:

- \* unsafe practice
- \* behaviour of colleagues
- \* safeguarding concerns

Concerns can be raised with:

- \* Headteacher

- \* DSL
- \* Chair of Governors
- \* external agencies where necessary

Staff will not suffer detriment for raising concerns in good faith.

## MONITORING AND REVIEW

The school monitors:

- \* behaviour incidents
- \* exclusion and suspension data
- \* patterns relating to vulnerable groups
- \* effectiveness of interventions

The school records and monitors:

- \* serious behaviour incidents
- \* bullying concerns
- \* discriminatory incidents
- \* safeguarding-related behaviour concerns
- \* suspensions and exclusions
- \* use of reasonable force
- \* patterns relating to vulnerable groups

This policy is reviewed:

- \* annually
- \* or earlier if required

## LEGAL FRAMEWORK

This policy is informed by:

- \* Education Act 2002
- \* Education and Inspections Act 2006
- \* Equality Act 2010
- \* SEND Code of Practice (2015)
- \* Keeping Children Safe in Education (KCSIE)
- \* DfE Behaviour in Schools Guidance
- \* DfE Suspension and Permanent Exclusion Guidance

