



The Parks School

Motivate • Challenge • Support

Behaviour, Relationships and Positive Development Policy

“Our mission is to **inspire** growth, **nurture** potential and **support** one another with **passion**, upholding **integrity** and fostering **respect** whilst promoting **empowerment** with everything we do”

BEHAVIOUR, RELATIONSHIPS AND POSITIVE DEVELOPMENT POLICY

Policy Version: September 2026

Review Date: September 2027

Policy Lead: Headteacher

Approved By: Proprietors

Our Behaviour Philosophy

At The Parks School, we believe behaviour is a form of communication.

Many of our pupils have experienced adverse childhood experiences (ACEs), trauma, disrupted education, attachment difficulties, social, emotional and mental health needs (SEMH), neurodiversity, and barriers to learning. We recognise that behaviour often reflects an unmet need rather than deliberate defiance.

Our approach is built upon three core principles:

MOTIVATE

We will inspire every pupil to believe they can succeed.

We will celebrate effort, recognise achievement and help pupils discover their strengths, talents and aspirations. Through positive relationships, engaging learning experiences and meaningful opportunities, we will build confidence, self-esteem and a sense of purpose. We will encourage pupils to take pride in their progress and develop the motivation needed to achieve their personal goals.

CHALLENGE

We will encourage every pupil to be the best version of themselves.

We will maintain high expectations whilst supporting pupils to take responsibility for their actions, learning and behaviour. We will encourage resilience, perseverance and self-reflection, helping pupils to learn from mistakes and overcome challenges. We will promote positive choices, accountability and respect, preparing pupils for successful and independent adult lives.

SUPPORT

We will never give up on a young person and will provide the help they need to thrive.

We recognise that every pupil's journey is unique. We will provide consistent care, understanding and personalised support to help pupils overcome barriers to learning and development. We will work collaboratively with families, professionals and external agencies to ensure that every young person feels safe, valued, understood and capable of success.

Through these principles we aim to develop:

- Self-regulation
 - Responsibility
 - Emotional literacy
 - Resilience
 - Respect
 - Independence
 - Positive relationships
 - Preparation for adulthood
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1. Legal Framework

This policy is informed by:

- Behaviour in Schools Guidance (DfE)
 - Keeping Children Safe in Education (Current Edition)
 - Working Together to Safeguard Children
 - Equality Act 2010
 - SEND Code of Practice
 - Children and Families Act 2014
 - Human Rights Act 1998
 - Independent School Standards Regulations
 - UN Convention on the Rights of the Child
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2. Our Behaviour Culture

At The Parks School we seek to create a culture where:

- Everyone feels safe.
- Everyone feels valued.
- Everyone can succeed.
- Positive relationships are prioritised.
- Mistakes become learning opportunities.
- Behaviour is taught, not simply managed.

We believe that strong relationships are the foundation of positive behaviour.

3. MOTIVATE

We motivate pupils through:

Positive Relationships

Staff will:

- Know pupils well.
- Build trust.
- Show genuine care.
- Celebrate strengths.
- Maintain high expectations.

Recognition and Achievement

We recognise:

- Effort
- Progress
- Attendance
- Kindness
- Resilience
- Personal growth
- Contribution to school life

Rewards may include:

- Verbal praise
- Positive phone calls home
- Achievement certificates
- Reward activities
- Leadership opportunities
- Educational visits
- Celebration assemblies

Meaningful Learning

We motivate pupils by providing:

- Relevant learning experiences
- Practical activities
- Vocational opportunities
- Careers education
- Personalised pathways

4. CHALLENGE

We challenge pupils to:

- Take responsibility.
- Reflect on behaviour.
- Develop self-discipline.
- Respect boundaries.
- Persevere when tasks are difficult.
- Resolve conflict positively.

High Expectations

We expect pupils to:

- Be respectful.
- Be safe.
- Be ready to learn.
- Be honest.
- Try their best.

Restorative Practice

When difficulties arise, pupils will be supported to reflect:

- **What happened?**
- **Who has been affected?**
- **How can the harm be repaired?**
- **What will happen differently next time?**

Restoration is central to behaviour development.

5. SUPPORT

We recognise that behaviour support must be personalised.

Support may include:

- Key adult mentoring
- Emotional regulation support
- Support plans
- Behaviour support plans
- Therapeutic interventions
- Educational psychology input
- Early Help support

- Family support
- Multi-agency working

Where behaviour is linked to SEND or SEMH needs, additional support may be implemented.

6. Trauma-Informed Practice

All staff will adopt a trauma-informed approach by:

- Remaining calm and regulated.
- Using de-escalation strategies.
- Avoiding shame and humiliation.
- Understanding triggers.
- Maintaining predictable routines.
- Focusing on repair and recovery.

Staff will seek to understand:

"What has happened to this child?" rather than "What is wrong with this child?"

7. Safeguarding and Behaviour

Behaviour concerns may indicate:

- Abuse
- Neglect
- Child-on-child abuse
- Exploitation
- Mental health difficulties
- Online harm
- Unmet SEND needs

All concerns will be managed alongside safeguarding procedures.

8. Expectations for Pupils

We ask every pupil to:

Be Safe

Protect yourself and others.

Be Respectful

Treat people, property and learning with care.

Be Ready

Engage positively and make the most of opportunities.

These three expectations underpin all behaviour support.

9. Responding to Behaviour

When behaviour falls below expectations, staff will use a graduated response:

Stage 1 – Reminder

Calm redirection and encouragement.

Stage 2 – Reflection

Private conversation and support.

Stage 3 – Restorative Discussion

Exploring impact and solutions.

Stage 4 – Support Planning

Additional interventions and behaviour support.

Stage 5 – Senior Leadership Intervention

Formal review and multi-agency support.

Sanctions alone do not change behaviour and will always be accompanied by learning and support.

10. Serious Behaviour Incidents

Serious incidents may include:

- Violence
- Bullying
- Racist behaviour
- Sexual harassment
- Sexual violence
- Possession of prohibited items
- Drug-related incidents
- Serious damage to property

These incidents will be investigated and managed in line with safeguarding procedures.

11. Positive Handling and Physical Intervention

The school operates a minimal intervention approach.

Physical intervention will only be used:

- To prevent injury.
- To prevent serious damage.
- To prevent criminal acts.
- To maintain safety.

All interventions will:

- Be proportionate.
 - Be reasonable.
 - Be recorded.
 - Be communicated to parents/carers.
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12. Attendance and Behaviour

We recognise the strong link between attendance and behaviour.

Attendance concerns will be addressed through:

- Early intervention.
 - Family engagement.
 - Emotional wellbeing support.
 - Attendance mentoring.
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13. Partnership with Parents and Carers

Successful behaviour support relies on strong partnerships.

The school will:

- Communicate regularly.
 - Share successes.
 - Involve families in planning.
 - Work collaboratively to overcome barriers.
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14. Staff Training

Staff will receive training in:

- Trauma-informed practice
 - Behaviour support
 - De-escalation
 - Restorative approaches
 - Safeguarding
 - SEMH needs
 - SEND awareness
 - Positive handling (Team Teach)
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15. Monitoring and Review

Leaders will monitor:

- Behaviour trends
- Exclusions
- Physical interventions
- Attendance
- Bullying incidents
- Safeguarding concerns
- Pupil voice

The policy will be reviewed annually.

Types of Behaviour

Type	Description/examples	Possible sanctions
TYPE 1	- Minor disruptive behaviour in common areas or in class; including swearing or rowdy behaviour between a group of friends - Early stages of poor attendance - Early stages of poor punctuality - First occurrence of failing to hand a piece of work in on time	- Catching up time missed - Completion of missed work
TYPE 2	- Continuation of behaviour which has been deemed to be a cause for concern - Poor attendance (without adequate explanation) - Poor punctuality - Failing to hand a piece of work in on time - Failing to bring equipment to class - Less serious cases of bullying	- Longer Catch- ups - Non-attendance at off-site activities in order to catch up. - Detentions
TYPE 3	- Continuation of behaviour which has been deemed to be minor misconduct - Obscene or abusive language directed at an individual intended to upset - Refusing to follow instructions given by a member of staff - Breaking school rules, e.g. non-smoking, Equality and Diversity - Use of Mobile phone within school/refusal to hand over	- Curtailment of leisure activities or outings - Removal from class/ group to work with another member of staff - Detentions - Contacting parents/carers
TYPE 4	- Continuation of behaviour which has been deemed to be serious misconduct - Obscene or abusive language directed at an individual intended to threaten - Serious cases of bullying, racism or breaches of the E&D Policy - Blatant plagiarism of work from other pupils, or unacknowledged sources - Being under the influence of drink or drugs	- Removal from classroom/area for at least remainder of session - In extreme cases, confiscation of a potentially dangerous or seriously undesirable article or substance. (To be returned when it is deemed to be neither dangerous nor undesirable)

TYPE 5	▪ Continuation of behaviour which has been deemed to be major misconduct ▪ Acts of vandalism ▪ Physical Assault on Staff ▪ Inappropriate use of Internet (pornographic websites, distributing such images, etc.) ▪ Supplying false information on school forms (enrolment forms, timesheets for work placements, etc.) ▪ Proven acts of theft ▪ Taking drugs or drinking alcohol on school premises ▪ Supplying drugs in school and in the immediate vicinity ▪ Violent, abusive or serious anti-social behaviour ▪ Deliberate breaches of Health and Safety which put other pupils or staff in danger ▪ Any other action deemed to be criminal (e.g. graffiti)	▪ Removal to a designated safe space area for at least remainder of session ▪ Working away from regular class with a different staff member for a specific length of time ▪ Fixed Term Exclusion ▪ Reparation or Restitution for damage to or loss of property not exceeding two thirds of a pupil's pocket incentive money. ▪ In extreme cases, confiscation of a potentially dangerous or seriously undesirable article or substance. (To be returned when it is deemed to be neither dangerous nor undesirable)
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Managing Behaviour Protocol – Types 1–3 Behaviours

Where a pupil demonstrates behaviour that falls below expectations, staff should follow a graduated response based on the principles of **Motivate, Challenge and Support**. The aim is to help pupils reflect on their behaviour, regulate their emotions, make positive choices and successfully re-engage with learning.

MOTIVATE

Staff will seek to positively redirect behaviour by:

- Using calm, respectful and supportive communication.
- Reminding pupils of expectations and previous successes.
- Recognising and praising any positive choices made.
- Encouraging pupils to make the right choice and return to learning.
- Offering opportunities for the pupil to repair the situation and experience success.

CHALLENGE

Staff will support pupils to take responsibility by:

- Providing a clear verbal reminder of the expected behaviour.
- Explaining the impact of the behaviour on learning, safety or relationships.
- Encouraging the pupil to reflect on their choices and consider alternative actions.
- Recording repeated disruption where necessary using agreed classroom systems.
- Maintaining consistent expectations and boundaries.

SUPPORT

Where behaviour continues, staff will provide additional support through:

- De-escalation strategies and restorative conversations.
- Time and space for reflection and emotional regulation.
- A supportive discussion with the class teacher or another trusted adult.
- Identification of any underlying concerns or barriers affecting behaviour.
- Temporary relocation to another learning space or member of staff where this supports successful re-engagement.

The focus at all stages should remain on helping the pupil return successfully to learning and maintaining positive relationships.

Managing Behaviour Protocol – Types 4–5 Behaviours

Some behaviours require an immediate response due to concerns regarding safety, wellbeing or significant disruption.

MOTIVATE

Even during serious incidents, staff should:

- Remain calm, professional and respectful.
- Use de-escalation techniques wherever possible.
- Reassure the pupil that support remains available.
- Encourage the pupil to make safe choices and engage positively with adults.

CHALLENGE

Staff will:

- Clearly communicate that the behaviour is unacceptable.
- Reinforce school expectations and boundaries.
- Ensure the pupil understands the seriousness of their actions.
- Support the pupil to take responsibility through restorative reflection once regulated.
- Consider appropriate consequences proportionate to the incident.

SUPPORT

Where a pupil's behaviour presents a risk to themselves, others or the learning environment:

- Immediate action will be taken to reduce risk and maintain safety.
- The pupil may be removed from the classroom or area and supported by another member of staff.

- Staff will use trauma-informed and restorative approaches where appropriate.
- Individual needs, SEND, SEMH, safeguarding concerns and known triggers will be considered.
- Following the incident, a restorative conversation, behaviour review or formal meeting may be implemented, and pupil support plans will be updated.
- Parents/carers and relevant professionals may be involved where necessary.
- Additional interventions may be considered to prevent recurrence and support long-term positive change.

The aim of all interventions is not simply to manage behaviour but to help pupils learn from incidents, repair relationships, develop self-regulation and successfully re-engage with education.