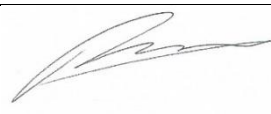


## Parkway Academy Behaviour Policy

|                      |               |                                                                                                 |
|----------------------|---------------|-------------------------------------------------------------------------------------------------|
| Principal<br>B Paull | Sign and Date | <br>08.06.26 |
|----------------------|---------------|-------------------------------------------------------------------------------------------------|

|                       |                   |
|-----------------------|-------------------|
| Next Review Date      | 15.06.27          |
| Committee Responsible | Approved 15.06.26 |

### Change History

| Version | Date     | Change Description                                                                   | Stored                |
|---------|----------|--------------------------------------------------------------------------------------|-----------------------|
| 1       | 23.07.26 | HJS logo replaced with PWA logo. Howard Junior School replaced with Parkway Academy. | SharePoint Staff Data |
| 2       |          |                                                                                      |                       |
| 3       |          |                                                                                      |                       |
| 4       |          |                                                                                      |                       |
| 5       |          |                                                                                      |                       |

## Rationale

At Parkway Academy, we aim to create an emotionally safe culture for all our pupils and adults. We achieve this through creating predictable and consistent environments that prioritise relationships, dignity and growth over punishment. This behaviour policy sets out how we create and maintain a safe, inclusive and supportive environment that enables all pupils to thrive.

## Scope

This policy applies to all pupils, staff, volunteers, contractors and visitors.

## Principles

As a school, we prioritise emotional safety. We aim to be emotionally safe for all pupils and adults and commit to:

- **Holding boundaries with belonging:** We maintain clear, consistent boundaries while ensuring every pupil experiences acceptance, welcome, and a sense of belonging
- **Shame-free approaches:** We adjust, correct, and support behaviour without causing emotional harm. We avoid humiliation, shaming or public calling-out, and we separate the behaviour from the person through our school rules
- **Upholding dignity and privacy:** We protect dignity through respectful language, appropriate tone, and discreet follow-up. Wherever possible, sensitive conversations and consequences are handled privately
- **Teaching and making standards accessible:** We recognise our role in explicitly teaching positive behaviours, supporting positive choices, and making high standards achievable for all through reasonable adjustments and proactive support
- **Forward-facing learning:** We focus on what we can learn and what we will do next time – supporting reflection, skill building and repair by asking, “What could we have done differently and what would the outcome have been?”
- **Strengths-based and solutions-focused practice:** We notice strengths, effort, and progress, and we use solution-focused thinking to build capability and confidence
- **Emotional safety enables engagement and repair:** We recognise that emotional safety supports engagement in learning and increases our capacity to reflect, take responsibility, and repair relationships

## **Our Aim**

Our aim is that pupils experience boundaries that feel clear and consistent, alongside support that feels respectful, personalised, and emotionally safe.

## **Our Vision**

We believe education empowers children and families.

## **Our Values**

Ambition – believe and achieve no matter how big or small.

Diversity – celebrating our differences.

Honesty – creating a harmonious and positive environment.

Opportunities – grow through learning and experiences.

Respect – treat everyone and everything with kindness and care.

Wellbeing – supporting ourselves and others.

## **Our School Rules – READY, RESPECTFUL AND SAFE**

Our shared rules for behaviour across the school community. These rules are explicitly taught, agreed, visible, and made accessible to all pupils through consistent language, routines, and reasonable adjustments. By grounding behaviour in shared agreements rather than individual reactions, we provide clarity and predictability for everyone. This approach supports emotional safety by ensuring that responses to behaviour are calm, consistent, and rooted in our collective standards, not personal emotions. Using agreed rules allows pupils to stay regulated, focused on learning, and able to reflect, repair, and move forward positively.

## **For Staff**

| <b>Ready</b>                                                                                                     | <b>Respectful</b>                                           | <b>Safe</b>                                          |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------|
| Plan and prepare lessons and activities thoughtfully                                                             | Use emotionally safe scripts and consistent routines        | Follow safeguarding procedures at all times          |
| Anticipate barriers to learning and consider reasonable adjustments, enabling all children to experience success | Apply forward facing consequences focused on learning       | Report concerns promptly and accurately              |
| Greet pupils appropriately and positively                                                                        | Maintain calm, regulated approaches and appropriate tone    | Seek and offer support from colleagues when needed   |
| Create predictable routines and clear expectations, following PWA's systems and processes consistently.          | Offer pupils dignity, privacy, and choice wherever possible | Act early when behaviour or wellbeing concerns arise |

### For Pupils

| Ready                                             | Respectful                                         | Safe                                                     |
|---------------------------------------------------|----------------------------------------------------|----------------------------------------------------------|
| Be responsible for your learning resources        | Show kindness towards everyone and everything      | Right place at the right time                            |
| Be prepared to listen and speak with your partner | Everyone matters. Include others and show you care | Walk inside the school building                          |
| Be seated                                         | Take turns and listen to others                    | Let an adult know if you feel unsafe or overwhelmed      |
| Be positive about your learning (growth mindset)  | Follow instructions when asked                     | Use equipment correctly                                  |
| Be focused on the adult, partner or task          | Take responsibility for your actions               | Sit correctly on chairs with all chair legs on the floor |

### For Parents/Carers

| Ready                                                                                                                                                                                                  | Respectful                                      | Safe                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support children to attend prepared and on time                                                                                                                                                        | Communicate with staff and children courteously | Follow safeguarding and site safety expectations                                                                                                                                                                                              |
| Engage positively with school communication                                                                                                                                                            | Model calm, respectful behaviour                | Share concerns appropriately and promptly                                                                                                                                                                                                     |
| Help children to be ready for their learning at school by hearing them read regularly at home (at least 3 times a week) and supporting them to practise their spellings and rapid recall number facts. | Support the school's shame free approach        | Support your children to keep themselves safe, e.g. talk to them about 'Stranger Danger', ensure the right filters are in place for your internet at home, monitor what your children are accessing on computers, tablets and phones at home. |

### Rewards

Our rewards system is driven by our school vision, values and rules. We positively notice pupils who actively uphold, promote or act as role models for our expectations in one of the following ways:

### School rules / values

- Pupils who uphold and promote our school rules are recognised through their individual ready, respectful and safe cards, which are stamped/signed by an adult. Once a pupil achieves 9 stamps/signatures, they will receive a positive phone call home to share how the pupil has been an ambassador of our vision, values or rules

- Golden Pupil certificate during our weekly celebration assembly

### **Engagement in learning / positive learning behaviour**

- House points, recorded using colour coded counters in class, are awarded to pupils for; excellent presentation, learning behaviours, contributions, having pride in their work/learning and completing work to a high standard
- House points are counted by the House Captains every Friday and the winners are announced during the Monday celebration assembly
- Weekly house points are added to the yearlong house competition points, and the overall winners are presented with the house trophy during the end of academic year assembly
- TT Rockstars certificate for improving their times table recall during our weekly celebration assembly
- End of term certificates are presented to the most improved pupil in each class

### **Attendance**

- Class attendance over 98% celebrated with a non-uniform day
- Class attendance of 100% celebrated with a class party
- 100% attendance for pupils in our termly Golden, Golden assembly

### **Home learning**

- House points, recorded using colour coded counters in class, are awarded to pupils for; daily reading at home, practising their times tables on TT Rockstars and completing daily spelling practise
- House points are counted by the House Captains every Friday and the winners are announced during the Monday celebration assembly
- Weekly house points are added to the yearlong house competition points, and the overall winners are presented with the house trophy during the end of academic year assembly
- TT Rockstars certificate for improving their times table recall during our weekly celebration assembly
- Termly reading certificates are presented to pupils who read daily at home through a points system that tracks how many consecutive weeks they have read for, up to a maximum of 70 points

### **Headteacher Award**

- Headteacher certificates are presented to pupils who have done something outstanding in school or within our school community

## Support

We are committed to making our rules (**Ready, Respectful, Safe**) accessible and equitable for all pupils. This means we do not only hold high standards - we also ensure pupils have the support, environment, and adjustments needed to meet them.

### We do this by:

- **Using the same language and routines:** We use consistent, clear wording (Ready, Respectful, Safe) across classrooms, corridors, and social spaces, so expectations are predictable and easy to understand
- **Teaching expectations explicitly:** We model, practise, and revisit expected behaviours using age-appropriate, supportive teaching rather than assuming prior knowledge
- **Creating a sensory-sensitive environment:** We consider noise, lighting, movement, seating, and visual clutter, and we offer sensible adjustments (e.g., quiet spaces, movement breaks, sensory tools) to reduce overload
- **Proactively supporting regulation:** We prioritise co-regulation, check-ins, and supportive strategies that help pupils stay within their window of tolerance (e.g., planned breaks, structured transitions, calm start-of-lesson routines)
- **Recognising neuropreferences and individual needs:** We respond to differences in attention, communication, processing speed, and social interaction with flexibility and reasonable adjustments, so expectations remain fair and achievable
- **Offering clear choices and scaffolds:** We provide structured options (e.g., “first/then”, task chunking, visual supports, modelling, timers, seating plans, scripts) that increase success without lowering standards
- **Working in partnership:** We collaborate with families and relevant professionals, and we use individual behaviour support plans when patterns suggest a pupil needs additional help

## Strategies to support children and families in managing their behaviour

‘Roots and fruits’ (Norfolk Steps) – See appendix 1:

Roots and Fruits can be used to support a conversation between school staff, parents/carers and the child. The ‘Fruits’ are the behaviours we see from the child, the ‘Roots’ are the experiences the child has which cause these behaviours:

- Positive Experiences, lead to Positive Feelings, which result in Positive Behaviours
- Negative Experiences, lead to Negative Feelings, which result in Difficult/Dangerous Behaviours.

|                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Difficult / Dangerous Behaviours</b></p> <p>List the current unwanted behaviours from the child, e.g.</p> <ul style="list-style-type: none"> <li>• Absconding from the classroom</li> <li>• Aggressive physical behaviour</li> <li>• Aggressive verbal behaviour</li> <li>• Disrupting learning</li> </ul>                                                                                             | <p><b>Positive Behaviours</b></p> <p>List the behaviours we want to see from the child, e.g.</p> <ul style="list-style-type: none"> <li>• looking at an adult when they are speaking</li> <li>• acting on an instruction straightaway</li> <li>• speaking politely to everyone</li> <li>• staying in the classroom</li> <li>• kind words, kind hands/feet</li> </ul>                                                                |
| <p><b>Negative Feelings/Emotions</b></p> <p>List the feelings which cause these unwanted behaviours, e.g.</p> <ul style="list-style-type: none"> <li>• lack of confidence</li> <li>• poor self-esteem / lack of self-belief</li> <li>• poor resilience</li> <li>• guilt</li> <li>• jealousy</li> <li>• hurt</li> <li>• scared</li> <li>• confusion</li> <li>• self-consciousness</li> <li>• anger</li> </ul> | <p><b>Positive Feelings/Emotions</b></p> <p>List the feelings which would support the child to show these behaviours, e.g.</p> <ul style="list-style-type: none"> <li>• confidence</li> <li>• good self-esteem</li> <li>• pride</li> <li>• resilience</li> </ul>                                                                                                                                                                    |
| <p><b>Negative Experiences</b></p> <p>List the experiences which have caused these feelings, e.g.</p> <ul style="list-style-type: none"> <li>• red card</li> <li>• yellow card</li> <li>• losing in a game at lunchtime</li> <li>• being shouted at</li> <li>• too much noise</li> <li>• fight at lunchtime</li> </ul>                                                                                       | <p><b>Positive Experience</b></p> <p>List the experiences the adults in the child's life can give them to help them experience positive feelings, e.g.</p> <ul style="list-style-type: none"> <li>• Daily reading to an adult at school (to support building a positive relationship)</li> <li>• Reading to an adult at home</li> <li>• Weekly Feelings and Wishes work with a trusted adult</li> <li>• Playground buddy</li> </ul> |

Positive Behaviour Support Plans (Norfolk Template) – See appendix 2:

These plans are used whenever a child is struggling to manage their behaviour and is receiving red cards on a regular basis. Positive Behaviour Support Plan meetings take place between a member of staff, the child and parents / carers on a weekly, fortnightly or monthly basis, depending on the level of need.

Keeping in Touch Meetings – See appendix 3:

Keeping in Touch Meetings (KITs) are used to support communication with home for a wide range of purposes. Sometimes, these are used when school or home start to have

concerns that a child is struggling to manage their behaviour in a positive way. These meetings are recorded using our school template.

#### Individual risk assessments (Norfolk Template) – See appendix 4:

We carry out individual risk assessments whenever we have concerns that a child's behaviour is unsafe, either to themselves or to those around them (this can be behaviour which disrupts children's learning). These risk assessments help us to assess the potential impact of the child's behaviour on the child, those around them and the school. Individual risk assessments are shared with children and their parents/carers. They are reviewed and amended as necessary following any significant behaviour incident.

#### **Strategies we use to support our pupils to be successful – See appendix 5**

##### **Sanctions**

When behaviour falls below our expectations, our response aims to protect emotional safety, restore belonging and teach the skills pupils need to succeed next time, whilst communicating that the behaviour is not acceptable. See appendix 6 for de-escalation scripts. Sanctions are used to support learning and repair (not to punish), and to prevent disruption to learning through the below steps:

##### **1. Verbal Warning**

Reminder of rule/value and guidance for success



##### **2. Yellow Card**

Visual warning, non-confrontational approach, removed if behaviour resets



##### **3. Red Card**

Rule broken, 10-minute loss of break or lunchtime to reflect, repair and learn replacement skills (appendix 7). Parent notified, recorded on CPOMS.  
Exit to another class if behaviour continues.



If refusal:

SLT support called → parent contacted

If continues, parent asked to support in school

If this is unsuccessful and the behaviour continues, the pupil will be given an internal suspension or a Fixed Term Suspension, and parents will be informed of this decision, the reasons why and asked to collect.

An instant red card will be issued in response to:

- Swearing at pupils or staff
- Deliberately hurting another pupil or member of staff
- Deliberately damaging school property (If property is deliberately damaged in school by a pupil, the school will bill the parents for replacement of this)

Parents will be invited into school for a behaviour meeting with the class teacher, if a pupil receives 3 red cards in one week. A positive behaviour support plan will be co-written to support the pupil's behaviour moving forward.

### **Break and lunch Times**

#### **1. Verbal Warning**

Reminder of rule/value and expected behaviour



#### **2. Yellow Card**

Visual warning issued to pupil, non-confrontational approach



#### **3. Red Card**

Rule broken, 10-minute loss of break or lunchtime using the time out bench to reflect, repair and learn replacement skills (appendix 7). Parent notified, teacher notified and recorded on CPOMS.



If refusal:

SLT support called → parent contacted

If continues, parent asked to support in school

### **Fixed Term Suspensions and Permanent Exclusions**

'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected' (DfE, 2024).

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a

maximum of 45 school days in a single academic year) or permanently excluded’ (DfE, 2024).

‘A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school’s behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion’ (DfE, 2024).

Norfolk County Council will be informed if a decision has been made to suspend or permanently exclude a pupil.

Our aim is to avoid the use of fixed term suspensions or exclusions. However, they will be issued if we are unable to modify a child’s behaviour using the support and sanctions contained within this policy, and they continue to display behaviours that impact on the learning or safety of other children. Examples that may warrant fixed term suspensions or exclusions are:

- Physical violence towards children or staff (includes kicking, punching, spitting)
- Abusive swearing towards children or staff (including racial abuse)
- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk
- Damage to school property
- Bullying, intimidation or threatening behaviour towards other children or staff (including discrimination and harassment)
- Preventing the learning of other children in the classroom
- Preventing staff from fulfilling their job role
- Absconding from the school building or school grounds without permission or unsupervised

However, this list is not exhaustive or definitive.

If a child is suspended, the parents/carers will be contacted and asked to remove the child from school. School staff will not physically remove children from the school. All fixed term suspensions will be followed by a re-integration meeting between the child, parents, Headteacher and or Deputy Headteacher on the morning of the child’s return to school.

A child leaving the school under their own volition will be asked to return. The child will not be restrained unless the child’s safety is at stake. If this situation occurs, every effort will be made to contact the parents/carers. If it is not possible to contact the parents/carers the school will contact the police.

The Academy Committee will monitor the number of suspensions within the school through the 5 principal reports and committee meetings.

## **Bullying**

Bullying is not tolerated at Parkway Academy in any form – physical, racial, homophobic, verbal or online. Any report or case of bullying will be logged and investigated rigorously. Children who feel that they are victims of bullying are encouraged to talk to their class teacher or any other adult who they trust within the school. Proven cases of bullying within the school will be dealt with seriously, including parental involvement. The school cannot investigate alleged bullying outside school but can advise parents/carers on a suitable course of action. Causes and consequences of bullying are dealt with through assemblies, religious education and PSHE lessons.

For further details, please refer to the school anti-bullying policy.

## **Restraint**

The Department for Education's updated guidance (April, 2026) replaces the previous 2013 framework and expands the focus from physical restraint to all forms of restrictive interventions, which include both physical and non-physical actions that limit a pupil's movement, liberty or independence. The guidance applies to all school staff and emphasises that interventions should never be used for punishment, routine discipline, or enforcing school rules.

### Key Definitions

**Reasonable Force:** Physical contact used to prevent harm, property damage, criminal behaviour, or disorder. It must be proportionate, applied for the shortest time necessary, and staff should be trained in its safe and lawful use.

**Restrictive Intervention:** Any action that restricts a pupil's movement, including physical restraint, seclusion, or immobilisation. Reasonable force is considered a type of restrictive intervention.

**Restraint/Immobilisation:** Holding or binding a pupil, securing them to a fixed object, or removing mobility aids to prevent harm.

**Seclusion:** Confined placement of a pupil away from others, preventing them from leaving, used only as a safety measure and never as punishment.

Seclusions will only be put in place on the day of an incident that involves physical or verbal abuse (which puts a pupil or staff members' safety at risk) or to prevent damage to school property. The seclusion will remain in place for as long as is necessary on the day to keep pupils safe and until behaviours have de-escalated. Thus, stopping any further harm.

**Significant Incident:** Any use of force exceeding normal physical contact, including when implementing non-physical restrictive interventions.

### **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. The power to search without consent for "prohibited items" including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco, cigarette papers, vapes
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the Headteacher to decide if and when to return a confiscated item. At Parkway Academy, confiscated items will be returned to the child's parent at the end of the school day.

### **Mobile Phones**

When older children walk to and from school, parents may feel it necessary for them to carry a mobile phone. School rules do not normally permit children to bring mobile phones to school. However, for those children who walk independently, we permit them to bring a mobile phone to school, subject to the following conditions.

- Pupils are not permitted to bring personal mobile devices/phones to school unless parents have signed a mobile phone agreement. Any unauthorised mobile device/phone brought to school by a pupil will be confiscated and will be

returned to the pupil's parent/carer in person no earlier than the end of school that day, and within 7 days of confiscation.

Children are not permitted to use their mobile phone in school. It should be switched off on the playground at the start and end of the day, and handed to the office, where it will be stored safely until home time.

Where a pupil is found by a member of staff to be using a mobile phone, the phone will be taken from the pupil and handed to the office who will record the name of the child and attach it to the phone. The mobile phone will be stored in the school office, and will be handed back to the child at the end of the school day.

If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, the phone will not be returned until the images have been removed by the pupil in the presence of a teacher.

Parents are advised that Parkway Academy accepts no liability for the loss or damage to mobile phones which are brought into the school or school grounds.

### **Behaviour outside of school premises**

Schools have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (DfE, 2024).

When children are reported to school as having engaged in non-criminal bad behaviour and/or bullying which occurs off the school premises or online which is witnessed by a staff member or reported to the school this policy will apply.

In each case an appropriate sanction will be issued. This will apply when the out of school action directly impacts on the wellbeing of Parkway Academy pupils or staff or negatively impacts on the reputation of the school within the local community.

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In all cases of mis-behaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Further Guidance and Legislation**

Additional guidance can be obtained from the following documents, all of which can be obtained from the Headteacher.

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England (Department of Education, 2026).

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England (Department for Education, 2024).  
Behaviour in Schools Advice for headteachers and school staff (Department for Education, 2024).

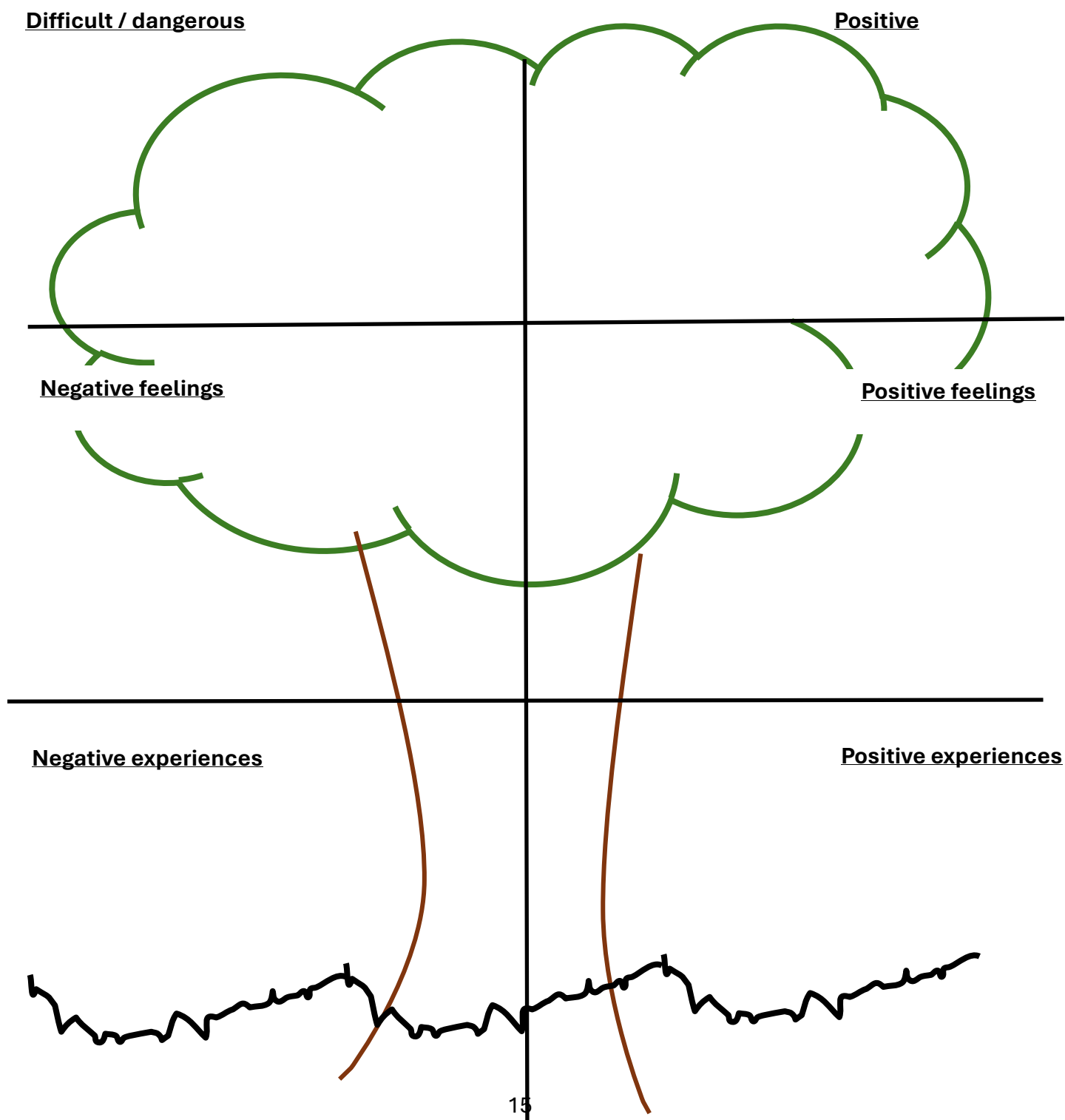
Behaviour and discipline in schools. Advice for head teachers and school staff (Department for Education, 2013).

Ensuring good behaviour in schools. A summary for head teachers, governing bodies, teachers, parents and pupils (Department for Education, 2012).

Screening, searching and confiscation. Advice for head teachers, staff and governing bodies (Department for Education, 2012).

## Appendix 1 - Roots and Fruits

|                  |  |
|------------------|--|
| Name             |  |
| Supporting Staff |  |
| Date             |  |
| Review Date      |  |



## Appendix 2 – Positive Behaviour Support Plan



### Positive Behaviour Support Plan

|              |             |              |                                                |
|--------------|-------------|--------------|------------------------------------------------|
| <b>Name:</b> | <b>DOB:</b> | <b>Date:</b> | <b>Version of plan:</b><br><b>Review Date:</b> |
|--------------|-------------|--------------|------------------------------------------------|



|                                                                                                                |                                                                                                                             |                                                |                                                                                                   |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------|
|                                                                                                                | <b>Areas of strengths:</b><br><br><b>Motivators:</b>                                                                        | <b>SEN stage:</b><br><br><b>Areas of Need:</b> | <b>Pupil voice:</b><br><br><b>Parent views:</b>                                                   |
| <b>Presenting behaviours that challenge or cause harm:</b> <ul style="list-style-type: none"> <li>•</li> </ul> | <b>Possible triggers:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                               |                                                | <b>Positive behaviours we are supporting:</b> <ul style="list-style-type: none"> <li>•</li> </ul> |
|                                                                                                                | <b>Differentiated measures to promote / support positive behaviours</b> <ul style="list-style-type: none"> <li>•</li> </ul> |                                                |                                                                                                   |

| Positive behaviours:              | What we will say and do to regulate behaviours and reinforce positives:                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Engaging in lessons               | <ul style="list-style-type: none"> <li>• ...great effort today. You've stayed focused and made a positive choice."</li> <li>• "Well done for getting started straight away – that's being ready to learn."</li> <li>• Adults will give immediate, specific praise linked to effort and behaviour</li> <li>• Adults will highlight successes visibly (e.g. verbal praise, reward systems)</li> </ul> |
| Speaking to adults about concerns | <ul style="list-style-type: none"> <li>• "Thank you for telling me how you feel – that was a really safe choice."</li> <li>• "I'm glad you came to me instead of getting upset – that's the right thing to do."</li> <li>• Adults will listen calmly and validate feelings before problem-solving</li> </ul>                                                                                        |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <ul style="list-style-type: none"> <li>Adults will reinforce that asking for help is the expected behaviour</li> </ul>                                                                                                                                                                                                                                                                                  |
| Using regulation strategies                    | <ul style="list-style-type: none"> <li><i>I can see you stopped and took a breath – that's a great way to stay calm.</i></li> <li><i>"You asked for time out before things got tricky – that's a safe choice."</i></li> <li>Adults will prompt early use of strategies (e.g. breathe, walk away, ask for help)</li> <li>Success in regulation will be recognised and reinforced consistently</li> </ul> |
| <b>First signs of escalation:</b>              | <b>What we will say and do to de-escalate/divert:</b>                                                                                                                                                                                                                                                                                                                                                   |
| Raised voice/arguing                           | <ul style="list-style-type: none"> <li><i>"..., I can see something has upset you. I'm here to help."</i></li> <li><i>"Let's take a moment together before we carry on."</i></li> <li><u>Adult</u> will remain calm, lower tone of voice, and reduce language</li> <li>Offer reassurance and create space to talk</li> </ul>                                                                            |
| Refusal to engage/turning away                 | <ul style="list-style-type: none"> <li><i>"That's okay, let's start with something smaller together."</i></li> <li><i>"You don't have to do it all at once – I'll help you."</i></li> <li><i>Break task down and reduce expectations</i></li> <li><i>Use supportive, non-confrontational approach</i></li> </ul>                                                                                        |
| Fixation on fairness/ disagreement during play | <ul style="list-style-type: none"> <li><i>"I understand that feels unfair. Let's talk it through safely."</i></li> <li><i>"We can solve this without hurting anyone."</i></li> <li><i>Validate feelings whilst reinforcing boundaries</i></li> <li><i>Offer adult-led mediation if needed</i></li> </ul>                                                                                                |
| <b>Behaviours that challenge:</b>              | <b>What we will say and do to de-escalate/divert:</b>                                                                                                                                                                                                                                                                                                                                                   |
| Physical behaviours                            | <ul style="list-style-type: none"> <li><i>"Stop, ____ That is not safe. Come with me now."</i></li> <li>Adult will intervene immediately to ensure safety of all pupils</li> <li>Remove .... from the situation and reduce interaction with peers</li> <li>Use calm, clear, and directive language</li> </ul>                                                                                           |

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <ul style="list-style-type: none"> <li>Prioritise de-escalation and physical safety</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| Escalated verbal behaviour (e.g. shouting, arguing) | <ul style="list-style-type: none"> <li>"I can hear you're upset. We need to move somewhere calm to talk."</li> <li>Limit verbal interaction and avoid engaging in argument</li> <li>Direct ... to a quieter space or familiar adult</li> <li>Allow time and space to regulate before discussion</li> </ul>                                                                                                                                             |
| Refusal/non-compliance when escalated               | <ul style="list-style-type: none"> <li>"You need to come with me now so we can keep everyone safe."</li> <li>Use clear, non-negotiable instructions</li> <li>Avoid confrontation or power struggle</li> <li>Offer limited choices where appropriate (e.g. "Walk with me or I will help you move.")</li> </ul>                                                                                                                                          |
| <b>Behaviours that harm:</b>                        | <b>What we will say and do to best ensure safety:</b>                                                                                                                                                                                                                                                                                                                                                                                                  |
| Physical harm                                       | <ul style="list-style-type: none"> <li>Stop, .... That is not safe. Come with me now."</li> <li>Adults will <b>intervene immediately</b> to prevent further harm to peers</li> <li>.... will be <b>removed from the situation straight away</b> to a safe, supervised space</li> <li>Other pupils will be moved if necessary to maintain their safety</li> <li>Adults will use <b>clear, calm, and direct instructions</b> (no negotiation)</li> </ul> |
| Highly dysregulated                                 | <ul style="list-style-type: none"> <li>"You are safe. I'm here to help you calm your body."</li> <li>Reduce language and avoid confrontation</li> <li>Give <b>time and space to regulate</b> in a safe environment</li> <li>Maintain <b>safe distance and supervision</b> at all times</li> </ul>                                                                                                                                                      |
| <b>De-escalation and Reflect / Repair / Restore</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Educational consequence -</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Protected consequence -</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Signature of plan co-ordinator:

Date:

Signature of parent / carer:

Date:

Signature of young person (if appropriate):

Date:

Appendix 3 – Keeping in Touch Meeting (KIT)

Keeping In Touch Meeting



Parkway Academy

|                          |        |
|--------------------------|--------|
| Child's name:            | Class: |
| Reason for KIT meetings: |        |

| Minutes |                     |                         |                                                                   |
|---------|---------------------|-------------------------|-------------------------------------------------------------------|
| Date    | What is going well? | What is not going well? | Follow up / Actions<br>(including timeframe, and who will action) |
|         |                     |                         |                                                                   |
|         |                     |                         |                                                                   |
|         |                     |                         |                                                                   |
|         |                     |                         |                                                                   |
|         |                     |                         |                                                                   |
|         |                     |                         |                                                                   |
|         |                     |                         |                                                                   |

## Appendix 4 – Individual Risk Assessment



### Pupil Specific Risk Assessment

|                    |  |
|--------------------|--|
|                    |  |
| Name               |  |
| DOB                |  |
| Date of Assessment |  |
|                    |  |

| Hazard/Behaviour     | Opinion Known | Deliberate<br>Accidental<br>Involuntary | Seriousness<br>Of Outcome<br>A | Probability<br>Of Hazard<br>B | Severity<br>Risk<br>Score |
|----------------------|---------------|-----------------------------------------|--------------------------------|-------------------------------|---------------------------|
|                      | O/K           | D/A/I                                   | 1/2/3/4                        | 1/2/3/4                       | A x B                     |
| Harm to Self         |               |                                         |                                |                               |                           |
| Harm to Peers        |               |                                         |                                |                               |                           |
| Harm to Staff        |               |                                         |                                |                               |                           |
| Damage to property   |               |                                         |                                |                               |                           |
| Harm from Disruption |               |                                         |                                |                               |                           |
| Criminal Offence     |               |                                         |                                |                               |                           |
| Harm from Absconding |               |                                         |                                |                               |                           |
| Other Harm           |               |                                         |                                |                               |                           |
| Other Harm           |               |                                         |                                |                               |                           |

|                    |                                                                                                                                                      |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Seriousness</b> |                                                                                                                                                      |
| <b>4</b>           | Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage |
| <b>3</b>           | Foreseeable outcome is hospitalisation, significant distress, extensive damage                                                                       |
| <b>2</b>           | Foreseeable outcome is harm requiring first aid, distress or minor damage                                                                            |
| <b>1</b>           | Foreseeable outcome is upset or disruption                                                                                                           |
| <b>Probability</b> |                                                                                                                                                      |
| <b>4</b>           | The Risk of Harm is persistent and constant                                                                                                          |
| <b>3</b>           | The 'Risk of Harm' is more likely than not to occur again                                                                                            |
| <b>2</b>           | The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely                                   |
| <b>1</b>           | There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain                        |

***Now complete the Risk Management Plan overleaf***

### Risk Management Plan

|                                                                  |                                 |                                        |                                                         |
|------------------------------------------------------------------|---------------------------------|----------------------------------------|---------------------------------------------------------|
| <b>Risk Management Plan</b>                                      | <b>Name:</b>                    | <b>Year/class:</b>                     | <b>Date of implementation:</b><br><b>Latest review:</b> |
| <b>Potential Triggers:</b>                                       |                                 | <b>Current Challenging Behaviours:</b> |                                                         |
| <b>Supportive measures put in place by Howard Junior School:</b> |                                 |                                        |                                                         |
| <b>Physical Setting:</b>                                         |                                 | <b>Interpersonal:</b>                  |                                                         |
| <b>Curriculum:</b>                                               |                                 | <b>Intervention:</b>                   |                                                         |
| <b>What we want to see:</b>                                      | <b>Strategies to maintain</b>   |                                        |                                                         |
| <b>1. First signs of things not going well:</b>                  | <b>Strategies to support:</b>   |                                        |                                                         |
| <b>2. Where this behaviour leads next:</b>                       | <b>Strategies needed:</b>       |                                        |                                                         |
| <b>3. What we are trying to avoid:</b>                           | <b>Interventions necessary:</b> |                                        |                                                         |

Signature of School rep:

Date:

Signature of Parent / Carer:

Date:

## **Appendix 5 – Strategies we use to support our pupils to be successful**

Promoting positive behaviour is central to how we maintain emotional safety, belonging and high expectations. We focus on creating the conditions in which pupils are most likely to succeed.

### **We do this by:**

- Using de-escalating language: Adults use calm, respectful phrasing that reduces threat and supports regulation, such as, “I need you to... thank you,” “That may be true, and we still need to...” and “I can hear you, and our expectation remains...”.
- Offering bounded choices: We provide clear, limited choices that support autonomy while maintaining boundaries (e.g. “You can start now or in two minutes — which works for you?”).
- Leading with safety and connection: Conversations begin from a place of care and belonging, making it clear that the learner matters (e.g. “You really matter to me, and I noticed how well you did X. This behaviour broke our rule about..., so we need to...”).
- Embedding restorative approaches: Restorative language and practices are woven throughout our culture so pupils know they can access support, repair relationships, and move forward while still being held to expectations.
- Using positive adjustments and reminders: Adults reference previous success to support positive choices (e.g. “Remember when you did X — that’s what I need to see now,” or “Remember our rule about being ready; that means I need you to...”).
- Teaching replacement skills and emotional literacy: We explicitly teach pupils how to recognise triggers, name emotions, use regulation strategies and make safer, more positive decisions.
- Building intrinsic motivation: We recognise effort, improvement and positive choices in ways that build pride, belief, confidence and belonging. We are explicit about what pupils are doing well and why it matters.
- Avoiding token-based compliance systems: We do not rely on rewards that mask learning or distort understanding of behaviour. Instead, we focus on helping pupils internalise expectations and develop a genuine sense of self-worth and responsibility.

Our preventative approach ensures pupils experience boundaries that are clear and consistent, alongside support that is based on strong positive relationships, respectful and emotionally safe.

## **Appendix 6 – De-escalation Scripts**

- “I need you to be...This/that means...” to address unwanted behaviours through the rules
- I need you to be ready/respectful/safe. This/that means...
- I need you to be ready. That/this means being responsible for your resources
- I need you to be ready. This means having your whiteboard and whiteboard pen. Thank you
- I need you to be respectful. That means following instructions when you are asked
- I need you to be safe. This means being in the class in time for registration
- This behaviour breaks our rule about...
- Remember our rule about..., thank you.
- Remember last time when you were...? That is the behaviour I need from you now.
- Last lesson, your behaviour was... That is the behaviour I need from you now.

### **Tricky Behaviour Scripts (holding our boundaries and redirecting)**

- That may be true and yet...
- That may be true and yet that’s breaking our rule about being respectful. I need you to be respectful. That means not shouting out in class.
- I understand what you are saying. However, that breaks our rule about being...
- I understand what you are saying. However, that breaks our rule about being safe. I need you to be safe. That means, sitting with all four chair legs on the floor.

### **Short Scripts**

Once pupils have been taught and understand our expectations:

- I need you to be ready. Thank you.
- I need you to be safe. Thank you.
- I need you to be respectful. Thank you.

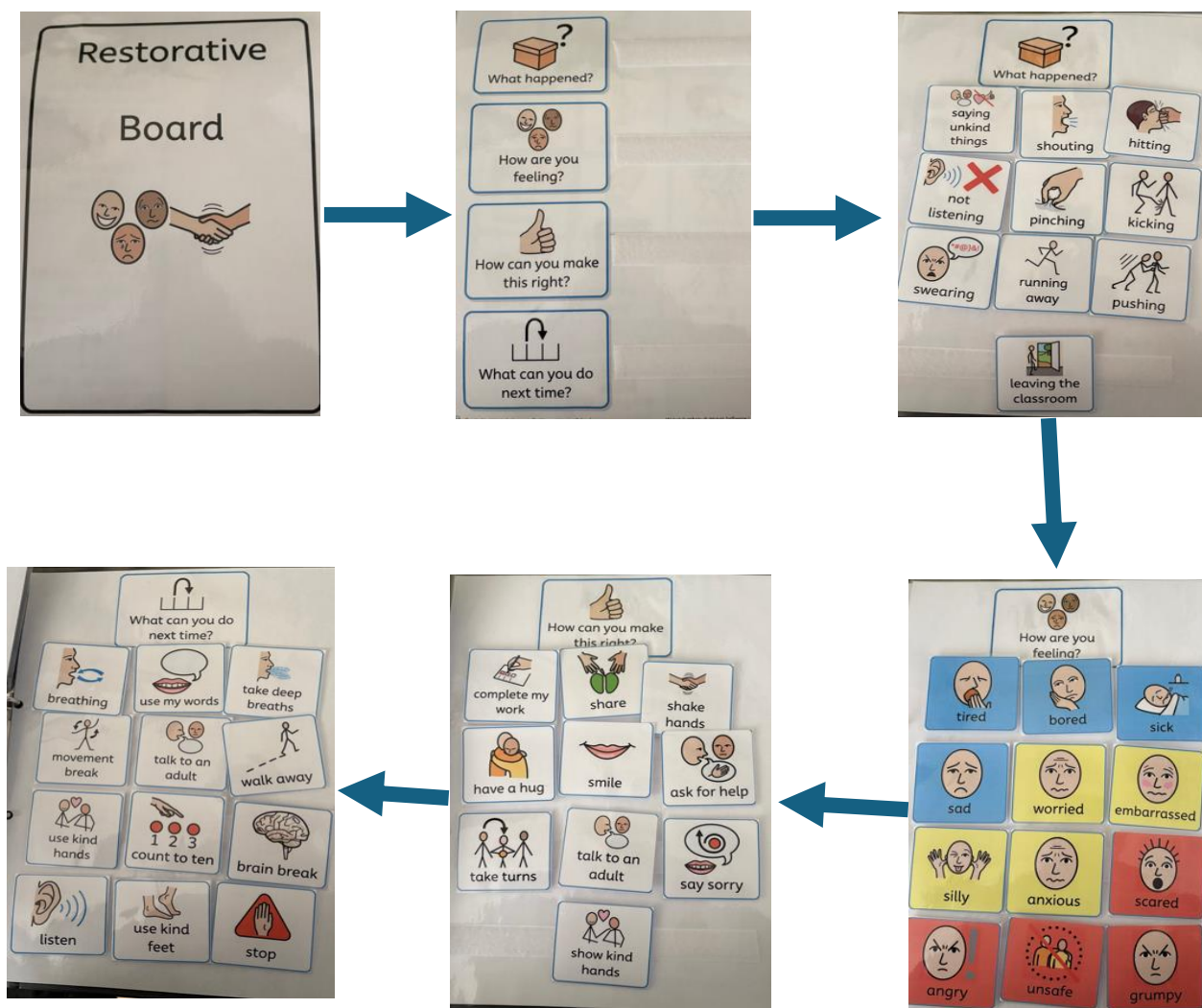
## Appendix 7 – Replacement Skills

Replacement skills are taught through modelling, rehearsal, prompts, visuals, and consistent language (Ready, Respectful, Safe). Where required and in response to consistent distraction behaviour, disruptive behaviour or confrontational behaviour, these replacement skills will be taught in class, during their break time or during lunch on our time out bench.

Where behaviour is challenging, we explicitly teach and practise replacement skills – practical alternatives that help pupils meet needs safely and appropriately. Staff work with pupils to identify:

- How to communicate need (e.g., asking for help, requesting a break, using a signal or card)
- How to respond differently when frustrated or triggered (e.g., breathing, self-talk, stepping away)
- How to distract or divert safely (e.g., sensory tools, short movement, a grounding task)
- How to repair after harm (e.g., apology, rebuilding trust, making amends, reflection task, letter of apology, complete missed work, use of restorative board/red card script – see below)

### Restorative Board



### Red Card Script

1. What happened?
2. How did it made you feel?
3. Which school values/rules have been broken and how?
4. What needs to happen to solve the problem?
5. How could the problem or incident be prevented next time?