Park Hill School
BEHAVIOUR POLICY

'We aim to bring out the best in everyone.'

Adopted:
Review date: October 2026
Reviewed: Annually

Aims

At Park Hill we aim to bring out the best in everyone.

Every member of the school community should feel valued and respected and be treated fairly and well. We are a caring compassionate community whose values are built on mutual trust and respect for all. Our school values are Community, Equality, Respect, Aspiration, Compassion and Resilience.

Our behaviour policy aims to

- promote an environment where everyone feels happy, safe and secure
- promote positive relationships so that everyone can work together and learn in an effective and considerate way.
- enable everyone to become compassionate, responsible and to understand the rights of all in the community
- reward good behaviour as we believe that this will develop an ethos of kindness and co-operation
- promote the importance of physical and mental wellbeing

Curriculum

A Park Hill, we teach a broad, values-based curriculum which helps pupils to become academically resilient, compassionate and confident learners. Behaviour is addressed by teachers and assistants in class through the timetabled delivery of PATHS (Promoting Alternative Thinking Strategies) and RHE as well as through whole school and class-based assemblies. In addition, we explore behaviour, relationships and mental wellbeing through themed weeks (UNICEF Week, Wellbeing Week, E-safety Week and Inclusion Week). When required, Circle Time is used in class where teachers can ask the children to think and talk about issues which arise in a particular class.

This approach reflects the DfE's emphasis on behaviour as something that is taught, supported and modelled, rather than simply managed through sanctions (DfE, February 2024).

Expectations

The school expects every member of the school community to behave in a considerate way towards others. The DfE Behaviour in Schools Advice for headteachers and school staff, February 2024, provides guidance to schools to support them to improve and maintain high standards of behaviour.

In each class, children and adults discuss and commit to

- the Park Hill Politeness Pledge (see appendix 1)
- the Park Hill Corridor Code (see appendix 2)
- the United Nations Convention on the Rights of the Child (UNCRC) Class Charter, Playground Charter and Dining Room Charter
- developing an understanding of the British Values
- the six Park Hill values: Community, Equality, Respect, Aspiration, Compassion and Resilience.

Consideration for others in our school will be demonstrated through listening, following instructions, taking turns, sharing, helpfulness, kindness, politeness, independence, trying hard, tolerance and acceptance.

Both children and staff should expect to learn and teach without behaviour from individuals leading to a disruption in learning (UNCRC *Article 28: (Right to education): All children have the right to a primary education).* In addition, we expect children to meet behaviour expectations around the school and in the playground. Children are referred to the UNCRC Classroom, Playground and Dining Room Charters if they need to be reminded of expectations. If they do not adhere to expectations and the charter, or are disruptive in any way, there are a number of sanctions that are put in place throughout the school.

Behaviour we will not accept

Whether face to face or online, we don't accept: name calling, racial, sexist or homophobic abuse, deliberately leaving someone out, spreading rumours about someone or their family, swearing. In addition, we don't accept: fighting, kicking, hitting, spitting, pinching, pushing, breaking things deliberately, taking or damaging possessions, stopping learning.

Incidences of poor behaviour are recorded by staff on CPOMS. For serious incidents, parents will be asked to come into school to talk through the problem with the child, teacher and/or a member of SLG.

Pupil Voice and Emotional Support

Each class has a *complicerns* box where children can freely write about any worries or problems that they have which can then be discussed either with the teacher on a one-to-one basis or as a whole class during circle time. In addition, children can write and place compliments in the box which explain how another child or adult has been kind to them. This reflects the DfE's emphasis on listening to pupils and underlying causes of behaviour (Behaviour in Schools, DfE, 2024).

Restrictive interventions

Park Hill Primary School follows the statutory guidance set out in 'Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England', April 2026:

- Physical intervention is always a last resort
- It is used only to prevent harm, serious disruption or damage to property
- Any use of force must be reasonable, proportionate and no more than necessary for the least amount of time
- Staff do not use force as a punishment

All members of staff are aware of the regulations regarding the use of force. The focus is on de-escalation and prevention strategies, including training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation, considering individual needs, and the development of working staff-pupil relationships and trust.

The actions that we take are in line with the government guidelines on the restraint of children; to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school

Staff who are likely to need to use reasonable force and/or other restrictive interventions in our school have regular specific training (Team Teach). Parents will be informed as soon as practicable after the incident; endeavouring to do this no later than the same day. Incidents must be recorded by staff as soon as practicable after the event.

The behaviour policy is published on the school website which parents are expected to support. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. Parents are also invited to meet with the class teacher and the Behaviour Leader if their child needs to be put on the Behaviour Register and receive extra support through a Behaviour Needs Profile (see appendix 4). If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school. If parents have any concerns about the way in which their child has been treated, they should initially contact the class teacher.

Supply teachers and other cover staff will be provided with relevant information concerning children in the class that they are teaching, including seating plans. They will also be given verbal information which outlines general policy.

Park Hill School Rewards and Sanctions

UNCRC Article 28: (Right to education): All children have the right to a primary education. Discipline in schools should respect children's dignity.

The school acknowledges and celebrates all the efforts and achievements of children, both in and out of school. We praise and *reward* children for good behaviour and effort in a variety of different ways which may be actual or virtual on a learning platform such as Teams or Seesaw:

- Teachers and assistants give verbal praise/congratulations for good behaviour
- Children receive gold awards for excellent/exceptional behaviour and effort
- Each day teachers nominate a child in their class to be 'star of the day'
- Each week teachers can nominate a child from each class to be 'star of the week'
- Phase merit assemblies on a Friday reward children with certificates for good work, compassion and behaviour
- Cubes are given to the whole class for good work or great effort

- Whole school house system – children can earn house points and are rewarded with house tokens for good behaviour and effort
- Lunchtime Supervisors actively seek to reward good behaviour around the school during lunchtime sessions. Supervisors inform the class teacher of children who are showing good behaviour and choose a Lunchtime Star each day.
- Children can earn a behaviour 'Ace' sticker from SLG

The school employs a number of *sanctions* to ensure that our school is a safe and positive learning environment however, each child starts each new day afresh. We employ each sanction appropriately to each individual situation.

In class, teachers will employ any of the following sanctions if a child displays unacceptable behaviour:

- Give a verbal warning
- Ask the child to move places
- Move the child to the class timeout table
- Send the child to another class for 10-15 minutes with work to complete
- Where possible, reparation to the child or adult concerned

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher should stop the activity and give the child the opportunity to calm down and change their behaviour before re-joining the lesson. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

If a child repeatedly acts in a way that disrupts learning or upsets others, the teacher will inform the Behaviour Leaders, contact the child's parents and arrange an appointment in order to discuss the situation with a view to improving the behaviour of the child. For serious incidents, a member of SLG may need to be involved.

Behaviour Register and Behaviour Needs Plans

At Park Hill, we use the interventions from the national SEND Code of Practice and BCC Access to Education. Any member of staff who has a concern about a child should make a referral to the Behaviour Leader *(UNCRC Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children).* The child, parent, class teacher, Learning Mentors, SENDCo and Behaviour Leader will work together to create a Behaviour Needs Profile. In this instance, individual targets are created to support the child in order that they can learn successfully (see Appendix 4) and progress is monitored. If no progress is made, then additional advice and expertise will be sought from outside organisations such as the City of Birmingham School, the Communication and Autism Team, and the Educational Psychologist.

The Behaviour Leaders keep a register of those children who have a Behaviour Needs Profile and reviews these on a termly basis with the child *(UNCRC Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account)* and class teacher. Children who have a specific SEND diagnosis and have behaviour difficulties relating to this may be on the SEND register only. In line with the SEND Code of Practice and Behaviour in Schools (DfE, February 2024), behaviour is understood in context.

A Risk Reduction Plan will be written (in collaboration with the SENDCo) when required for specific children who require positive handling by staff (see appendix 3).

Also refer to SEND policy.

Bullying

UNCRC Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people either in person or online. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Bullying is dealt with by class teachers and the Senior Leadership Group. Every year, activities are carried out in support of the messages promoted by Anti-bullying Week, E-safety Week and Safer Internet Day. Project Evolve is taught weekly to develop children's understanding of safety online.

Child-on-child abuse

At Park Hill Primary School, we know that children can cause harm to other children. As a school we have a zero acceptance of child-on-child abuse and create a culture of keeping an open mind and attitude that "it could happen here."

Our staff understand that it is important to challenge inappropriate behaviours between children that are abusive in nature, and we have clear expectations that incidents are not downplayed or suggested to be jovial or part of growing up as this can lead to a culture of unacceptable behaviours and unsafe environments for children and young people.

In line with our Safeguarding and Child protection policy, staff report incidents to DSLs who will follow the procedures laid out in the policy to safeguard pupils.

Suspensions

The Head teacher can suspend children for very serious behaviour incidents in or outside school.

What happens when a child is suspended:

Parents/carers will be informed about a suspension as soon as possible; followed up with a letter detailing how long the child is suspended for and why. Suspensions can start on the same day. Parents/carers have the right to make representations about this decision to the governing body.

Risk of prosecution if child is found in public place

For the first 5 school days of a suspension, it's the parents/carers responsibility to make sure the child isn't in a public place during normal school hours unless there is a good reason. Parents/carers might be prosecuted if a child is found in a public place when they're not supposed to be.

Suspension and exclusion

Fixed period suspension

A fixed period suspension is where the child is temporarily removed from school. If a child has been suspended for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day e.g. at a pupil referral unit.

Lunch time suspension

A child is excluded from the site during lunch time periods (the equivalent of a fixed period exclusion for one half school day).

Permanent exclusion

Permanent exclusion means a child is expelled. The local council must arrange full-time education from the sixth school day.

Alternative education and exclusion

The school or local council must tell parents/carers about any alternative education they arrange. It's the parents/carers responsibility to make sure the child attends.

Refer to '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', DfE, September 2022.

Leadership and management

The Head teacher, Mrs Khan, and Deputy Head teacher, Mr Malcolm, are the Behaviour leads and the Designated Safeguarding Leads (DSL). Mrs King is the SENCO, Special Educational Needs Co-ordinator, and a DSL. Leaders aim to ensure that everyone feels safe and supported. Regular training and advice is provided for staff to meet the needs of learners.

At Park Hill, it is important that the school leadership team are highly visible; every effort is made to engage with pupils, parents and staff on setting and maintaining the high expectations for the whole school behaviour culture.

Behaviour incidents are logged on CPOMS and pupils will receive in-class support from the teacher and support staff. With parent/carer consent, children may receive mentoring on a one-to-one or group basis or support from external agencies.

The behaviour logs are analysed by the Behaviour leads to identify any issues that need to be addressed. Information is reported to Governors termly.

Staff induction, development and support

All new staff are inducted into the school's behaviour culture to ensure they understand expectations and routines and how best to support all pupils to participate in creating the culture of the school. All staff review the Behaviour policy in September and regular briefings are provided throughout the year.

Training is provided such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour (for example, 'Making Sense of Autism', BCC, CAT). The school subscribes to the LLSS service with Birmingham City Council and engages with outside agencies such as Educational Psychologists and the Communication and Autism Team (CAT).

Pupil transition

At the beginning of each academic year – or when new pupils start school – class rules are established collaboratively and routines and expectations established. These are referred to regularly, with reference to the UNICEF articles. After a suspension, expectations of behaviour are reviewed in the reintegration meeting with senior leaders and on return to class. For pupils with additional needs, there is a collaborative partnership with parents/carers and the SENCO to establish routines and support.

Pupil support

Mrs King is the SENCO (Special Educational Needs Co-ordinator). For pupils with additional needs, there is a collaborative partnership with parents/carers and the SENCO to establish routines and support. Staff are trained to meet the needs of pupils; advice is sought from external agencies and risks assessments put in place where appropriate.

Banned items include knives, carpet-cutters, blades, vapes/cigarettes, sharp garden tools, chewing gum (including nicotine gum), alcohol, needles.

Mobile phones

The use of mobile phones is prohibited during the school day. Pupils in Year 5 and 6 hand in their mobile phones to the main office before school for safe-keeping and collect them at the end of the day.

Policy Reviewed October 2026 Review Date: October 2027

Appendix 1 Park Hill Politeness Pledge

Be kind, be polite, always do your best!

The Park Hill Politeness Pledge:

say Please
hold Open doors
Listen when someone is talking
Inspire with a smile!
say Thank you
Engage in conversation
… or just say Hello!

Appendix 2 Park Hill Corridor Code

Be kind, be polite, always do your best!

The Park Hill Corridor Code:

We will treat all members of the school community and the building with respect at all times by ensuring that we:

- **GIVE WAY in corridors to staff, pupils and visitors**
- **hold open the door for the person behind you**
- **WALK and not run around the school building**
- **Move QUIETLY around the building**
- **Keep LEFT on staircases and in corridors**
- **Only EAT our own snacks in the PLAYGROUND**

Appendix 3 Risk Assessment

Park Hill risk assessment /restraint reduction plan

Name of child: **Class:** **Date:**

Trigger Behaviours:
(common behaviours/ situations which are known to lead to positive handling being required)

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Topography of Behaviours:
(describe what the behaviour looks like/sounds like)

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-
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Preferrred Supportive Intervention Strategies:
(describe strategies which should be attempted before positive handling techniques are used)

Tick as appropriate:

Verbal advice and support	**Distraction**
Reassurance	**Time out**
Negotiation	**Withdrawal**
Choices/limits	**Cool off time**
Humour	**Consequences**
Planned ignoring	**Success reminders**

Praise Points/Strengths:
(bridge builders e.g. responding to a particular adult)

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-
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Medical Conditions that should be taken into account before physically intervening:

Preferred Handling Strategies:
(preferred holds, numbers of staff, staff 'get outs')

De-briefing process following an incident:

Recording and notifications required:
Use Bound and Numbered Book located in Head Teacher's office and class incident book. Notify all staff in the year group, SENCo, BeCo and Head Teacher.

Establishment: Park Hill Primary School **Placing Authority: Birmingham CC** **Date:**

Teacher: **Signature**

Teaching Assistant: **Signature:**

Head Teacher: **Signature:**

Parents/guardians: **Signature**

Appendix 4 Behaviour Needs Profile

Park Hill Primary School **Behaviour Needs Profile 2014-2015**

Name:	**Ethnicity:**	**Admission Date:** **Prior Schooling:**							
	Home Language:	**Year group**	**Rec**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
		Attendance							
DoB:		**Punctuality**							
	Pupil Premium:		**LAC:**						
BeCo:	***Additional Information:***								
	Parent/Carer name(s): **Telephone number:**								

Background Information and details of concern

Strengths and Interests

Academic Record							
Year group	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Class							
Reading							
Writing							
Maths							

Involvement of External Agencies				
Date	**Agency**	**Name of Specialist** **Contact Phone No.**	**Action**	**Follow up Action**

Summer Term 2014 - 2015	**1**		**2**		**3**	
Target						
Strategies **Support** **Intervention**						
Review	What has worked?	What has not worked?	What has worked?	What has not worked?	What has worked?	What has not worked?
Pupil view						
Parent view						

General comment	

Appendix 5 Pupil Profile (sample)

