PARK ROAD ACADEMY PRIMARY SCHOOL

Behaviour Policy and Statement of Behaviour Principles

2026-2027

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2. 1. Aims and Guiding Principles

At Park Road Academy Primary School, we are committed to fostering a positive, respectful, safe and inclusive learning environment where every child has the opportunity to thrive academically, socially and emotionally. Our behaviour policy creates a culture in which positive behaviour is explicitly taught, recognised and reinforced, while inappropriate behaviour is addressed consistently, proportionately and fairly.

Our approach is rooted in high expectations, positive relationships, safeguarding, inclusion and a clear understanding that children need support as well as boundaries. We teach pupils how to behave successfully rather than relying solely on consequences when behaviour falls below expectations.

1.1 Our aims for pupils

- develop self-control, self-regulation and self-discipline;
- take increasing responsibility for their own behaviour and choices;
- reflect on the impact of their actions on others;
- respect the rights, dignity and safety of others, including adults in school;
- expect fair, honest and consistent treatment;
- contribute to a cooperative, inclusive and welcoming school community;
- develop the behaviour for learning that enables themselves and others to learn successfully;
- understand that mistakes can be addressed, repaired and learned from.

1.2 Our whole-school approach

- We proactively build positive relationships and seek to know and understand pupils, their needs, circumstances and influences.
- We teach learning behaviours explicitly alongside academic knowledge and skills.
- We model the conduct, language and relationships we expect pupils to demonstrate.
- We use clear, predictable routines and consistent classroom management.
- We recognise and celebrate positive behaviour frequently and meaningfully.
- We respond to misbehaviour calmly, proportionately and consistently, taking account of individual circumstances.
- We consider whether behaviour may indicate an unmet safeguarding, pastoral, SEND, medical or mental-health need.

- We use restorative conversations and opportunities to repair relationships where appropriate; these are not a named behavioural model and are not used where they would compromise safety or safeguarding.
- We work in partnership with parents and carers.

1.3 Our school values

- Pride – taking pride in ourselves, our work and our school community.
- Resilience – demonstrating determination and perseverance in the face of challenge.
- Ambition – thinking beyond immediate goals and considering our wider potential.
- Perform – striving to do our best and actively participating in school life.
- Succeed – celebrating achievement and setting goals for continued growth.

3. 2. Legal Framework and Statutory Guidance

This policy has due regard to all relevant legislation and statutory and non-statutory guidance, including but not limited to the following. The school will take account of any subsequent statutory amendments, replacements or new guidance that comes into force.

- Education Act 1996, including provisions relating to discipline, behaviour, pupil conduct and the education of pupils.
- Education Act 2002, including section 175 duties relating to safeguarding and promoting the welfare of children.
- Education and Inspections Act 2006, including sections 88–91 concerning behaviour policy, discipline and the enforcement of disciplinary penalties.
- Equality Act 2010, including the duty not to discriminate and the requirement to make reasonable adjustments for disabled pupils.
- Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Children and Social Work Act 2017, including statutory requirements relevant to relationships education and safeguarding.
- Children's Wellbeing and Schools Act 2026, including provisions concerning mobile phones and school behaviour arrangements.
- Keeping Children Safe in Education 2026 (KCSIE), statutory guidance in force from 1 September 2026.
- Working Together to Safeguard Children 2026, statutory multi-agency safeguarding guidance.
- Information Sharing to Safeguard Children and Young People, statutory guidance in force from September 2026.

- DfE Behaviour in Schools: Advice for Headteachers and School Staff (February 2024).
- DfE Mobile Phones in Schools (updated June 2026; statutory from 29 June 2026 and to be followed by schools from 1 September 2026).
- DfE Searching, Screening and Confiscation: Advice for Schools (July 2023).
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective July 2026).
- DfE Restrictive Interventions, including the use of reasonable force, in schools (effective from 1 April 2026).
- DfE Supporting pupils at school with medical conditions.
- DfE Mental Health and Behaviour in Schools.
- Preventing and Tackling Bullying and related DfE advice.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory requirements and guidance.
- School funding agreement and the school's Articles of Association, as applicable.
- Relevant local safeguarding partnership procedures and Trafford safeguarding arrangements.

The National College provides model policy resources for behaviour and discipline. Park Road Academy has used the National College model-policy approach as a reference point for the legal-framework structure, while this document has been specifically written for the context, systems and established practice of Park Road Academy Primary School. The National College model is not adopted as the school's policy and does not override legislation or statutory guidance.

4. 3. Definitions and Behaviour Categories

The hierarchy below is a guide rather than a rigid tariff. Behaviour will be considered in context, and the response will be proportionate to the behaviour, its impact, frequency, risk and the individual circumstances of the pupil.

Category	Examples / meaning
Minor misbehaviour	Talking out of turn; not following instructions; being unprepared for learning; other low-level disruption.
Repeated minor misbehaviour	Minor behaviours that persist or occur frequently despite reminders and low-key strategies.

Disruptive behaviour	Continued non-compliance; persistent talking; distracting activities; repeated disruption to learning; behaviour that prevents others from learning; bullying or child-on-child concerns where appropriate.
Serious misconduct	Behaviour that significantly disrupts learning or threatens the safety or wellbeing of others, including serious aggression, deliberate defiance, bullying or other significant misconduct.
Dangerous or harmful behaviour	Behaviour presenting a significant risk to the safety of the pupil or others, including serious violence, use or possession of weapons, serious sexual violence or harassment, criminal behaviour, serious discriminatory behaviour, vandalism or possession of prohibited items.

1.4 Prohibited items

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes or vapes
- fireworks
- pornographic images or material
- any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property

5. 4. Bullying and Child-on-Child Abuse

Park Road Academy takes bullying, child-on-child abuse, discriminatory behaviour, sexual harassment and sexual violence seriously. Incidents are addressed in accordance with safeguarding duties, this policy and the school's Child Protection and Safeguarding Policy.

Bullying is generally characterised by deliberately hurtful behaviour that is repeated or persistent and involves an imbalance of power. However, the absence of repetition does not prevent the school from responding to a serious incident of abuse, violence, harassment or discrimination.

1.5 Forms may include

- emotional – exclusion, intimidation, tormenting or deliberately undermining another child;
- physical – hitting, kicking, pushing, physical aggression or taking belongings;
- prejudice-based or discriminatory – including racist, faith-based, sexist, homophobic, biphobic, transphobic or disability-based abuse;
- sexual – sexual comments, gestures, unwanted sexual attention, inappropriate touching or sexualised behaviour;
- direct or indirect verbal – name-calling, teasing, sarcasm or spreading rumours;
- cyber-bullying – behaviour using social media, messaging, gaming, devices, images, audio, video or AI-generated content.

1.6 Prevention

- Children contribute to class rules and, where appropriate, wider anti-bullying work.
- Assemblies and PSHE/Jigsaw provide regular opportunities to discuss bullying, respectful relationships, discrimination and online safety.
- Each autumn, classes study the Jigsaw unit ‘Celebrating Difference – Anti-Bullying’.
- Anti-Bullying Week in November is used for whole-school assemblies, displays and age-appropriate activities.
- Class rules and the whole-school Anti-Bullying Charter are displayed.
- Children are taught to tell a trusted adult when they are concerned and are encouraged to use a ‘telling’ approach, including reporting concerns as a bystander.
- The school uses its Chatterbox, School Council and Wellbeing Warriors to provide additional routes for pupils to seek help.
- Wellbeing sessions may provide a calm, nurturing space to discuss friendships, self-esteem and relationships.
- The school delivers age-appropriate online-safety education and parent/carer engagement.

1.7 Reporting and responding

- Concerns may be reported in person, by telephone, by email, in writing or through a trusted adult.

- Where possible, alleged bullying will be investigated promptly, normally within two school days, while recognising that safeguarding investigations may require a different timescale.
- Relevant pupils and adults will be spoken to sensitively to establish an accurate picture of events over time.
- Incidents will be recorded appropriately, including on CPOMS where required.
- Responses will be proportionate, supportive and case-specific. Restorative conversations may be used where safe and appropriate.
- Parents/carers will be involved where appropriate, particularly where behaviour is repeated, serious or presents a safeguarding concern.
- Where concerns continue, the school may increase monitoring, provide targeted intervention, involve external agencies or apply further consequences.

6. 5. Roles and Responsibilities

1.8 5.1 Governing Body

- approve and periodically review the Statement of Behaviour Principles;
- review this policy with the Headteacher;
- monitor its effectiveness and implementation;
- hold the Headteacher to account for the school's behaviour culture and statutory duties.

1.9 5.2 Headteacher/Deputy headteacher

- ensure the school provides a calm, safe and supportive environment;
- ensure staff understand and implement the policy consistently;
- ensure behaviour expectations, routines and consequences are clear;
- monitor consistency and consider whether particular groups are disproportionately affected;
- ensure safeguarding and behaviour systems work together;
- ensure staff receive appropriate induction and training;
- ensure behaviour records are reviewed and used to inform support and improvement;
- make decisions about serious consequences, suspension and permanent exclusion in accordance with statutory guidance.

1.10 5.3 Teachers and staff

- create a calm and safe learning environment;
- establish clear boundaries and routines;
- teach and model expected behaviour;
- apply the policy consistently and fairly;

- use positive reinforcement and proportionate responses to misbehaviour;
- provide personalised support where needed;
- consider the impact of their own behaviour and language on school culture;
- record incidents promptly and accurately where recording is required;
- seek SLT, SENDCo, DSL or pastoral support where appropriate.

1.11 5.4 Parents and carers

- read and support the school's behaviour expectations;
- reinforce positive behaviour at home where appropriate;
- inform school of circumstances that may affect behaviour;
- raise concerns promptly and directly with the school;
- work with staff on behaviour support or intervention plans;
- participate in reviews and meetings where appropriate.

1.12 5.5 Pupils

- know and follow the school's behaviour expectations and routines;
- demonstrate the PRAPS values and Ready, Respectful, Safe expectations;
- take responsibility for their behaviour and choices;
- respect the rights, safety and property of others;
- seek help when they are worried about their own or another pupil's safety or wellbeing;
- engage with support and reflection following incidents.

7. 6. School Behaviour Curriculum

Behaviour is taught explicitly. Expectations are revisited through induction, classroom routines, assemblies, PSHE, curriculum opportunities and day-to-day interactions.

- Demonstrate the PRAPS values.
- Follow the Ready, Respectful, Safe Behaviour for Learning Code.
- Show respect to staff, peers and visitors.
- Behave in an orderly and self-controlled way.
- Make it possible for everyone to learn.
- Move safely and quietly around school.
- Treat buildings, resources and property with respect.
- Wear the correct school uniform.
- Accept reasonable and proportionate consequences.
- Behave responsibly outside school and online where conduct has a relevant connection to school.

1.13 6.1 Mobile phones and smart devices

Park Road Academy is a mobile-phone-free school during the full school day. This includes lessons, transitions, breaktimes and lunchtime. The school's approach reflects the statutory DfE Mobile Phones in Schools guidance, which schools are expected to follow from 1 September 2026.

- Pupils who walk unaccompanied may bring a phone for safety but must hand it to the class teacher or responsible adult on arrival.
- Devices must remain switched off and out of sight until collected at the end of the school day.
- Unauthorised possession or use may result in confiscation in accordance with the school's searching, screening and confiscation procedures.
- Parents/carers may be asked to collect a confiscated device where appropriate.
- Reasonable adjustments or exceptions will be considered where required by law or a pupil's individual needs.

8. 7. Responding to Behaviour

1.14 7.1 Classroom management

- create an engaging environment that supports participation;
- display or explicitly teach behaviour expectations;
- greet pupils positively and establish predictable routines;
- communicate expectations verbally and non-verbally;
- notice, praise and reinforce positive behaviour;
- have a plan for low-level disruption;
- end the day positively and support pupils to begin the next day afresh.

1.15 7.2 Safeguarding

Changes in behaviour can indicate that a pupil is experiencing or is at risk of harm. Staff must not assume that behaviour is simply a disciplinary matter. Where behaviour may be linked to abuse, neglect, exploitation, domestic abuse, mental health, family circumstances or another safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and speak to the DSL/deputy DSL as appropriate.

1.16 7.3 Promoting positive behaviour

Park Road Academy prioritises praise, recognition and encouragement. The aim is for pupils to experience the intrinsic reward of achievement and positive contribution alongside structured recognition.

- Stickers, verbal praise and positive body language.

- Class Dojo: all pupils start each half-term with 5 points. Points recognise the PRAPS values and positive contribution.
- Dojo recognition thresholds: 50 Bronze; 100 Silver; 200 Gold; 500 Platinum.
- Star of the Week, celebrated in assembly and shared on Tapestry.
- Value Star of the Half-Term, recognising a pupil in each class who embodies the half-term value.
- House Points: Tatton, Lyme, Dunham and Heaton; the winning house receives the House Cup at the end of each term.
- Surprise Student in Reception and Key Stage 1.
- Headteacher or Subject Lead visits for exceptional positive behaviour or learning.

1.17 7.4 Behaviour management steps and consequences

The following responses support consistency. They are not an automatic tariff. Staff should use professional judgement, consider the seriousness and frequency of behaviour, and seek support where needed.

Behaviour	Typical response
Minor misbehaviour	Low-key response managed by the class/partner teacher: praise others, eye contact, assertive body language, name/pause, proximity, quiet reminder, reminder of rules, redirect to seat, or loss of a Dojo point which can be earned back. Normally not recorded on CPOMS.
Repeated minor misbehaviour	Continued low-key response; seating away from the group where appropriate; clear time-limited expectation; reminder of behaviour; apology/reflection where appropriate; reflection sheet; loss of playtime where proportionate and with snack, drink and toilet access maintained. Normally not recorded on CPOMS unless there is a safeguarding, welfare or pattern-of-concern reason.
Disruptive behaviour	SLT support where required; parent/carer contact; possible Break Away/in-school removal as authorised;

	possible playtime/lunchtime restriction where proportionate; SENDCo involvement; pastoral or wellbeing intervention; restorative conversation where appropriate. Record on CPOMS where required by school procedures.
Serious misconduct	SLT/Headteacher response according to seriousness; parent/carer contact; possible Break Away; possible loss of playtime/lunchtime where lawful and proportionate; SENDCo/pastoral support; safeguarding consideration; restorative work where safe and appropriate.
Dangerous or harmful behaviour	Immediate safety response led by Headteacher/Deputy Headteacher/SLT; parent/carer meeting; internal removal where appropriate; suspension or permanent exclusion where lawful and necessary; safeguarding and/or police referral where appropriate.

Personal circumstances, SEND, disability, medical needs, safeguarding information and other relevant factors will be considered when determining a response. This does not mean that harmful behaviour is ignored; rather, the school considers how best to secure safety, fairness, learning and support.

1.18 7.5 Contacting parents/carers

Contact with home may be at the discretion of the staff member for routine incidents. Serious incidents, safeguarding concerns and significant consequences will be communicated to parents/carers as soon as reasonably practicable.

1.19 7.6 Restrictive interventions and reasonable force

Staff may use reasonable force or another restrictive intervention only where lawful and necessary, for example to prevent injury, protect a person, prevent serious disorder, prevent damage or prevent an offence. Force is never used as a punishment.

- Prevention, de-escalation and other less restrictive approaches should be used wherever practicable.

- Any intervention must be necessary, proportionate and the minimum required for the shortest reasonable time.
- Staff must take account of SEND, medical, mental-health, communication and other vulnerabilities.
- Significant incidents involving the use of force will be recorded in writing as soon as practicable and reported to the parent/carer as soon as practicable, in accordance with current statutory requirements.
- The school will review patterns of restrictive intervention to reduce future need and inform support and improvement planning.
- Staff training and the school's Physical Restraint/Positive Handling procedures provide the operational detail.

1.20 7.7 Searching, screening and confiscation

Searching, screening and confiscation will be carried out only in accordance with current DfE guidance, safeguarding duties and the law.

- Only authorised staff may carry out searches.
- Searches should normally be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff.
- Exceptions may apply where there is an urgent risk of serious harm and it is not reasonably practicable to meet the usual arrangements.
- Staff should assess urgency, risk, safeguarding implications and whether the search is necessary.
- Pupils should be told why a search is being undertaken, what it will involve and given the opportunity to cooperate.
- Reasonable force may only be used within the legal powers and limits applicable to the type of search.
- Outer clothing and possessions may be searched within the school's lawful powers.
- Prohibited items found during a search will be confiscated and will not be returned to the pupil.
- Other items that are harmful or detrimental to good order may be confiscated and returned in accordance with school arrangements.
- Searches for prohibited items and safeguarding concerns arising from searches will be recorded appropriately.
- Parents/carers will be informed of searches for prohibited items as soon as reasonably practicable.
- Strip searches are not undertaken by school staff. Where police involvement is considered, the school will prioritise the child's safety, dignity and welfare and follow KCSIE and current DfE guidance.

1.21 7.8 Off-site misbehaviour

Consequences may be applied to behaviour outside school where it has a relevant connection to the school, including school-organised activities, travel to/from school, while identifiable as a pupil, or where behaviour has repercussions for the orderly running of school, threatens another pupil or adversely affects the school community. Consequences will be imposed only where the school has lawful authority to do so.

1.22 7.9 Online misbehaviour

The school may respond to online behaviour where it harms or threatens another pupil, affects the orderly running of the school, adversely affects the school community or involves a pupil in their capacity as a member of the school. Online behaviour may also constitute a safeguarding concern and will be referred through safeguarding procedures where appropriate.

1.23 7.10 Suspected criminal behaviour

- The school will make an initial assessment of whether police involvement is appropriate.
- Relevant evidence will be preserved where possible.
- Any police report will normally be made by the Headteacher and/or DSL.
- The school will cooperate with police action while retaining responsibility for its own safeguarding and behaviour duties, provided its actions do not interfere with police proceedings.
- Children's social care will be notified where safeguarding thresholds or professional judgement indicate this is appropriate.

1.24 7.11 Sexual harassment and sexual violence

The school has a zero-tolerance approach to sexual harassment and sexual violence. All reports are taken seriously and will never be dismissed as 'banter' or ignored. Responses will be proportionate, considered, supportive and case-specific, with safeguarding risk assessment and referral to early help, children's social care or police where appropriate.

1.25 7.12 Malicious or deliberately false allegations

Where an allegation is established to have been deliberately invented or malicious, the school may consider a behaviour response. However, an allegation being unsubstantiated, unfounded or not proven does not in itself mean that it was malicious. The school will consider whether any pupil making an allegation needs help or support and will follow safeguarding procedures, including liaison with the LADO where relevant.

9. 8. Serious Consequences

1.26 8.1 Removal from the classroom / Break Away

For serious or persistent breaches, a pupil may be removed from the classroom for a limited period. Removal is a serious consequence and is used only when necessary to restore order, protect safety, enable learning or support a pupil to regain calm.

- Other strategies will normally have been attempted unless behaviour is sufficiently serious to require immediate removal.
- The pupil will continue to receive meaningful education under supervision.
- Removal will be for a reasonable period and pupils will be reintegrated as soon as safe and appropriate.
- Parents/carers will normally be informed on the same day.
- Repeated removal will trigger consideration of additional support, including behaviour planning, pastoral support, SEND assessment or multi-agency work.
- Incidents of removal will be recorded and reviewed, including consideration of equality impacts.

1.27 8.2 Suspension and permanent exclusion

Suspension and permanent exclusion may be used for serious incidents or persistent poor behaviour where lawful and appropriate. Decisions are made by the Headteacher in accordance with current statutory guidance and the school's Suspension and Exclusion Policy. Informal or unofficial exclusions are not used.

The school will consider safeguarding, SEND, disability, equality duties, individual circumstances, proportionality and the pupil's educational entitlement when making decisions.

10. 9. Responding to Behaviour Where SEND or Additional Needs Are Relevant

The school recognises that behaviour may be affected by SEND, disability, communication needs, neurodivergence, sensory needs, medical conditions, mental health, trauma, family circumstances or other unmet needs. The school will consider each situation individually while maintaining high expectations and safeguarding responsibilities.

1.28 9.1 Legal and inclusive duties

- Take reasonable steps to avoid substantial disadvantage to disabled pupils under the Equality Act 2010.
- Use best endeavours to meet SEND needs in accordance with the Children and Families Act 2014 and SEND Code of Practice.

- Secure provision in an EHC plan and cooperate with the local authority and relevant agencies.
- Consider whether a behaviour expectation or consequence needs reasonable adjustment.
- Anticipate likely triggers and put preventative support in place wherever possible.

1.29 9.2 Examples of support

- individualised accommodations and planned movement breaks;
- flexible seating or environmental adaptations;
- reasonable adjustments to uniform where required;
- visual supports, clear instructions and additional processing time;
- sensory regulation opportunities and access to appropriate spaces;
- Positive Behaviour Support Plans or individual behaviour support plans;
- staff training and advice from the SENDCo or relevant specialists;
- support from educational psychology, specialist teachers, health professionals or other agencies where appropriate.

1.30 9.3 Considering whether behaviour indicates unidentified SEND

The SENDCo may consider whether persistent or challenging behaviour indicates an unmet need. Where appropriate, the school will work with parents/carers and seek specialist advice. Acute or complex needs may require multi-agency planning.

1.31 9.4 Pupils with an EHC plan

The provisions of an EHC plan will be secured. Where behaviour raises significant concerns, the school will liaise with the local authority and may request an early or emergency review where appropriate.

11. 10. Supporting Pupils Following a Consequence

A consequence is not the end of the school's response. Where appropriate, pupils will be supported to understand what happened, repair harm, develop strategies and successfully re-enter learning.

- positive reinforcement and planned praise;
- individual behaviour targets or report cards;
- mentoring;
- pastoral or wellbeing support;
- social and emotional learning;
- restorative conversations or repair work where safe and appropriate;
- parent/carer partnership;
- targeted SEND support or external agency involvement where required.

12.11. Pupil Transition

1.32 11.1 Incoming pupils

New pupils receive an induction to the school's values, Ready, Respectful, Safe expectations, routines, rewards, consequences and available support. Mid-phase arrivals receive additional induction where needed.

1.33 11.2 Transition between year groups and onward transition

Pupils have transition opportunities with new teachers. Staff share relevant information so that behavioural strengths, concerns, successful strategies and safeguarding considerations are understood and support is continuous.

Information is shared lawfully, proportionately and in accordance with safeguarding and information-sharing duties.

13.12. Staff Training

Staff receive induction and ongoing training appropriate to their roles. Training includes, as relevant:

- the school's behaviour culture, expectations and routines;
- positive behaviour management and de-escalation;
- the lawful use of restrictive interventions and reasonable force;
- the needs of pupils with SEND and disabilities;
- mental health and behaviour;
- safeguarding and the relationship between behaviour and possible harm;
- searching, screening and confiscation;
- recording and reporting behaviour and safeguarding incidents.

Training is recorded on the school's CPD system. Staff are expected to seek support when behaviour presents a risk beyond their role or experience.

14.13. Monitoring, Evaluation and Equality Impact

1.34 13.1 Behaviour information

The school monitors behaviour data to understand patterns, evaluate effectiveness and ensure that the policy is applied fairly. Data may include:

- behaviour incidents, including significant incidents and removal from class;
- significant uses of force/restrictive intervention;
- attendance, suspensions and permanent exclusions;
- searching, screening and confiscation;
- mobile-phone confiscations;

- bullying, child-on-child abuse and discriminatory incidents;
- pupil, parent/carer and staff perceptions of behaviour culture;
- pastoral and behaviour interventions.

1.35 13.2 Analysis

Data will be reviewed at least termly by SLT or a staff member appointed by the Headteacher. Analysis will consider school level, age/year group, time/day/term and relevant protected characteristics. The school will use findings to identify patterns, adjust provision and ensure compliance with equality duties.

1.36 13.3 Safeguarding and information sharing

Behaviour information will be shared with the DSL and relevant professionals where necessary to safeguard a child. Information will be shared lawfully, proportionately and in accordance with KCSIE 2026, Working Together to Safeguard Children 2026 and the statutory information-sharing framework.

1.37 13.4 Policy review

This policy will be reviewed annually, and sooner where legislation, statutory guidance, school practice, safeguarding arrangements or monitoring evidence indicate that changes are required. The Headteacher and Governing Body will approve the policy.

15. 14. Links with Other Policies

- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Physical Restraint / Positive Handling Policy
- Mobile Phone Policy
- Anti-Bullying Policy / Anti-Bullying Charter
- Online Safety / E-Safety and Social Media Policy
- Special Educational Needs and Disability Policy / SEND Information Report
- Social, Emotional and Mental Health Policy
- Attendance Policy
- Medical Conditions Policy
- Equality Information and Objectives / Accessibility Plan
- Complaints Procedure
- Whistleblowing Policy
- Curriculum and PSHE/RSE documentation

16. Appendix 1: Statement of Behaviour Principles

The Governing Body of Park Road Academy Primary School has adopted the following principles to underpin the school's behaviour policy:

- Every pupil has the right to feel safe, respected and able to learn.
- Behaviour is taught explicitly and high expectations are communicated clearly.
- Positive behaviour is recognised and celebrated.
- Consequences are proportionate, predictable and applied with professional judgement.
- Safeguarding takes precedence where behaviour indicates possible harm or risk.
- The school will comply with its duties under the Equality Act 2010 and SEND legislation.
- Reasonable adjustments will be made where required.
- Parents/carers are important partners in supporting positive behaviour.
- Staff will model the conduct and relationships expected of pupils.
- The school will monitor behaviour data to identify patterns and equality impacts.
- Restorative approaches may be used to repair relationships and support learning where safe and appropriate.
- Suspension and permanent exclusion are used only in accordance with law and current statutory guidance.

17. Appendix 2: PRAPS Behaviour Expectations – Ready, Respectful, Safe

1.38 READY

Ready encompasses the behaviours that promote successful learning: arriving prepared, listening, participating, following routines, being equipped for learning and making purposeful use of learning time.

1.39 RESPECTFUL

Respectful describes how our school community interacts: speaking kindly, listening to others, respecting difference, caring for people and property, and treating everyone with dignity.

1.40 SAFE

Safe describes behaviour that protects physical and emotional wellbeing: following safety instructions, moving safely, reporting concerns, using equipment responsibly, and seeking adult help when needed.

The Ready, Respectful, Safe code complements the PRAPS values of Pride, Resilience, Ambition, Perform and Succeed.

18. Appendix 3: Behaviour Recording and CPOMS Expectations

Staff should record behaviour incidents accurately, objectively and promptly where this policy or school procedures require recording. Records should distinguish fact from opinion and include relevant context.

- Minor low-level behaviour that is successfully managed through routine classroom strategies does not normally require a CPOMS entry.
- Repeated, disruptive, serious or dangerous behaviour should be recorded in accordance with school procedures.
- Bullying, child-on-child abuse, safeguarding concerns, discriminatory incidents and significant harm must be recorded through the appropriate safeguarding/CPOMS route.
- Where a pupil has been hurt during a behaviour incident, staff should record the injury/incident information in line with the school's accident and CPOMS procedures.
- Where another pupil is the victim of an incident but has not behaved inappropriately themselves, an accident/injury record may be appropriate rather than a separate behaviour record for the victim.
- Records should identify the behaviour level/category and actions taken.
- Parent communication and significant follow-up actions should be recorded where appropriate.

19. Appendix 4: Summary of Behaviour Responses and Consequences

- Positive recognition: praise, stickers, Dojo points, certificates, Star of the Week, Value Star, House Points, Surprise Student and celebration with senior/subject leaders.
- Low-level response: reminder, proximity, non-verbal cue, redirection, praise of others, loss of Dojo point which can be earned back.
- Repeated low-level response: seating adjustment, reflection, time-limited improvement expectation, apology where appropriate, proportionate playtime consequence.
- More significant response: SLT involvement, parent/carer contact, pastoral support, SENDCo involvement, restorative work and/or Break Away.
- Serious/dangerous response: immediate safety measures, senior leadership/Headteacher involvement, parent/carer meeting, safeguarding response, police referral where appropriate, suspension or permanent exclusion where lawful.

- All responses remain subject to individual circumstances, equality duties, SEND duties, safeguarding considerations and statutory guidance.

20. Appendix 5: Legal and Guidance Reference List

Document / legislation	Relevance
Education Act 1996	Primary legislation governing education in England, including school discipline and related duties.
Education Act 2002	Includes section 175 safeguarding and welfare duties.
Education and Inspections Act 2006	Includes statutory provisions concerning school discipline and behaviour policy.
Equality Act 2010	Prohibits unlawful discrimination and requires reasonable adjustments for disabled pupils.
Children and Families Act 2014	Provides the statutory framework for SEND.
Children and Social Work Act 2017	Includes provisions relevant to safeguarding and relationships education.
Children's Wellbeing and Schools Act 2026	Includes new statutory provisions relevant to schools, including mobile-phone guidance.
Keeping Children Safe in Education 2026	Current DfE statutory safeguarding guidance, in force from 1 September 2026.
Working Together to Safeguard Children 2026	Current multi-agency statutory safeguarding guidance.
Information Sharing to Safeguard Children and Young People 2026	Current statutory guidance on information sharing, applying from September 2026.

Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)	Core DfE behaviour guidance.
Mobile Phones in Schools (DfE, updated 2026)	Statutory guidance applying to schools from 1 September 2026.
Searching, Screening and Confiscation (DfE, 2023)	Guidance on school search, screening and confiscation powers.
Suspension and Permanent Exclusion (DfE, effective July 2026)	Current statutory exclusion guidance.
Restrictive Interventions, including the use of reasonable force, in schools (DfE, effective 1 April 2026)	Current guidance on restrictive interventions and reasonable force.
SEND Code of Practice: 0 to 25 years	Statutory guidance supporting implementation of SEND duties.
Mental Health and Behaviour in Schools (DfE)	Guidance on the relationship between mental health and behaviour.
Supporting pupils at school with medical conditions (DfE)	Relevant statutory guidance for pupils with medical conditions.
Relationships Education, RSE and Health Education	Statutory requirements and guidance for teaching relationships, sex and health education.
Preventing and Tackling Bullying (DfE)	Relevant DfE advice concerning bullying and discriminatory behaviour.

This policy should be read alongside the school's current safeguarding, SEND, attendance, suspension and exclusion, physical restraint/positive handling, anti-bullying, mobile-phone and online-safety policies. Where statutory guidance or legislation changes, the school will act in accordance with the current legal position and update this policy at the next appropriate opportunity.

Author: L. Taylor Reviewed September 2026

Ratified by Trustees October 2026