The Park Federation
ACADEMY TRUST

Positive Behaviour Policy

Approved by	Luke Richmond (Principal)		
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1. Introduction, Ethos and Legal Basis

At Lake Farm Park Academy, we believe that excellent behaviour and a calm, safe, supportive environment are essential for effective teaching, learning and emotional growth. Our approach is rooted in mutual respect, inclusion and a deep understanding of pupils' emotional wellbeing.

Our policy is underpinned by Therapeutic Thinking — a psychologically informed, school-led approach to supporting pupils' emotional wellbeing, mental health and SEND needs. It uses a range of tools to analyse individual behaviour, understand unmet needs, and plan an inclusive response that promotes change, rather than simply suppressing behaviour.

We operate under one core principle:

Positive experiences create helpful feelings. Helpful feelings create valued behaviour.

This means our focus is on understanding behaviour as communication, not just managing its surface. Five tenets underpin our approach:

- Valued behaviour focus — we explicitly teach, model and celebrate behaviours that show care, respect and responsibility.
- Internal over external discipline — we build intrinsic motivation to do the right thing, rather than compliance driven by reward or penalty alone.
- Behaviour as communication — difficult or dangerous behaviour signals an unmet need, stress, or a missing social-emotional skill.
- Equity over equality — expectations for safety are absolute, but pathways to meeting them are adjusted to the child.
- Logical, educational consequences — restorative practice that repairs relationships, rather than punitive sanctions that alienate.

This policy is written in line with statutory duties and DfE guidance, including Behaviour in Schools, Suspension and Permanent Exclusion, Mental Health and Behaviour in Schools, and Keeping Children Safe in Education, and operates alongside our Safeguarding & Child Protection, SEND, and Equality policies. It reflects our duties under the Equality Act 2010 and the SEND Code of Practice.

This policy is shared with staff and parents annually and published on the school website. Expectations about behaviour are also set out in the Home-Academy Agreement.

2. Definitions

- Behaviour: anything that individuals say and do.
- Valued behaviour: anything that creates a positive experience and helpful feelings, in line with our values (see Section 7 for detail).
- Detrimental behaviour: anything that creates a negative experience and unhelpful feelings, contrary to our values (see Section 8).
- Dangerous behaviour: detrimental behaviour that will imminently cause injury, damage, or would be criminal if the person were of criminal age (see Section 9).
- Being Therapeutic: an approach that prioritises everyone's helpful feelings, replacing detrimental behaviour with valued behaviour through sustained positive experience.
- Discrimination: behaviour that disadvantages or treats an individual/group differently because of a protected characteristic.
- Protected characteristics (Equality Act 2010): age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage/civil partnership, pregnancy/maternity.
- Bullying: the repeated, intentional harming of one person or group by another, involving an imbalance of power. Full detail is in our Anti-Bullying Policy.
- Abuse: maltreatment of a child, by act or failure to act, including the impact of witnessing ill-treatment of others.

- Special educational need (SEN): a learning difficulty or disability requiring provision additional to or different from that normally available.
- Protective consequences: measures, which may limit freedoms, taken to reduce the risk of harm.
- Educational consequences: the teaching, rehearsal or learning needed to enable behaviour change and the gradual return of freedoms.

3. Our Values and Aims

Our approach to behaviour is built around five core values, known as The PRIDE Values (Appendix 3):

- Positivity
- Respect
- Integrity
- Determination
- Empathy

The aims of this policy are to:

- maximise pupils' learning and happiness in school, through behaviour management that is applied consistently by all staff;
- communicate expectations clearly to parents/carers, and build strong, positive working relationships with home;
- separate the person from the act — 'the behaviour is dangerous and detrimental', not 'you are' — and express our expectations in positive terms;
- promote valued behaviour rather than simply sanctioning detrimental behaviour, and support anyone experiencing difficult times;
- take all allegations of sexual harassment and abuse seriously, guarded against through this policy, pastoral support, and our Relationships Education curriculum;
- encourage pride in our school environment and community.

Each class agrees its own Class Charter at the start of the year, as part of our Jigsaw PSHE curriculum — a shared set of class rules that helps pupils understand their rights, recognise detrimental behaviour, and value the behaviour expected of them.

4. Roles and Responsibilities

Academy Council

- Reviewing this policy in conjunction with the Principal, and monitoring its effectiveness through conversation, feedback and data.
- Holding the Principal to account for its implementation.

Principal

- Reviewing and approving this policy with governors/trustees.
- Ensuring all staff understand its principles, and all stakeholders are involved in reviewing it.
- Ensuring staff have the training and support needed to teach valued behaviour and reduce detrimental behaviour.
- Reviewing behaviour data to ensure no group of pupils is disadvantaged by the policy or its implementation.

School Leaders

- Supporting colleagues to reflect on and develop practice, including through observation and co-reflection.
- Addressing inconsistent implementation of this policy, and analysing behaviour patterns to inform whole-school strategy.
- Contributing to staff induction (see below), and to the creation and review of the behaviour curriculum.

All Academy Staff

Every adult has a role in developing pupils' valued behaviour, and every member of staff is supported to do this well:

- Permanent staff receive induction training on our approach to behaviour from a senior leader, ideally before working directly with pupils.
- Peripatetic, agency and supply staff read and accept a summary document (Appendix 1) explaining our principles and expectations, and may ask a senior leader any questions before starting.
- All staff receive an annual refresher led by a senior leader.
- Staff are expected and supported to reflect regularly on their practice — through personal reflection, discussion with a colleague, co-reflection, or supervision — and to seek support from colleagues when they do not feel emotionally available to manage a situation.
- Where a colleague is not routinely following this policy, targeted support is provided: joint planning, co-delivery, observation with co-reflection, formal training, or performance review.
- Day to day, staff model the behaviour we expect, remain fair and consistent, maintain their own wellbeing, and implement this policy consistently.

Pupils

- Contribute to and follow their Class Charter, and demonstrate The PRIDE values.
- Take responsibility for their actions, making repairs or apologising through restorative action.
- Use their Zones of Regulation toolkit to recognise strategies that support their regulation and learning.
- Value the rights and opinions of others — in school, on the way to and from school, on trips, and in the community.
- Using the child's voice, pupils are asked regularly for their views on valued and detrimental behaviour, to help evaluate and improve this policy.

Parents/Carers

- Accept and support this policy and its therapeutic approach, working with the school and wider professionals where this benefits their child.
- Accept responsibility for their child's conduct and attend meetings when requested.
- Keep the school informed of anything at home that could affect their child's behaviour, and raise concerns promptly with the class teacher or Family Liaison Officer.

5. Strategies for Promoting Positive Behaviour

Star of the Week

Each week teachers select a Star of the Week from their class who has gone above and beyond in demonstrating the PRIDE values. All pupils will be selected as Star of the Week within the year and will receive a bronze badge. Pupils can earn a silver badge on their second instance of being Star of the Week, and a gold badge on their third instance.

School Routines

Consistent routines help pupils know what to expect:

- Arrival and departure: pupils take responsibility for their belongings and move promptly to their classroom, displaying valued behaviour on the premises.
- Securing attention: staff ensure pupils are actively listening before speaking to the class, use agreed non-verbal signals to support classroom routines, and all adults model active listening.
- Movement around school: lining up and walking quietly in single file, holding doors, greeting others, and wearing the correct lanyard.

- Break times: supervised by staff who encourage good peer relationships and follow this policy's procedures where behaviour is a concern.
- Lunchtime: supervising staff play and engage with pupils, monitor behaviour in the hall and playground, and report concerns to the class teacher or SLT.

6. Supporting All Learners

Equality means treating everybody the same; it only works if everyone starts from the same place and needs the same help. Equity means giving everyone what they need to succeed. At Lake Farm Park, we advocate for equity — every child receiving the resources, support and experience they need to reach their full potential, under our motto: Learning, Achieving, Aspiring Together.

Whilst support is individualised for some pupils, all pupils benefit from the universal strategies set out in Sections 5 and 7.

Graduated Approach for Social, Emotional and Mental Health Needs

The SENDCO monitors the frequency and intensity of detrimental behaviour to consider whether it reflects an unmet need. The Senior Leadership Team acknowledges concerns raised by staff or parents/carers and draws on wider professional support where needed — for example CAMHS or Educational Psychology. Time is taken to understand the cause of detrimental behaviour and how it can be addressed through intervention. Further detail is in the school's SEND Information Report and SEND Policy.

7. Valued Behaviour and the Behaviour Curriculum

Valued behaviour is positive and helpful, and values social acceptance. It is characterised by concern for the rights, feelings and welfare of others, and benefits other people or society — for example:

- positive relationships and interaction with peers and adults (tone of voice, body language);
- acknowledging one's own feelings using positive language (‘I need help’; ‘I'm finding this tricky’);
- identifying, understanding and accepting mistakes as learning opportunities, with a growth mindset;
- identifying, reflecting on, and repairing anti-social behaviour choices;
- respecting the right of themselves and others to learn.

We teach behaviour as a curriculum, to build pupils' intrinsic motivation to behave well, through:

- secure, trusted relationships where pupils feel safe to make mistakes and learn;
- modelling of behaviour, for example how to play and negotiate with peers;
- a fair and consistent approach, with structure and routine to minimise anxiety;
- prioritising the reward of valued behaviour, while addressing and planning support for detrimental behaviour.

All staff have a responsibility to teach, acknowledge and promote valued behaviour. Because some pupils respond better to public recognition and others to private feedback, staff use professional judgement in how they celebrate a child's progress.

Self-Regulation and Emotional Literacy

We promote wellbeing, emotional literacy and self-regulation through The Zones of Regulation®. Pupils are taught to recognise and label their emotions, and to develop strategies to regulate them and recognise that failure to do so will lead to detrimental consequences.

Monitoring Progress

We continuously review pupils' progress in valued behaviour, looking for indicators such as reduced frequency or severity of detrimental behaviour, improved attendance and engagement, greater self-regulation, goal-setting, perseverance, and stronger friendships. We analyse this through:

- data on the severity and frequency of detrimental and dangerous behaviour, recorded on our behaviour log or CPOMS;
- analysis of behavioural context and pupil characteristics, e.g. SEND, disadvantaged;
- termly review of celebrations and recognitions (house points, Golden Raffle tickets);
- regular discussion in year team/key stage meetings, and pupil voice gathered through debriefs, school council, PSHE and circle time.

8. Responding to Behaviour that Falls Below Expectations

Inconvenient Behaviour

Inconvenient behaviour disrupts routines or causes frustration, without posing a safety risk. It is disruptive but safe, sits outside stated expectations rather than reflecting malicious intent, and its 'inconvenience' is usually felt by the adult because it derails a planned activity. Examples include **calling out**, **forgetting resources, talking over others**, or **minor silliness**. Staff are expected and supported to respond to this themselves, using one or more of the following:

- restating the expected valued behaviour calmly;
- non-verbal intervention (proximity, gesture, visual);
- proximal praise — recognising pupils doing what's been asked;
- a check-in — 'are you OK?', 'what do you need?';
- refocus — using the pupil's name and restating the expectation;
- describing the behaviour simply and calmly;
- positive phrasing — a clear instruction ending in 'thank you';
- limited choice — two options of equal value, within the adult's boundaries;
- disempowering the behaviour, then catching the pupil getting it right;
- using the traffic light system (see Appendix 2) to provide a warning and a reset and reflect if necessary and appropriate.

Unsocial Behaviour

Unsocial behaviour —

- Not seeking to associate
- Not behaving sociably, or
- Not doing as instructed but not to the detriment of the pupil or others.

Quiet, non-compliant communication deserves as much understanding as loud, demanding behaviour; staff should interpret it as communication of a feeling and adapt support accordingly. All staff are responsible for responding to unsocial behaviour; SLT involvement is only needed if it becomes persistent and disruptive (i.e. detrimental).

Detrimental Behaviour

Detrimental behaviour hurts or hinders an individual, the community or the environment, and follows from unmet needs, unhelpful feelings, or (for some pupils) additional or special educational needs. Responses build on the strategies above and should be consistent, logical, and as prompt as possible, adapted to the pupil's needs.

- Protective consequences: removal of a freedom to manage harm, e.g. staying in at lunchtime to keep others safe.
- Educational consequences: the learning, rehearsal or teaching that allows the freedom to be returned — for example re-teaching valued behaviour away from peers, scaffolding with a social story or visual reminder, increased adult supervision for a defined period, limited choice, or increased praise when valued behaviour is shown.

Staff should use the traffic light system (see Appendix 2) to provide a warning and a reset and reflect if necessary and appropriate

Restorative Practice

After any detrimental behaviour, a debrief takes place with the pupil once they are regulated, to understand why it happened. Pupils are encouraged to reflect on alternative choices they could make next time a similar situation or feeling occurs.

Analysing Patterns of Detrimental Behaviour

For individual pupils, the class teacher records incidents and is supported by a senior leader to analyse patterns. For groups of pupils, senior leaders monitor behaviour across the school through observation, stakeholder voice and data scrutiny, reporting to the Principal at least termly and evaluating outcomes by protected characteristic — taking action where any group is disadvantaged by this policy or its implementation.

9. Dangerous Behaviour

Dangerous behaviour will imminently cause serious harm (physical, emotional, mental or reputational) to self or others, damage property, or would be considered criminal if the person were of criminal age — for example racism, homophobia, hitting, fighting, throwing objects, running from a safe area, or climbing in unsafe places.

Responses aim to mitigate risk and may include: separation from adults/peers, limiting access to named areas, different activities or equipment, increased adult support, a temporarily reduced timetable, or suspension/exclusion (see Section 11). Parents are informed as soon as possible once a decision is made, by the Principal in consultation with the SLT; educational consequences are always applied to reduce future risk.

Bullying

Bullying — repeated, intentional harm where there is an imbalance of power — is always unacceptable and always addressed. Full detail is in our Anti-Bullying Policy, available on the school website; guidance on child-on-child abuse is at Appendix 4.

Prohibited Items and Searching

Prohibited items include anything a staff member reasonably suspects has been, or is threatened to be, used to commit an offence or cause injury or damage. Only the Principal and specifically authorised staff may search a pupil, matched by sex to the pupil with a witness present, unless the risk of serious harm makes this impracticable — in which case the search is reported immediately. Searches are recorded on CPOMS; confiscated prohibited items are not returned, while other confiscated items may be returned after discussion with senior leaders and parents. Full detail is in the DfE's searching, screening and confiscation guidance.

Prejudice and Discrimination

Behaviour that disadvantages or treats individuals or groups differently because of a protected characteristic is unacceptable and always addressed; any such incident is reported on CPOMS. We work to eliminate prejudice and discrimination through curriculum intent and design, PSHE, the behaviour curriculum, assemblies, and by modelling anti-discriminatory behaviour.

10. Physical Intervention and Reasonable Force

Our aim is to proactively minimise the need for restrictive intervention through early support, prevention and de-escalation, while ensuring staff feel confident to use it safely, appropriately and lawfully when necessary to keep individuals and the school community safe.

Full detail is set out in our Use of Reasonable Force Policy.

11. Suspension and Exclusion

Where behaviour is judged extreme, a pupil may be suspended for a fixed term or permanently excluded, depending on severity, in line with statutory guidance for those with legal responsibility for exclusion (DfE, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, August 2024). Full detail is in our Exclusions Policy.

12. Reporting and Monitoring Behaviour

The member of staff who witnesses behaviour is responsible for recording it on our behaviour log or CPOMS.

When recording on CPOMS, staff should be accurate and factual (neither over- nor under-describing the behaviour), include the location, and record who it was reported to and any action taken.

Behaviour Support Plans / Pastoral Support Plans

SLT closely monitors our behaviour log and CPOMS; where incidents repeat despite support, SLT will analyse a pupil's detrimental or dangerous behaviour and plan consistent support. Pupils may be put onto an appropriate Behaviour Support Plan or Pastoral Support Plan depending on need and appropriateness.

Malicious Allegations

Where an allegation against a member of staff, or an allegation of sexual violence or harassment against another pupil, is shown to be deliberately invented or malicious, a consequence will be applied in line with this policy. In every such case, the school will also consider — in collaboration with the Local Authority Designated Officer where relevant — whether the pupil making the allegation needs help, and the pastoral needs of all pupils and staff involved. See our Child Protection and Whistleblowing Policy for further detail.

13. Behaviour Beyond the School Gate

This policy applies beyond the school day — including on the way to and from school, on trips and visits, and in the community when a pupil can be identified as a member of the school. Pupils are spoken to in line with our values and this policy; parents are contacted and asked to work with the school to prevent recurrence.

14. Links to Other Policies

This policy should be read alongside:

- Anti-Bullying Policy
- SEND Policy and SEND Information Report
- Safeguarding & Child Protection Policy (including child-on-child abuse guidance, Appendix 4)
- Equality, Diversity and Inclusion Policy / Equality Objectives
- Exclusions Policy
- Use of Reasonable Force Policy
- Home-Academy Agreement

Appendices

- Appendix 1: Summary Document (for supply, agency and peripatetic staff)
- Appendix 2: Traffic Light Systems
- Appendix 3: Our Pride Values
- Appendix 4: Child-on-Child Abuse Guidance

Appendix 1: Summary Document (for supply, agency and peripatetic staff)

Wood End Park Academy Behaviour Management Strategy

	**Valued behaviour** Our expectation is that pupils show the PRIDE values in their day to day behaviour; their behaviour promotes a calm, predictable learning environment where everyone can succeed.
	**Detrimental Behaviour** Anything that creates a negative experience and unhelpful feelings, contrary to our values. E.g., Shouting out, not following instructions, talking during input or independent learning time; it does not pose a risk but impacts learning time or wellbeing.
	**Dangerous Behaviour** Detrimental behaviour that will imminently cause injury, damage, or would be criminal if the person were of criminal age; this cannot be tolerated.

	Ready for learning We expect all pupils to show our PRIDE values. All name pegs start on green at the beginning of each session.
	Warning If a pupil shows detrimental behaviours, they are prompted to correct the behaviour. If they persist in their detrimental behaviours, they are given another prompt and their name is moved to amber as a visual reminder to correct their behaviour. If they correct their behaviour, their name is moved back to green.
	Reset and reflect If a pupil persists in showing detrimental behaviour after an amber warning, they must **reset and reflect**. If a pupil is showing dangerous behaviour, a member of SLT must be radioed and the pupil will reset and reflect with them away from the classroom so that the safety and learning of the rest of the class can be safeguarded.

Resetting and reflecting is not a punishment; it is an opportunity to regulate and take the time to start showing valued behaviours again.

The pupils should:

- ➔ Emotionally regulate so they are in the green zone
- ➔ Discuss what happened (with a TA or the teacher)
- ➔ Rehearse alternative choices for next time
- ➔ Be ready to rejoin the class

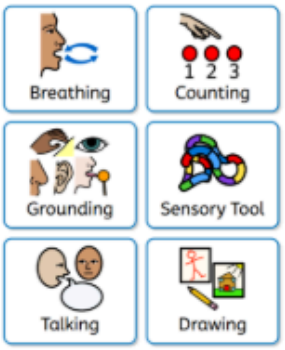


1. The first reset and reflect will be at a reset station within the classroom.
2. The second reset and reflect of the day will be at the reset station of the year leader's classroom (alternative classroom if the child is in the YGL's class).
3. The third reset and reflect is with a member of SLT at lunchtime.

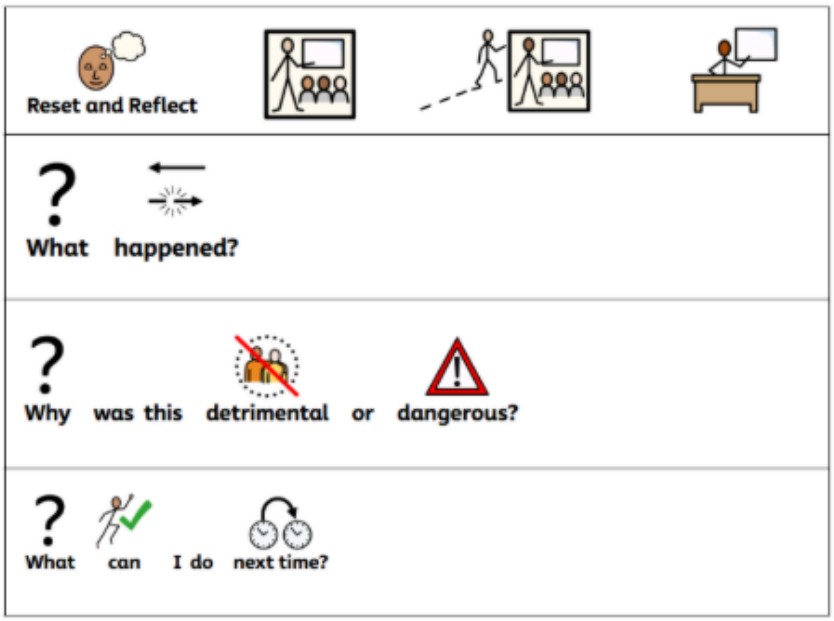
Reset and reflect stations should be positioned at the back of the class for dignity; providing a space for pupils to regulate without being in the eyeline of others.

If pupils need to regulate, they can choose one of the given strategies.





Once regulated, pupils complete the reflection sheet.
Within EYFS and KS1 this is completed orally with an adult.
Within KS2 this is completed in written form then discussed with an adult.



All behaviour leading to a reset and reflect must be inputted on the **behaviour log**.

Name	Surname	Class	Gender	SEND	PP	CPOMS	Date	Week	Time of Incident	Type	Notes	Consequence	Parents Told
				☐	☐	☐							☐
				☐	☐	☐							☐
				☐	☐	☐							☐
				☐	☐	☐							☐
				☐	☐	☐							☐
				☐	☐	☐							☐

All dangerous behaviour must also be logged on **CPOMS**.

Appendix 2: Traffic Light System

	Ready for learning We expect all pupils to show our PRIDE values. All name pegs start on green at the beginning of each session.
	Warning If a pupil shows detrimental behaviours, they are prompted to correct the behaviour. If they persist in their detrimental behaviours, they are given another prompt and their name is moved to amber as a visual reminder to correct their behaviour. If they correct their behaviour, their name is moved back to green.
	Reset and reflect If a pupil persists in showing detrimental behaviour after an amber warning, they must **reset and reflect**. If a pupil is showing dangerous behaviour, a member of SLT must be radioed and the pupil will reset and reflect with them away from the classroom so that the safety and learning of the rest of the class can be safeguarded.

	Ready for playing We expect all pupils to show our PRIDE values on the playground.
	Warning If a pupil shows detrimental behaviours, they are prompted to correct the behaviour and the supervising adult will stay nearby. If they persist in their detrimental behaviours, they are given another prompt and they are shown an amber card as a visual reminder to correct their behaviour. They will be asked to move to a different part of the playground or have equipment removed.
	Reset and reflect If a pupil persists in showing detrimental behaviour after an amber warning, they must reset and reflect for 5 minutes with an adult. If a pupil is showing dangerous behaviour, a member of SLT must be radioed and the pupil will reset and reflect with them away from the playground so that the safety and enjoyment of the rest of the pupils can be safeguarded.

Appendix 3: Our PRIDE values



We show enthusiasm in all we do.



We use kind words and actions.



We are honest and take responsibility.



We work hard and never give up.



We listen and are considerate of others.

Appendix 4: Child-on-Child Abuse Guidance

Child-on-child abuse is when a child may have been abused by another child. There is no clear boundary between incidents that should be regarded as abusive and those better dealt with as bullying or sexual experimentation, but staff should be aware that child-on-child abuse can take place and must never be dismissed as 'part of growing up' or 'banter'. This is a matter of professional judgement: bullying, fighting and harassment between children are not automatically child protection issues, but staff should be alert to gendered patterns — for example, girls being sexually touched or assaulted, or boys subjected to initiation or hazing-type violence.

All staff should recognise that children are capable of abusing their peers, and should be clear on our procedures, which:

- aim to minimise the risk of child-on-child abuse;
- set out how allegations will be investigated and dealt with;
- set out how victims, perpetrators, and any other affected child will be supported;
- state clearly that abuse is abuse, and is never 'banter', 'just having a laugh' or 'part of growing up';
- recognise the gendered nature of child-on-child abuse, while treating all such abuse as unacceptable;
- cover its different forms: sexual violence and harassment; physical abuse (hitting, kicking, biting, hair-pulling); sexting (youth-produced sexual imagery); and initiation/hazing violence and rituals.

Any concern must be referred to the Designated Safeguarding Lead, particularly where: there is a large difference in power (age, size, ability, development) between the pupils concerned; the alleged perpetrator has repeatedly tried to harm one or more other children; or there are concerns that harm was intended, whether or not severe harm actually resulted.