



Behaviour and Relationships Policy

Teaching behaviour through relationships, responsibility and restoration

School	Gateford Park Primary School
Policy owner	Headteacher: Mrs Joanna Green
Approved by	Governing Body
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Our commitment

With kindness we care, with respect we grow and with perseverance we succeed. Our PARK values - Perseverance, Aspiration, Respect and Kindness - underpin every response to behaviour.

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1. Introduction and scope

At Gateford Park Primary School, behaviour is taught through relationships. We use a restorative, values-led approach that combines warmth and support with clear boundaries, consistent expectations and proportionate consequences.

This policy applies to all pupils from Nursery to Year 6 during the school day, wraparound care, educational visits, journeys connected with school and any behaviour outside school or online that affects pupils' safety, welfare, relationships or the orderly running of the school.

This policy should be read alongside the Child Protection and Safeguarding Policy, Anti-Bullying Policy, Online Safety Policy, SEND Policy, Equality information and objectives, Staff Code of Conduct, Attendance Policy, Positive Handling/Restrictive Intervention guidance and the Responsible Behaviour Curriculum.

Safeguarding takes priority

Behaviour may be a sign that a child is experiencing harm or needs help. If an incident may involve abuse, exploitation, harmful sexual behaviour, discriminatory harm, a weapon, significant violence, a nude or semi-nude image, or any other safeguarding concern, staff must secure immediate safety and report to the DSL or deputy without delay. The behaviour process does not replace safeguarding procedures.

2. Our approach and aims

Behaviour is learned, not simply managed

Children are not born knowing how to regulate strong emotions, resolve conflict, understand impact or make safe choices. These skills are explicitly taught through the Responsible Behaviour Curriculum, routines, adult modelling and daily interactions.

Understanding and accountability

Behaviour can communicate an unmet need, anxiety, frustration, trauma, communication difficulty or a gap in a child's social and emotional learning. We seek to understand what is happening while remaining clear about the impact of the behaviour.

Shared principle

Understanding is not the same as excusing. We support the child, maintain the boundary, protect others and repair the harm.

Our aims

- create a calm, safe, inclusive environment in which every child can learn and belong
- teach and rehearse behaviour expectations explicitly
- build trusting relationships and protect every child's dignity
- prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- identify safeguarding, SEND, mental-health and pastoral needs early
- help children take responsibility, understand impact and repair harm
- apply responses fairly, consistently and proportionately
- work in partnership with parents, carers and external services where appropriate

3. Responsible Behaviour Curriculum

Our Responsible Behaviour Curriculum makes expectations visible, teachable and achievable. It is delivered through weekly assemblies, follow-up class sessions, explicit teaching of routines, class charters, modelling, rehearsal and reflection. Families receive information about key themes so that home and school can reinforce shared language.

Functions: Children understand why routines and expectations matter: safety, learning, belonging and respect.

Fences: Adults establish clear, calm boundaries and consistently notice when pupils meet them.

Framework: The graduated response gives every adult a shared sequence for responding.

Features: PARK values, restorative language, recognition, reasonable adjustments and repair are visible in daily practice.

4. Roles and responsibilities

All staff

- model PARK values and build respectful relationships
- teach, revisit and rehearse routines and expected behaviour
- use calm, private and non-judgemental language
- follow the staff non-negotiables and graduated response
- intervene promptly in bullying, discriminatory language, misogyny, misandry, sexualised behaviour and unsafe conduct
- record repeated or significant incidents accurately on CPOMS and alert the appropriate senior leader/DSL
- make reasonable adjustments without lowering the core expectation of safety and respect
- share relevant information with colleagues so that responses are consistent

Class teachers

- establish predictable classroom routines and meaningful morning tasks
- ensure class staff know relevant plans, adjustments and support strategies

- communicate with parents/carers early where patterns or concerns emerge
- monitor patterns and seek SENCo, DSL or SLT support promptly

Senior Leadership Team, DSL and SENCo

- support consistent implementation and provide coaching for staff
- lead responses to serious, repeated, discriminatory or unsafe incidents
- ensure safeguarding concerns are assessed and managed under the Child Protection Policy
- monitor patterns by pupil, group, location, protected characteristic and time of day
- coordinate behaviour support plans, reasonable adjustments and external-agency input
- ensure decisions, actions and rationales are recorded
- report appropriately to governors while maintaining confidentiality

Pupils

- follow PARK values and taught routines
- seek help when they feel unsafe, worried or unable to resolve a problem
- take part in reflection and repair when developmentally able and safe to do so
- understand that reporting harm is the right thing to do and will be taken seriously

Parents and carers

- support the school's values and reasonable expectations
- share relevant information that may affect their child's behaviour or wellbeing
- work respectfully and collaboratively with staff
- attend meetings and contribute to support plans when needed

Governors

- approve and monitor this policy
- assure themselves that safeguarding and equality duties are reflected in behaviour practice
- review anonymised behaviour, bullying, discriminatory-incident, suspension and permanent-exclusion information
- provide support and challenge to leaders

5. Positive behaviour and recognition

Adults actively notice, name and reinforce behaviour that reflects PARK values. Recognition is specific, sincere, inclusive and focused on effort, improvement and contribution rather than compliance alone.

- in-the-moment verbal recognition linked to a value
- Class Dojo points used consistently
- positive messages, conversations or calls home
- Special Mention assemblies
- Headteacher or senior-leader recognition
- opportunities for responsibility, contribution and leadership

Recognition is never withdrawn as a punishment. Staff avoid public comparison, humiliation or systems that repeatedly identify the same children as unsuccessful.

6. Staff non-negotiable practice

Every adult, every time

Regulate → Listen → Teach → Restore. Safety and safeguarding always come first.

1. Regulate before reasoning

Use a calm voice and reduce the audience. Give time, space and co-regulation. Do not attempt a restorative conversation while a child is overwhelmed.

2. Be curious, not judgemental

Start with “What happened?” and “What was happening for you?” Avoid accusatory “Why did you do that?” questions.

3. Maintain the boundary

Name the behaviour and restate the expectation. Understanding need does not remove accountability.

4. Protect dignity

Speak privately wherever possible. Do not shout, shame, ridicule, use sarcasm or discuss a child’s behaviour publicly.

5. Hear each child

Listen separately first where there is conflict or harm. Do not assume mutual blame or require the harmed child to mediate.

6. Respond to impact

Use an affective statement: “I felt concerned when... because...” Focus on the action and its effect, not the child’s character.

7. Make repair meaningful

Agree a practical, proportionate way forward. A forced apology is not repair; changed action, replacing damage or giving space may be more appropriate.

8. Adapt access, not safety

Use visuals, simplified language, processing time, drawing, a trusted adult or sensory/regulation support. Keep expectations for safety, respect and non-discrimination.

9. Record and communicate

Record repeated, significant, unsafe, discriminatory or safeguarding-related incidents promptly and factually. Share with the class teacher/SLT/DSL as required.

10. Escalate safeguarding immediately

Potential child-on-child abuse, harmful sexual behaviour, sexual harassment/violence, nude or semi-nude images, exploitation, weapons or significant injury go straight to the DSL/deputy.

11. Follow through and reset

Complete the agreed consequence/support, check that repair has happened, welcome the child back and notice the next positive choice.

12. Seek support early

Ask for help before behaviour escalates. Consistency is a team responsibility, not an expectation that staff manage alone.

Agreed restorative language

- “I can see you are not ready to talk yet. I will stay nearby and we will come back to this.”
- “Tell me what happened from your point of view.”
- “What were you thinking or feeling at the time?”
- “Which value was difficult to show in that moment?”
- “Who has been affected, and how?”
- “What needs to happen now to make things as right as possible?”
- “What support will help you make a different choice next time?”
- “The behaviour was not acceptable; you are still a valued member of our school.”

We do not

- conduct a restorative conversation while a child is dysregulated
- force eye contact, an apology, forgiveness or a face-to-face meeting
- use collective punishments for the actions of individuals
- remove curriculum entitlement as a routine sanction
- promise confidentiality when a safeguarding concern is disclosed
- investigate a safeguarding disclosure beyond necessary clarification; staff listen, reassure, record and report

7. Graduated behaviour response

The five levels support professional judgement and consistency. Behaviour is considered in context, including intent, impact, frequency, age, development, vulnerability, reasonable adjustments and safeguarding risk. A serious incident can move directly to a higher level.

Level	Typical presentation	Core adult response
Level 1 - Low-level	Minor disruption, off-task behaviour, calling out, forgotten routines, minor disagreements	Re-teach; redirect; recognise the next positive choice
Level 2 - Repeated	Behaviour continues after reminders; refusal; repeated low-level disruption or minor rudeness	Private conversation; clear choice; mini restorative chat; class-based consequence or re-teach
Level 3 - Relational	Unkind or discriminatory language, swearing, bullying concern, conflict, minor damage, behaviour affecting wellbeing	Separate and regulate; restorative conversation where safe; repair; CPOMS; parent/SLT/DSL involvement as appropriate
Level 4 - Unsafe	Hitting, kicking, threats, throwing objects, significant damage or behaviour posing immediate risk	Safety first; SLT support; supervised removal; CPOMS and parents; safeguarding assessment; support plan/removal from class if needed
Level 5 - Extreme	Serious assault, weapon, significant injury, repeated serious violence or other grave incident	Headteacher/DSL lead; formal investigation and risk assessment; statutory safeguarding/police advice where required; suspension or permanent exclusion may be considered

The full operational tables for classrooms and wraparound/lunchtime provision are in Appendices A and B.

8. Restorative practice

Restorative practice is a whole-school philosophy for building community, managing conflict and repairing harm. It is not a single conversation and does not replace consequences, safeguarding action or risk management.

The sequence

Regulate: Ensure the child is physically and emotionally ready to engage.

Listen: Hear each perspective without pre-judging. Where harm is alleged, listen separately first.

Teach: Clarify the expected behaviour, value, skill or strategy.

Restore: Agree a safe and meaningful repair, support future success and return to belonging.

Restorative questions

- What happened?
- What were you thinking or feeling at the time?
- What have your thoughts been since?
- Which value was difficult to show in that moment?
- Who has been affected and in what way?
- What has been the hardest part?
- What needs to happen next to put things right?
- What will help you make a safer or kinder choice next time?

Participation and safety

A joint restorative meeting is prepared, voluntary and risk-assessed. It takes place only when those involved are ready and it will not create further harm. No child is required to accept an apology, forgive another child or meet face to face. Safeguarding incidents are managed under the Child Protection Policy and led by the DSL; restorative work may be considered later only if safe and appropriate.

9. Safeguarding and child-on-child abuse

Keeping Children Safe in Education 2026 makes clear that child-on-child abuse is a safeguarding issue for both the child harmed and the child alleged to have caused harm. It can occur inside or outside school and online. It is preventable, and early intervention is essential.

Zero tolerance means we act

Abuse is never accepted or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Zero tolerance does not mean automatic exclusion in every case; it means every concern is challenged, recorded, assessed and responded to proportionately.

Child-on-child abuse may include

- bullying, cyberbullying, prejudice-based and discriminatory bullying
- racism, faith-targeted abuse, misogyny, misandry and other derogatory or discriminatory behaviour
- physical abuse, serious threats, violence or use/threat of weapons
- abuse within intimate personal relationships between children
- harmful sexual behaviour, sexual harassment and sexual violence
- upskirting, sexualised touching, comments, jokes, taunting or interference with clothing
- making or sharing nude or semi-nude images, including AI-generated images, whether consensual or non-consensual
- online sexual harassment, coercion, threats or unwanted explicit content
- initiation or hazing-type behaviour

Staff response

- ensure immediate safety and seek medical help if required

- listen carefully, remain calm, reassure the child and do not blame or shame
- do not promise confidentiality and explain that information will be shared only with people who need to help
- make a factual record using the child's own words where possible
- report to the DSL or deputy without delay; do not manage solely as a friendship issue
- preserve potential evidence and do not view, copy, forward or ask a child to forward a nude or semi-nude image
- follow the DSL's risk assessment and safety plan for all children involved
- record all concerns, discussions, decisions and the rationale for decisions

The DSL determines the safeguarding response, which may include internal management with pastoral support, Family Help, children's social care and/or police involvement. Behaviour consequences may run alongside safeguarding support, but must not compromise an investigation or the safety and wishes of the child harmed.

10. Equality, SEND and additional needs

The school applies this policy in accordance with the Equality Act 2010 and the Public Sector Equality Duty. We do not unlawfully discriminate. We monitor patterns and take proportionate positive action where needed.

Reasonable adjustments

Some pupils need adapted teaching, communication, environment or regulation support to access expectations. Adjustments are planned with the child, family, class team and SENCo where appropriate. They do not remove the right of others to safety, dignity and uninterrupted learning.

- simplified language, visuals and one instruction at a time
- additional processing time or a supported break
- adult scribing, drawing or alternative communication for reflection
- planned movement, sensory or regulation strategies
- a trusted adult, predictable check-ins and explicit rehearsal
- changes to environment, transitions, seating or task demands
- individual risk assessment or behaviour support plan

Safeguarding barriers

Children with SEND, communication needs or health conditions may face additional safeguarding barriers. Signs of abuse can be mistaken for behaviour or attributed to a condition; children may have difficulty recognising, describing or reporting harm. Staff remain professionally curious and speak to the DSL when concerned.

Mental health and young carers

Changes in behaviour may indicate emerging mental-health needs or safeguarding concerns. Staff observe, record and seek support; only appropriately trained professionals diagnose mental-health conditions. Caring responsibilities can affect attendance, attainment, behaviour and wellbeing. Possible young carers are identified early and offered appropriate school, Family Help or external support.

11. Persistent behaviour and support

Where behaviour recurs or affects learning, relationships, attendance or wellbeing, staff move from repeated incident response to planned support.

- review CPOMS records, pupil voice and patterns across times and settings
- identify antecedents, communication needs, successful strategies and protective factors
- meet parents/carers early and agree shared outcomes
- involve the SENCo and DSL where needs or safeguarding concerns may be present
- implement a concise behaviour support plan with proactive strategies and review dates
- consider targeted regulation, social communication, pastoral or mental-health support

- seek advice from Family Help, educational psychology, health or other services when appropriate
- review whether the child has experienced bullying, discrimination, exploitation, trauma or caring responsibilities

If a child's behaviour creates a foreseeable risk, an individual risk assessment and safety plan are completed and regularly reviewed. Restrictive intervention is used only by appropriately trained staff, when lawful, reasonable and proportionate, and in line with school guidance. Any use is recorded, reported and reviewed.

12. Suspension, permanent exclusion and reintegration

Suspension or permanent exclusion is considered only by the Headteacher and in accordance with current statutory guidance. It is a formal disciplinary response, not described as an "external exclusion". Permanent exclusion is used only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

Removal from the classroom

A pupil may be removed from a classroom for a limited period where necessary to restore order, maintain safety, enable learning or support regulation. Removal is supervised, purposeful, recorded where significant and reviewed. It is not the same as suspension and is not used routinely in place of appropriate classroom strategies.

Reintegration

- a reintegration meeting with the pupil and parent/carer
- a review of safeguarding, SEND, pastoral and risk information
- clear expectations and support for a successful return
- restorative work only when all involved are ready and it is safe
- follow-up monitoring and recognition of positive change

13. Wraparound and lunchtimes

The same PARK values, safeguarding expectations and graduated response apply during Breakfast Club, lunchtimes, clubs and After School provision. Staff communicate significant incidents and successful strategies to class teams and SLT.

Where behaviour creates ongoing risk, leaders work with the family to identify reasonable adjustments and a support plan. Access to optional wraparound provision may be temporarily restricted or withdrawn only following an individual, evidence-based decision that considers safeguarding, equality duties, reasonable adjustments and the safety of all. Decisions are explained, recorded and reviewed where appropriate.

14. Parents and carers as partners

We inform families early, listen carefully and focus on solutions. We share information about their own child while protecting the confidentiality of others. Parents and carers are expected to communicate respectfully and use the school complaints process if concerns remain unresolved.

Safeguarding information may be shared without consent where necessary to protect a child. Parents are normally informed about concerns unless doing so would place a child at additional risk, impede an investigation or conflict with advice from safeguarding partners.

15. Complaints, monitoring and review

Concerns and complaints

1. Stage 1: discuss the concern with the class teacher or relevant staff member.
2. Stage 2: ask a member of SLT to review the matter.

3. Stage 3: use the school's formal Complaints Policy.

Safeguarding allegations about staff are not dealt with through the ordinary complaints route and must be reported in accordance with the Child Protection Policy and Staff Code of Conduct.

Monitoring

- frequency, type, location and time of incidents
- repeat incidents and effectiveness of support
- bullying, cyberbullying and discriminatory/prejudice-based incidents
- child-on-child safeguarding concerns and themes, with appropriate confidentiality
- removals, suspensions and permanent exclusions
- patterns affecting pupils with SEND, protected characteristics, young carers and other vulnerable groups
- pupil, staff and parent/carers voice
- implementation and impact of the Responsible Behaviour Curriculum

The Headteacher and SLT review information regularly and provide appropriate anonymised assurance to governors. This policy is reviewed annually and sooner following significant guidance, legislation or learning from an incident.

16. References

- Department for Education (2026), Keeping Children Safe in Education 2026.
- Department for Education, Behaviour in Schools: advice for headteachers and school staff.
- Department for Education, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England.
- Department for Education, Preventing and Tackling Bullying.
- Department for Education, Working Together to Improve School Attendance.
- Department for Education, Use of Reasonable Force / restrictive intervention guidance in force at the time.
- Education Endowment Foundation, Improving Behaviour in Schools.
- Restorative Justice Council, restorative practice guidance.
- Gateford Park Primary School Child Protection and Safeguarding Policy 2026-27.

Appendix A - Classroom Graduated Behaviour Response

Level	Typical behaviour	First adult response	Restorative / teaching response	Record / communicate	Possible consequence / support
1 Low-level	Off-task; chatting; calling out; minor disruption; forgotten routine; minor friendship issue; minor disrespect to property	Proximity; calm reminder; re-teach routine; positive narration; give take-up time	Quick check-in; PARK value reminder; support pupils to find a positive way forward	Usually none. Share if a pattern begins	Return to learning; natural consequence; practise routine; repair minor impact
2 Repeated	Persistent disruption; refusal; repeated minor rudeness; repeated friendship difficulties	Clear direction and choice; private conversation; reduce audience; check regulation and understanding	Mini restorative chat when calm; identify expectation and support needed	Monitor. Record on CPOMS if repeated/significant. Inform class teacher and parents as appropriate	Class-based consequence; re-teach; brief supported move; early support plan
3 Relational	Unkind language; swearing; discriminatory or sexualised language; bullying concern; conflict; minor damage	Separate pupils; regulate; speak individually; alert SLT/DSL where safeguarding or discriminatory harm may be present	Restorative conversation/repair only when safe. Never require the harmed child to participate	CPOMS. Inform SLT/DSL as appropriate. Parents informed according to safeguarding plan	Repair action; behaviour support; targeted teaching/intervention; risk assessment where needed
4 Unsafe	Hitting; kicking; threats; throwing objects; significant damage; unsafe leaving; behaviour posing immediate risk	Safety first; summon SLT; supervised removal; first aid; preserve evidence	Structured reflection later. Safeguarding assessment and safety planning before joint work	CPOMS promptly; parents informed; DSL notified where indicated	Removal from class; individual plan; agency input; suspension may be considered
5 Extreme	Serious assault; weapon; significant injury; repeated serious violence; grave sexual or discriminatory incident	Headteacher/DSL lead; emergency response; risk assessment; police/social care advice if required	Reintegration and restorative work only when professionally assessed as safe and appropriate	Formal safeguarding/behaviour record; parents; governors/LA/agencies as legally required	Suspension or permanent exclusion may be considered; intensive support and reintegration plan

Safeguarding override

If behaviour may be abuse, harmful sexual behaviour, sexual harassment/violence, discriminatory harm, exploitation, a weapon, significant injury or a nude/semi-nude image: make safe, preserve evidence, record and report to the DSL/deputy immediately. Do not rely on a restorative conversation.

Appendix B - Wraparound and Lunchtime Graduated Response

Level	Typical behaviour	First adult response	Restorative / teaching response	Record / communicate	Possible consequence / support
1 Low-level	Running indoors; excessive noise; silliness; forgetting rules; minor disagreement	Calm reminder; model expectation; redirect to safe play	Values reminder; support children to solve minor disagreement	Usually none; tell class team if helpful	Return to activity; practise safe use of equipment
2 Repeated	Persistent disruption; refusal to stop/move; minor rudeness; repeated friendship issue	Clear direction and choice; private conversation; call senior support if needed	Mini restorative chat when calm	Inform class teacher. Record if repeated/significant. Parents as appropriate	Brief time away from activity; re-teach; supported alternative; lunch/wraparound plan

Level	Typical behaviour	First adult response	Restorative / teaching response	Record / communicate	Possible consequence / support
3 Relational	Unkind, discriminatory or sexualised language; swearing; conflict; bullying concern; minor damage	Separate and regulate; seek SLT/DSL advice where indicated	Restorative conversation/repair only when safe and voluntary	CPOMS via agreed route; class teacher and SLT/DSL informed; parents as appropriate	Repair action; targeted support; adjusted activity/supervision
4 Unsafe	Hitting; kicking; threats; throwing objects; unsafe leaving; significant damage	Safety first; call SLT; supervised removal; first aid	Structured reflection later after safeguarding/risk assessment	CPOMS; parents; DSL where indicated	Removal from session/activity; support/risk plan; review access and reasonable adjustments
5 Extreme	Serious assault; weapon; significant injury; repeated serious violence; grave incident	Headteacher/DSL decision; emergency response; police/social care advice where required	Reintegration/restoration only if safe and appropriate	Formal records and required notifications	Suspension may be considered for school-time incidents; optional provision access reviewed individually

Safeguarding override

If behaviour may be abuse, harmful sexual behaviour, sexual harassment/violence, discriminatory harm, exploitation, a weapon, significant injury or a nude/semi-nude image: make safe, preserve evidence, record and report to the DSL/deputy immediately. Do not rely on a restorative conversation.

Appendix C - Restorative Conversation and Reflection Sheet

Adult first

Use only when the child is calm and ready. Adapt language, allow drawing or scribing, and complete verbally if more appropriate. This is a support for conversation, not a punishment.

Name: _____

Class: _____

Date: _____

Adult supporting me: _____

1. What happened?

2. What were you thinking or feeling at the time?

3. What have your thoughts been since?

4. Which value was difficult to show in that moment?

☐ Perseverance ☐ Aspiration ☐ Respect ☐ Kindness

5. Who has been affected, and how?

6. What could you do differently next time?

☐ Use calm words ☐ Walk away ☐ Ask for help ☐ Use a regulation strategy ☐ Other

7. What needs to happen now to make things as right as possible?

☐ Apology when ready ☐ Repair/replace ☐ Helpful action ☐ Give space ☐ Other

8. What support would help you next time?

Child voice/signature (optional): _____ Adult: _____

Adult guidance for restorative reflection

Prepare

- Check safety and regulation first.
- Clarify whether the matter is behavioural or safeguarding.
- Speak to children separately before considering any joint meeting.

Participate

- Remain calm, neutral and non-judgemental.
- Use the child's communication method and allow processing time.
- Focus on behaviour, impact, need and future action - not blame or character.

Repair

- Agree something achievable and meaningful.
- Do not force an apology or forgiveness.
- Record significant decisions and communicate with relevant staff.

Follow up

- Check that the repair/support happened.
- Check in with the child harmed and the child whose behaviour caused harm.
- Notice and reinforce improved choices.

Appendix D - Responsible Behaviour Curriculum Overview

The Responsible Behaviour Curriculum is the proactive teaching arm of this policy. It ensures that adults do not wait for mistakes before explaining expectations.

Weekly cycle

- A key-stage assembly introduces or revisits the focus.
- Classes teach, model and rehearse what the behaviour looks and sounds like.
- Adults notice and name the behaviour throughout the week.
- The following class assembly reflects on learning, celebrates success and identifies what needs further practice.

Core content

- PARK values in action
- safe, calm transitions and lining up
- ready-to-learn routines and meaningful starts to the day
- respectful listening, disagreement and conflict resolution
- recognising emotions and using regulation strategies
- seeking help and reporting worries
- online conduct, bullying and discriminatory behaviour
- repairing harm and returning to belonging

Class implementation

- Each class creates age-appropriate value statements/charters.
- Expectations are visible and referred to consistently.
- Routines are explicitly retaught after breaks and whenever needed.
- Adaptations help pupils with SEND access the same core culture.
- Parents/carers receive clear information about current themes.

Quality assurance

- Leaders use pupil voice, learning walks and behaviour information to check consistency.
- Staff receive coaching where responses drift from agreed practice.
- Themes and teaching are adjusted in response to patterns, safeguarding learning and community needs.