

Behaviour, Rewards & Sanctions Policy

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Person(s) responsible for review and role:

Headteacher: Nadia Ward

Designated Safeguarding Lead: Ella Whitbread

Aim of policy:

The aim of this policy is to set out how the School promotes, teaches and secures high standards of behaviour. By developing the behaviour system in partnership with pupils the school aims to apply rewards and sanctions consistently, fairly and proportionately across the whole school. Through this policy, the School seeks to create and maintain an inclusive and orderly environment in which every pupil is known, valued and able to learn, and in which staff can teach without disruption.

The policy emphasises the primacy of positive relationships and routines. Staff use praise, rewards and recognition as the primary drivers of good conduct, while ensuring that sanctions are reasonable, restorative where appropriate, and never humiliating, degrading or amounting to corporal punishment.

Through clear expectations, consistent implementation, effective leadership oversight, high-quality staff training and strong partnerships with parents and pupils, the School will safeguard and promote the welfare of pupils so that every pupil can attend, achieve and thrive.

This policy is reviewed by the Headteacher and the Senior Leadership Team on an annual basis. We may, however, review the policy earlier than this, if the government introduces new regulations, or if Forfar Education receives recommendations on how the policy might be improved. Whenever significant changes are made to this policy, these changes are communicated to staff, pupils and parents as is appropriate.

Related Guidance and School Policies

This policy outlines the schools approach to promoting excellent behaviour but is not exhaustive in its scope and should be used in conjunction with the following policies, statutory guidance and advice:

Policies:

- *Accessibility Plan*
- *Admissions Policy*
- *Animals on Site Policy*
- *Anti-Bullying Policy*
- *Artificial Intelligence Policy*
- *Digital & Technology Acceptable Use Policy*
- *Safeguarding & Child Protection Policy*
- *Complaints & Concerns Policy*
- *Continuous Professional Development Policy*
- *Drug, Tobacco & Alcohol Misuse Policy*
- *Educational Visits & Offsite Activities Policy*
- *Equality, Diversity & Inclusion Policy*
- *Examinations Policy*
- *Filtering & Monitoring Policy*
- *Parent Code of Conduct*
- *Physical Intervention & Restraint Policy*
- *Prevent (Extremism & Radicalisation) Policy*

- *Search & Confiscation Policy*
- *SEND Policy*
- *SMSC Policy*
- *Supervision of Pupils Policy*
- *Transport Policy*

Statutory & Regulatory Guidance:

- *KCSIE 2026*
- *Preventing and Tackling Bullying (DfE July 2017 / July 2026)*
- *Searching, screening and confiscation: advice for schools (DfE July 2022 / July 2023)*
- *Children's Wellbeing and Schools Act 2026*
- *The Education (Independent School Standards) Regulations 2014*
- *Equality Act 2010*
- *Online Safety Act 2023*
- *Behaviour in schools (Feb 2024)*
- *SEND code of practice: 0 to 25 years (Sep 2024)*

Purpose & Ethos

At Park School, we are committed to creating a nurturing, inclusive and aspirational community where everyone feels respected, valued and trusted. Our ethos is built on kindness, mutual respect and positive relationships, enabling pupils, staff and families to thrive together.

Positive behaviour is central to this ethos. This Behaviour Policy promotes respect, responsibility and collaboration, ensuring that all members of our community are treated fairly, consistently and with dignity. It supports the development of good relationships, effective learning and strong character.

Our *Park School Rules* reflect these shared values and expectations, helping to create a safe, caring and purposeful environment. High-quality teaching and effective classroom management play a key role in promoting positive behaviour and supporting learning. Bullying is not tolerated, and further guidance can be found in the school's Anti-Bullying Policy.

Core Expectations & Non-Negotiable Standards

All pupils are expected to be **Ready, Respectful and Safe** at all times. These expectations apply in lessons, around the school site, during social times, on trips and fixtures, online, and when representing the school.

These standards are non-negotiable and form the foundation of behaviour at **Park School**. They are explicitly taught, consistently reinforced and applied without exception.

Ready

- Arrive on time to school, lessons, reflections and detentions
- Bring correct equipment every day
- Complete homework to the required standard and on time

- Be focused, attentive and ready to learn

Respectful

- Follow instructions first time
- Speak and act politely at all times
- Respect staff, pupils and school property
- Use calm, appropriate language

Safe

- Move sensibly and calmly around the school
- Keep hands, feet and objects to yourself
- Follow all safety rules and instructions immediately

Failure to meet Ready, Respectful or Safe expectations will result in consequences in line with the pathway below.

Rewards & Recognition

Positive behaviour, effort and positive character are recognised and celebrated.

Teachers use a range of class-based rewards, such as marble jars, Golden Time and other age-appropriate incentives. Pupils' successes, both in and out of school, are recognised and celebrated during assemblies.

PARK stickers are awarded by all staff to pupils who demonstrate the school's values of being **Polite, Ambitious, Resilient and Kind**.

Merits (Year 1–Year 6) are awarded for:

- Excellent learning
- Kindness and helpfulness
- Effort and improvement
- Positive character and attitude
- Representing the school positively
- Outstanding achievement or performance
- Contribution to the wider community

Merit Certificates

Students receive merit certificates to recognise rewards and effort at points as set out below:

- 100 – Bronze
- 500 - Silver
- 1000 – Gold

Park Stars

Outstanding effort is recognised through weekly teacher nominations. Students who are selected are invited to the Headteacher's Park Star celebration on Friday afternoon, providing an opportunity to acknowledge and celebrate their success.

Fairness, Inclusion & SEND

One clear warning is always given before a sanction is issued. This is particularly important for pupils with SEND. Reasonable adjustments are made where required, including additional reminders, processing time, alternative reflection formats or individual behaviour plans. However, expectations remain high for all pupils, positive and respectful behaviour is a minimum requirement the school expects all pupils to meet. Where support is needed this will be discussed first with the pupil, then if ongoing in a meeting with parents, to ensure that a fair but clear understanding is reached around meeting the schools expectations and supporting success.

Age and Stage appropriate application - Years 1–6

For pupils in Years 1 to 6, behaviour management focuses on reflection, learning and restoration, helping pupils understand their choices and develop positive habits.

- Pupils may receive a **15-minute or 30-minute reflection**, depending on the nature and frequency of the behaviour.
- Reflections are supervised, structured and age-appropriate.
- Parents and carers are notified when a reflection is issued through a PACT Notification outlining:
 - **Problem** – what went wrong - Which expectations were not met (ready, respectful safe)
 - **Action** – what did they do – their behaviour and choices
 - **Consequence** – What happened as a result – effect on others and learning
 - **Target** – What will they do differently next time and where appropriate recognise the impact they have had on others to then apologise or repair the relationship
- Restorative conversations are used wherever possible to repair relationships and reinforce expectations.
- For serious incidents, pupils may be issued with a longer internal reflection or, where appropriate, an external reflection, with parents and carers informed and involved.
- Support from teachers, pastoral staff or senior leaders may be put in place to prevent recurrence.

Consequence Pathway

The behaviour pathway is finite, cumulative and non-negotiable within each term. Pupils must understand that behaviour escalates if Ready, Respectful or Safe expectations are not met, and that escalation is applied consistently.

In all circumstances the school explicitly prohibits and rejects the use of corporal punishment.

If a pupil misses a step due to non-attendance, refusal or lateness, the consequence will be escalated automatically. The school expects parents to support the sanctions in place, sanctions always take priority over clubs, enrichment and fixtures or other similar arrangements unless prior agreement is given by the Senior

Leadership Team issuing the sanction, this is at their discretion and the sanction must still take place should it be postponed to a later date or time.

Level 1 – Warning

A clear, calm verbal reminder of the expected behaviour. Students will be asked to consider their behaviour, this is their opportunity to address their behaviour without further action.

Level 2 – Breaktime or Lunchtime Reflection (15 to 30 minutes)

A supervised, silent and high-expectation session. Pupils complete a handwritten reflection addressing:

- What went wrong (Reflection)
- Who was affected and how (Recognition)
- How it will be fixed (Restoration)

Lateness without reasonable cause, poor-quality reflection or non-attendance will result in repetition or escalation.

Step 3 – Parental and Teacher Meeting

A Step 3 response may be issued when a behaviour is repeated or where Step 2 has not been successful in bringing about positive change. At this stage, a meeting will be arranged involving the pupil, parents/carers and class teacher to discuss the concerns and agree appropriate support and next steps. An individual behaviour support plan will be put in place and shared with parents/carers. Progress will be monitored and reviewed weekly to support the pupil in achieving positive and lasting improvements in behaviour.

There is no fixed number of incidents that automatically trigger Step 3. Decisions are based on the nature, frequency and impact of the behaviour, alongside the pupil's response to previous support and interventions. Where there is little evidence of positive change, or where concerns persist, the behaviour may be escalated to Step 3 after a further occurrence.

Step 4 – Headteacher Meeting

Issued for persistent breaches, missed Step 3 or serious incidents. Parents and carers are informed and invited to join the meeting with the Headteacher.

Serious Incidents

Internal isolation, suspension or exclusion may be used where behaviour is:

- Dangerous, putting the student or others at risk of harm
- Significantly disruptive to lessons or general school operations
- Persists having followed the pathway as outlined about
- Involves behaviour such as physical violence towards a member of the school community,
- Racist or derogatory comments, gestures, communications or other behaviours including those of an extreme nature.

This list is not exhaustive and any serious breach of conduct may be considered as a serious incident. Where a student undertakes a period of isolation or suspension a reintegration meeting will take place with the parents present in addition to restorative follow-up actions.

Proactive Behaviour Management Strategies

At Park School, staff use proactive behaviour management strategies to promote positive learning behaviours, prevent escalation and reinforce high expectations. These strategies are used consistently across classrooms and learning environments.

- Staff actively recognise and praise positive behaviour using clear, specific language. This reinforces expectations and models success for others.
- Staff narrate and highlight what effective learning behaviour looks like, helping pupils understand expectations in real time.
- When behaviour begins to fall below expectations, staff give a calm, clear warning that explains the consequence of continued behaviour.

Support and Character Development

Park School is committed to developing the whole child. Alongside clear boundaries and consistent consequences, pupils are supported to reflect, learn and grow from their experiences.

Support may include:

- Behaviour coaching to help pupils understand patterns of behaviour and make positive choices
- Teacher guidance to provide ongoing encouragement, monitoring and accountability
- Pastoral mentoring to support pupils' wellbeing and personal development
- Restorative conversations, used alongside sanctions, to repair relationships and reinforce expectations

The aim of this approach is to promote growth, responsibility and self-discipline, rather than compliance alone, enabling pupils to develop positive character and resilience over time.

Behaviour Consequence Ladder

Stage	Trigger	Consequence
Level 1 All Staff	1. Calling out without permission. 2. Talking over others. 3. Not following instructions first time. 4. Minor disruption to learning. 5. Being off-task. 6. Running indoors. 7. Minor inappropriate language (not directed at others). 8. Forgetting classroom expectations. 9. Distracting other pupils. 10. Lack of care for equipment or resources. 11. Minor unkindness that is quickly addressed. 12. Refusal to complete a task after an initial reminder. 13. Poor corridor or assembly behaviour.	A verbal reminder of the expected behaviour. Redirection to the task or expected activity. A restorative conversation with the adult. A brief period of thinking/reflection time within the classroom. An opportunity to correct the behaviour and rejoin learning positively.

Level 2 All Staff	1. Repeated disruption to learning. 2. Continued refusal to follow adult instructions. 3. Persistent calling out or distracting others. 4. Repeated off-task behaviour. 5. Deliberate misuse of equipment or resources. 6. Unkind comments or behaviour towards others. 7. Inappropriate language. 8. Leaving the classroom or learning area without permission. 9. Misuse of technology. 10. Repeated breaches of classroom or school expectations. 11. Behaviour that results in the learning of others being interrupted.	Breaktime or Lunchtime Reflection Sheet. <u>PACT</u> Problem, action, consequence and target. Parents Informed.
Level 3 Staff Member + Parents	1. Repeated Level 2 incidents. 2. Persistent refusal to follow adult instructions. 3. Ongoing disruption to learning. 4. Repeated unkind, disrespectful or aggressive behaviour towards others. 5. Repeated inappropriate language. 6. Deliberate damage to school property. 7. Leaving a supervised areas without permission. 8. Behaviour that is beginning to have a significant impact on the pupil's learning, the learning of others, or the wellbeing of the school community. 9. A pattern of behaviour that shows little or no improvement following previous interventions.	Meeting with parents, child and teacher is arranged. Behaviour Plan implemented with support from Pastoral Lead.
Level 4 Headteacher + Parents	1. Repeated Level 3 incidents. 2. Persistent defiance or refusal to follow reasonable instructions. 3. Ongoing disruptive behaviour that significantly impacts learning. 4. Repeated aggressive, threatening or intimidating behaviour. 5. Repeated bullying behaviours. 6. Deliberate damage to school property. 7. Leaving school premises or a supervised area without permission. 8. Serious misuse of technology or online behaviour affecting others. 9. Behaviour that places the safety, wellbeing or learning of others at risk. 10. A significant incident that requires immediate Senior Leadership Team involvement.	Headteacher meeting with parents and child.
Level 5 Headteacher and Pastoral Lead	1. Repeated Level 4 incidents with little or no improvement. 2. Physical aggression causing injury or intended harm. 3. Serious verbal abuse, threats or intimidation. 4. Bullying that persists despite intervention. 5. Discriminatory language or behaviour, including racist, sexist, homophobic or other prejudicial	Internal Suspension Formal Final Warning An internal reflection/separation may be used where appropriate. Any suspension from school will be

	incidents. Deliberate and serious damage to property. 6. Serious unsafe behaviour that places themselves or others at risk. 7. Leaving the school site without permission. 8. Possession of prohibited items. 9. Behaviour that significantly threatens the safety, wellbeing or learning of others. 10. Any behaviour deemed sufficiently serious by the Headteacher to require immediate escalation.	carried out in accordance with statutory guidance
Level 6 Headteacher, and Deputy Head	1. Serious physical assault on a pupil or adult. 2. Behaviour that causes, or is likely to cause, significant harm to others. 3. Persistent and extreme bullying, including discriminatory bullying. 4. Serious threats, intimidation or harassment. 5. Possession or use of prohibited or dangerous items. 6. Significant vandalism or deliberate damage to property. 7. Persistent behaviour that seriously compromises the safety, wellbeing or education of others. 8. Repeated Level 5 incidents despite extensive support and intervention. 9. Any incident that the Headteacher considers sufficiently serious to warrant suspension or consideration of permanent exclusion.	Suspension Formal Final Warning

Behaviour Outside the Classroom

Expectations for pupil behaviour are just as high during social times, transitions and unstructured periods as they are in the classroom. The calm, warm and respectful culture of Park School is central to our ethos and ensures that all pupils and staff feel safe, welcome and supported at all times.

The Ready, Respectful and Safe expectations apply fully during break times, lunchtimes, before and after school, between lessons, on the playground, in corridors, dining areas and toilets, and when representing the school off site, this includes trips, offsite activities and residential.

Failure to meet these expectations outside the classroom will be addressed through the Standards and Behaviour Levels outlined in this policy and may result in sanctions, including reflections or detentions where appropriate.

Examples of behaviours that may result in sanctions include, but are not limited to:

- Not following the school corridor and movement systems.
- Pushing, shoving or unsafe behaviour in queues.
- Inappropriate language.

All staff supervise social times and transitions and will challenge behaviour consistently and calmly. Persistent or serious breaches will escalate through the behaviour pathway in line with this policy.

Support & Character Development

Alongside sanctions, pupils are supported through restorative conversations, teacher and pastoral support, and behaviour coaching or mentoring. The aim is long-term improvement, accountability and the development of well-rounded character. The school recognises that students will at times make mistakes but emphasises the value in them recognising where they have gone wrong and doing what they can to address this rather than purely applying punitive measures.

Zero Tolerance Approach to Sexual Harassment & Sexual Violence

Park School is committed to ensuring that all incidents of sexual harassment and/or sexual violence are addressed promptly, sensitively and appropriately. Such behaviour is never ignored.

All pupils and staff are encouraged to report anything that makes them feel uncomfortable or unsafe, no matter how minor it may seem. Concerns will always be taken seriously and responded to in line with safeguarding procedures.

Sexual harassment is defined as unwanted conduct of a sexual nature towards any member of the school community. This may include, but is not limited to:

- Sexual comments, whether spoken or written, including:
 - o Discriminatory comments based on sex
 - o Misogynistic attitudes or behaviour
 - o Language or behaviour that stereotypes social roles based on sex
- Sexual jokes, taunting or gestures
- Unwanted physical behaviour, such as interfering with clothing

Online sexual harassment includes:

- Unwanted sexual comments or messages, including via social media or online platforms
- Sharing of nude or semi-nude images and/or videos
- Sharing unwanted or explicit sexual content

The school's response to incidents of sexual harassment or sexual violence will always be proportionate, considered and supportive, and decisions will be made on a case-by-case basis.

Park School has clear procedures in place to respond to any concerns relating to the safety or wellbeing of pupils or staff. These include established processes for:

- Responding appropriately to a report
- Carrying out risk assessments where necessary to determine whether to:
 - o Manage the incident internally
 - o Refer to Early Help
 - o Refer to Children's Social Care
 - o Report the matter to the police

Further details can be found in the Child Protection and Safeguarding Policy, which should be read alongside this Behaviour Policy

Roles & Responsibilities

Staff are given guidance and offer feedback alongside pupils on the practical implications of the policy. Staff are guided to apply the policy consistently, firmly and fairly. As part of developing strong character pupils take responsibility for their choices. Parents and carers are expected to work in partnership with the school and support sanctions when given, where sanctions impact on parents such as for pickup arrangements the school will always work with the parents to make reasonable adjustments, this may result in the sanction taking place on a different date or time. Leaders monitor implementation to ensure consistency and impact and will make adjustments to this policy and processes, this may also include changes in response to pupil consultation and feedback.

At Park School:

- Expectations are clear
- Boundaries are firm
- Support is strong
- Character comes first

Every pupil is encouraged and supported to become the best version of themselves.

Appendix A: Park School Standard

The Park School Commitment

When a pupil joins Park School, they commit to:

- Meeting the Park School Standard
- Upholding the school's values
- Representing the school with pride
- Being the best version of themselves

This is the benchmark. This is the baseline. This is what it means to be a Park School student.

Character and Responsibility

Being a Park School student means:

- Taking responsibility for choices
- Showing honesty and self-control
- Demonstrating resilience and perseverance
- Striving to improve and do the right thing

Ready A Park School student is always ready: • Arrives on time to school and lessons • Brings all required equipment every day • Completes homework on time and to the expected standard • Is focused, attentive and ready to learn immediately	Respectful A Park School student is always respectful: • Follows instructions first time • Speaks politely and appropriately • Treats staff, peers and visitors with courtesy • Respects school property and the learning environment
Safe A Park School student is always safe: • Moves calmly and sensibly around the school • Keeps hands, feet and objects to themselves • Follows safety instructions promptly • Never behaves in a way that puts others at risk	PARK VALUES and British (Non-Negotiable) A Park School student meets these standards every day: • Use kind and respectful language. • Listen when others are speaking. • Follow adult instructions. • Show good manners and respect for everyone. • Be ready to learn. • Include and support others. • Celebrate each other's successes. • Help keep our school safe and happy.

PARK SCHOOL