



Parson Street Primary School

Behaviour Policy – one page summary- 2024-2025

At Parson Street we ensure that all learners are treated with a **fair, respectful and consistent approach**. We focus on maintaining **clear boundaries, high expectations** and on **positive recognition**. We seek to follow predictable **routines**, expectations and responses to behaviour so that children feel safe. These are differentiated according to need. We seek to focus on praising desired behaviours rather than correcting unwanted ones, being specific and descriptive in our feedback. We are committed to promoting **responsible, resilient and reflective learners**. We strive to promote **strong nurturing positive relationships** between staff, children and parents.

We understand **behaviour as a communication** of emotional need.

Our **meta-cognitive approach** teaches and names the different learning behaviours that children need to be successful, as Gem Powers. We believe that the best way for children to be ready to learn and to take responsibility for their behaviour, as well as that of others, is to **understand what successful learners do**.



Restorative practice is a collaborative process, involving the child. The purpose of restorative practice is to aid an individual's **reflection on their behaviour** so that they may see it from a different perspective. Where incidents occur in a repeated and targeted manner, the school's response is guided by the **anti-bullying policy**.

All staff are aware and alert to signs of **child on child abuse** that may occur offline and online, e.g. bullying physical abuse, sexual harassment and sharing nude images.

Where some children, including those with SEND, require additional support, we work with specialist external agencies and closely with parents and carers.

Empowering all to create opportunities for life-long learners in our communities.