The Parkside School
learn grow thrive

Behaviour Policy

Approved by:	Carolyn Ellis-Gage Head Teacher	**Date:** October 2025
Signed:		
Next review :	October 2026 John Habershon Deputy Head	

1. Aims

At Parkside School we aim to support our pupils to be able to regulate their emotions and therefore their behaviour so that they are able to achieve what they want to achieve in their lives after school. We aim to give them the skills to do this as independently as possible. We do this by explicitly teaching our pupils about their emotions and behaviour and supporting them to identify their own triggers and ways which help them to behave as positively as possible.

We recognise that all of our pupils are individuals with individual needs. Our responses and plans for behaviour are therefore individualised.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy should be read in conjunction with our policies:

- Anti-bullying
- Exclusion
- Child-Protection
- Physical intervention

3. Training

All Teachers and Teaching Assistants will receive Norfolk Steps training to support us to achieve the aims outlined in this policy. Norfolk Steps training consists of two training packages, Step On and Step up:

Step On"(De-escalation) - 'Step On' is a therapeutic approach to behaviour management, with an emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

"Step Up" – (Restrictive physical intervention) -provides training on elements of restrictive physical intervention (restraint) and personal safety. This training can only be provided within school where staff have already completed 'Step On' training and are still within certification.

As part of induction all Teachers and Teaching Assistants also receive training in 'Parkside Zones.' A curriculum based on the Zones of Regulation and designed to support our pupils to understand and regulate their own emotions. (see appendix)

4. Definitions

When talking about pupil behaviour which could be perceived as negative we use the terms 'challenging' and 'behaviours that harm.'

The term challenging refers to behaviour a pupil displays which does not cause harm or injury. This behaviour makes it difficult for those around the pupil to learn and/or would make it difficult for the pupil to reach their full potential if replicated in public or society.

The term 'behaviours that harm' refers to behaviours that cause or have the potential to cause injury to self or others, damage to property, committing a criminal offence, cause emotional harm to themselves or others or cause a significant loss of learning.

5. Individual considerations

When planning for or responding to behaviour all staff at Parkside will take into account a pupil's individual needs. Staff are encouraged to see behaviour as communication and analyse the behaviour rather than making moral judgements about it. Staff will consider if they feel a behaviour is conscious or sub-conscious before deciding how best to support the pupil.

Where, due to dangerous behaviour, it is foreseeable that a pupil may require restrictive physical intervention an up to date individual Positive Behaviour Support Plan will be in place. All plans will be accompanied by an up to date roots and fruits analysis (see appendix) which supports us to assess why the behaviour is occurring.

6. Incentives and consequences

As with the rest of our approach to behaviour incentives are in place on an individual basis. There are no whole school reward systems due to the wide range of need we cater for. Our staff are encouraged to quickly learn what motivates pupils and use this as incentives where necessary. Incentives will be offered/explained to pupils at the start of a lesson or activity.

After an incident of challenging or harmful behaviour it may be appropriate for our pupils to have a consequence. A consequence is something that logically or naturally follows from an action (eg. A pupil has made a mess; they will help to clear it up).

There are two different types of consequence; educational consequences such as catching up with work or assisting with repairs. There are also protective consequences designed to prevent further harm such as limiting access to the playground, increased staff ratios and in some cases exclusions.

7. Responding to behaviour

How we respond to behaviour is vital to how well we teach our pupils about their behaviour. When facing challenging behaviour or behaviours that harm our staff will use positive phrasing, limited choice and attempt to disempower behaviour. Staff will also follow a de-escalation script where appropriate (see appendix).

After incidents Staff may encourage pupils to reflect on behaviour and on how things could be done differently next time they are faced with the same situation or trigger.

8 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9 Online and Off-site misbehaviour

The school has a duty to act and apply this policy to behaviour which takes place off-site. This includes:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

The school can also choose to act even if the above doesn't apply, if we feel that the behaviour of a pupil off site:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
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The school can also act on pupil behaviour online when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school responses to online behaviour of this nature can include confiscating a pupil's phone in line with DFE guidance.
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10. Monitoring and recording

School staff monitor behaviour using CPOMS. Each lesson staff will log any challenging or harmful behaviour on CPOMS. This enables us to track patterns or spot escalations so that we are able to provide early intervention. It also allows us to celebrate improvement. Where restrictive physical intervention occurs this is also recorded on CPOMS and must be recorded the same day as the incident occurs.

De-escalation script

- Individual's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Educator Solutions

Progression - Self Regulation at Parkside School

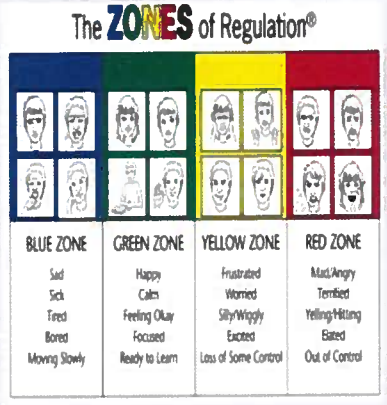
1. The Journey Begins

Pupils are introduced to feelings and emotions via 'The Zones of Regulation' when they join Parkside School.

2. Pupils can identify and describe different feelings and emotions

Pupils are taught to recognise their own emotions and how others might be feeling.





3. Pupils can understand and explain why they are feeling the way they do.

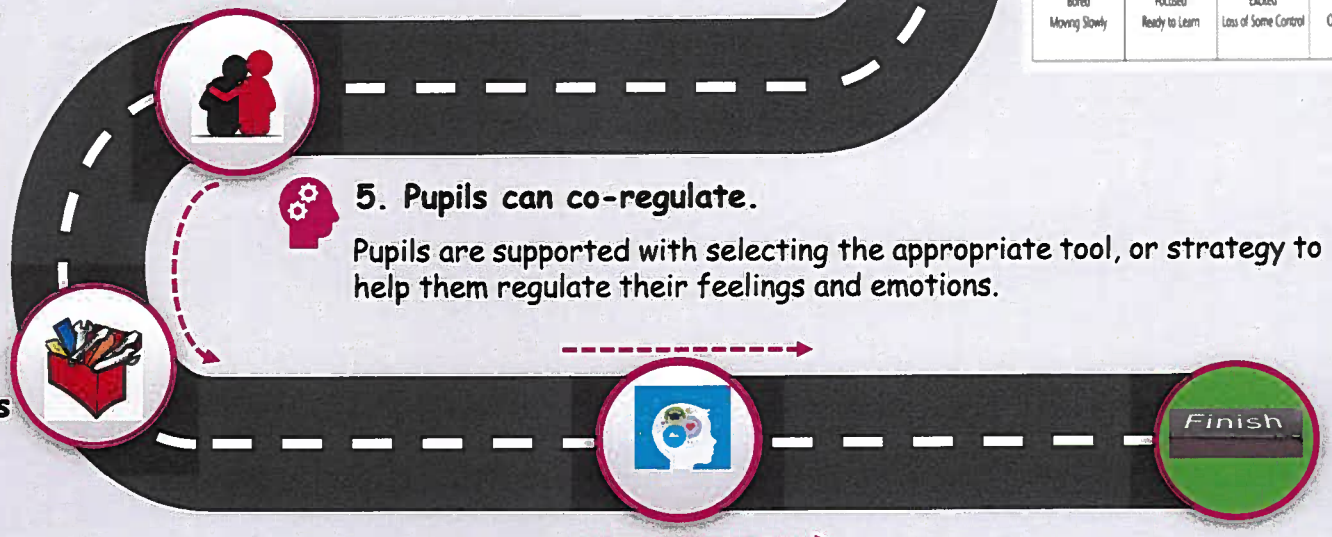
Pupils are supported to help them understand their emotional triggers and to explain to others what is causing them to feel the way they do.

Tailored SEMH support dependent on need:

- In class support
- ELSA
- Nurture
- Counselling
- Outside agencies

5. Pupils can co-regulate.

Pupils are supported with selecting the appropriate tool, or strategy to help them regulate their feelings and emotions.



4. Pupils can select tools and strategies to help them regulate their feelings and emotions.

Pupils are introduced to and taught how to access a range of sensory, calming and thinkng tools and strategies, so that they can build their own self-regulation toolbox.

6. Pupils can self-regulate.

The aspiration for all pupils at Parkside is they leave being able to self-regulate, so that they can lead a successful and fufilling adult life.

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The ZONES of Regulation®



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

The ZONES of Regulation - Parkside Curriculum

What are 'The 'Zones of Regulation'?	The 'Zones' in me.	The 'Zones' in others.	The 'Zones' toolbox.	Using my toolbox and tracking success.
- Introduction to the 4 'Zones of Regulation'. - What does each 'zone' mean? - Different feelings associated to each zone. - What does it look like (facial and vestibular) movements to be in each zone? - Zones scenarios and role-play.	- Situations when I am in each zones. - Triggers events for each of my zones. - My zones across the day. - What I am thinking when I am in each zone. - How I act when I am in each zone. - How others react to me when I am in each zone.	- Situations when others I know are in each zone. - How others I know act when they are in each zone. - What others I know might be thinking when they are in each zone. - How I act when others are in each zone.	- Pupils are taught how to access a wide range of sensory, calming and thinking tools and strategies. - Pupils create an individualised sensory, calming and thinking tool-box for each zone.	- Pupils practise co-regulation with the aspiration of being able to independently access their tool box and self regulate. - Use of the toolbox is tracked to understand which tools and strategies are the most beneficial.

* Teachers may choose to:
  - Follow the curriculum/lesson sequences.
  - Select the lessons/resources pertinent to their pupils.
  - Create a bespoke approach to meet individual needs.

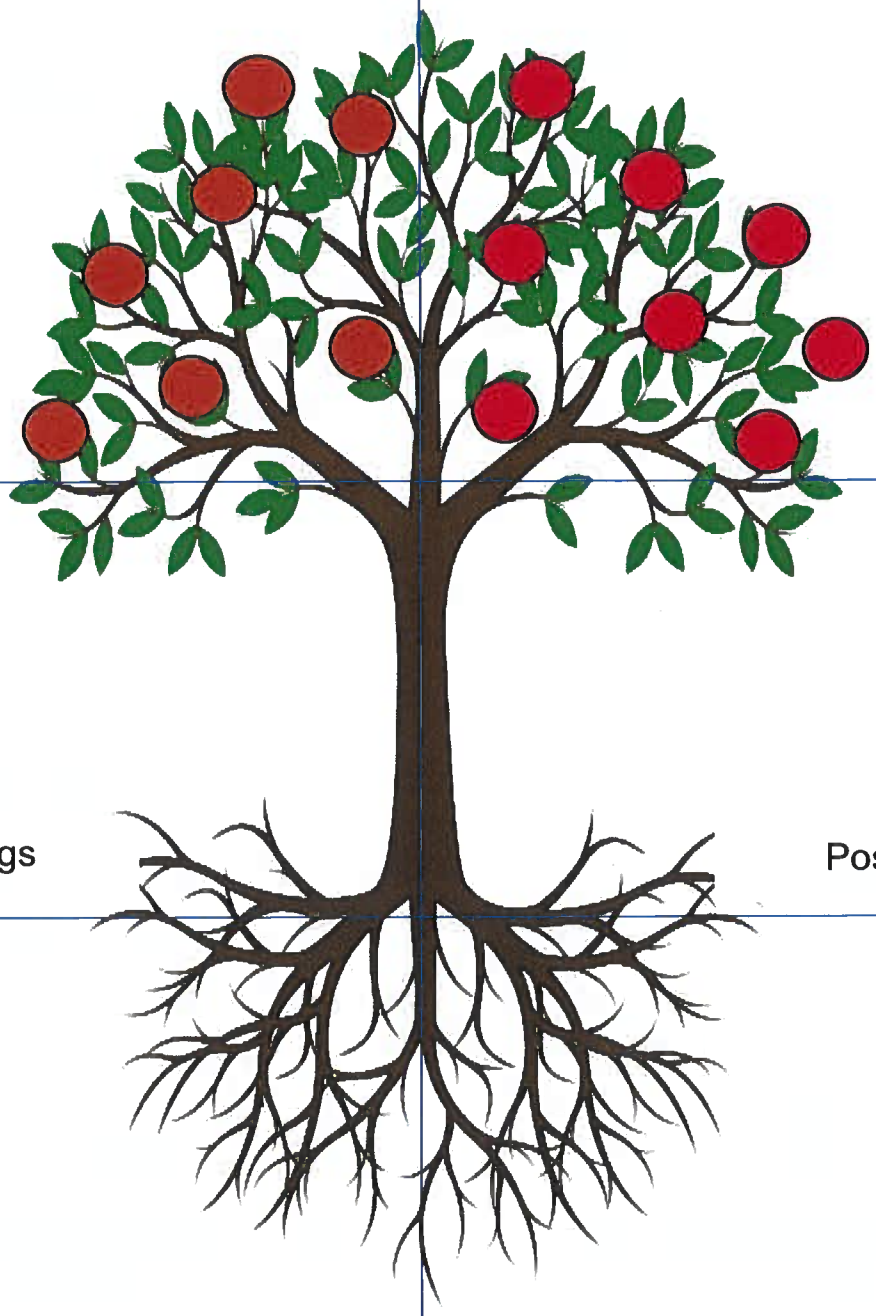
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Roots & Fruits Analysis

Pupil's name:	
Who contributed to this analysis?	
Date of review:	

Negative behaviour

Positive behaviour



Negative feelings

Positive feelings

Negative experiences

Positive experiences