

Portway – Behaviour Policy

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Reviewed by:	Leadership team
Next review planned for:	October 2019
Policy ratified by Trustees (as per Scheme of Delegation):	October 2016



**Leading
Learning Trust**

Portway Primary School is part of the Leading Learning Trust



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1 - OVERVIEW OF THE POLICY MANAGEMENT PROCESS

1.1 Document history

Date	Document title	Version
1/11/16	Initial release as a Leading Learning Trust (Portway) document	1.0
01/03/17	Very minor changes made as follows (no additional trustee approval sought as updates are minor tweaks in line with revised Preventing and Tackling Bullying DfE advice - July 2017): <ol style="list-style-type: none">1. Incidents outside school: In extreme cases of unacceptable behaviour (such as cyber bullying section 90 and 91 of the above mentioned act) at any time, whether or not the conditions above apply, that: (etc.)2. Appendix 1 - addition of cyber bullying in the general guidance post 'Step 6'. Agreed next review in October 2019.	2.0

1.2 Review and approval

The Leading Learning Trust trustees have overall responsibility for the policy.

The Executive Head teacher is responsible for the operation of the policy within the school, as well as for the maintenance of a record of concerns raised in accordance with this policy and the outcomes.

This policy is reviewed biennially by the School Leadership Team, and is then ratified by the Leading Learning Trust Board of trustees.



2 THE POLICY

2.1 Introduction

At Portway Primary School we will not accept discriminatory behaviour of any kind from any party. All children and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy will explain the ways in which we work together to ensure a positive and consistent approach.

2.2 Aims

- Encourage a calm, purposeful and happy atmosphere within the school.
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour.
- Have a consistent approach to behaviour throughout the school with pupil co-operation and positive involvement of parents/carers.
- Establish clear boundaries around acceptable behaviour and ensure that safety is paramount at all times.
- Raise awareness about appropriate and inappropriate behaviour.
- Help pupils, staff and parents have a shared sense of direction and a feeling of common purpose.

To support these aims, we have put in place a School Agreement, a School Pledge, a system for praise and reward and the application of behavioural consequences.

2.3 Our School Agreement

We make clear our expectations of good behaviour through using the '5Cs':

- Care
- Co-operation
- Courtesy
- Commitment
- Consideration



2.4 Our School Pledge

Our school pledge is an important way of reminding us all of our vision and values, on a daily basis. Our pledge is as follows:

This is our school – a place where we learn.

May all here:

- Be kind, helpful and honest
- Be respectful to one another
- Take care of our environment

With perseverance, and in partnership, we succeed.

2.5 How we promote good behaviour

- We make clear our expectations of good behaviour through using the '5Cs' **Care, Courtesy, Co-operation, Commitment & Consideration**
- We say Portway's Pledge as way of reminding us all of our vision and values on a daily basis.
- We discourage inappropriate behaviour by promoting mutual respect through our school virtues each week.
- We encourage children to take responsibility for their own actions and behaviour.
- We lead by example.
- We praise and reward good behaviour both privately and publicly- weekly certificates, house points.
- We use of Bronze/Silver/Gold Certificates: when a child stays on target for the duration of the term, they will receive their first bronze certificate, which will be presented in a special celebration assembly. Subsequently, a child who continues to remain on target for the second term will receive their silver certificate. A child who stays on target for the consecutive terms will receive their gold certificate. Staff should monitor certificates to ensure all children are aware that their efforts are being rewarded.
- Children can visit the Head/Deputy to celebrate exemplary behaviour or achievements each day at 2.45pm. Children will receive a special postcard/certificate which will be posted home.
- We believe in the importance of calm discussion and acknowledge that encouragement is usually more effective than threats/ warnings.
- We make clear our expectations of good behaviour through using our policy and setting targets for all staff related to promoting high expectations of behaviour throughout the school.



2.6 How we manage negative behaviour

- Our behaviour system is 'stepped' (see Appendix 1) so that it is very clear to children the expected behaviour and the consequences of not behaving appropriately. We clarify the degree of negative behaviour and the consequences of it.
- When a child reaches step 3, he/she will receive 15 minutes of reflection time with the learning mentor in 'The Green Room'. Parents will be notified if their child has had reflection time, and will be expected to discuss their child's actions and reinforce consequences in the home environment.
- If a child receives 3 or more reflection times consecutively, a meeting will be arranged with the class teacher/learning mentor and the child's parents to discuss necessary actions.
- If a child receives 5 or more reflection times consecutively, parents and the child are invited to attend a meeting with the Learning Mentor/Class teacher and Head/Deputy, where an individual behaviour plan (IBP) will be drawn up. Actions are put in place to ensure consistency of approach, and a review date is set. At the review meeting, it will be decided if the child has made significant and consistent improvement, or whether a further meeting with the Head teacher needs to take place.
- We refer children to the Behaviour Support Service if serious and challenging behaviour arises.
- We have a Learning Mentor Team who focus on behaviour support. Class teachers may make referrals to the Learning Mentor Team who will then work with a child and class teacher.
- We respond quickly and systematically to all negative behaviour.
- We use children as good role models and use them to support younger children who show challenging behaviour.
- In cases of very serious negative behaviour, a child may be sent to the Head or Deputy head teacher straight away.

2.8 Our Code of Conduct

For a code of conduct to be effective it needs to be consistent and carried through by every member of the school community.

We expect children to:

- Follow the 5Cs at all times.
- Know, understand and follow the School Agreement.
- Work to the best of their abilities and allow other children to do the same.
- Treat all adults and children with respect and politeness.
- Look after equipment and the environment as well as keeping the school tidy.
- Take responsibility for their own learning and actions.



We expect staff to:

- Create a culture of respect for all people.
- Provide positive role models at all times.
- Implement the school's agreement, rewards and consequences fairly and consistently.
- Raise all children's self-esteem and help them to develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment in the classroom and elsewhere, both physically and emotionally.
- Establish classroom routines and procedures to prevent negative behaviours.
- Form a positive relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that children are individuals and be aware of their needs.

We expect parents/carers to:

- Support children to realise the importance of learning and to praise them for their efforts and achievements.
- Show respect for all members of the school community.
- Be aware of the School Agreement, rewards and consequences which are displayed in the school entrance and classrooms, and to refer to these at home.
- Ensure children attend regularly and punctually.
- Support their child's learning and to co-operate with the school, as set out in the Home-School Agreement.
- Support the actions of the school when we have to use reasonable consequences with a child. If parents have any concerns about the way that their child has been treated, they should contact the school immediately.
- Support their child in learning to resolve difficulties in a positive manner.

We expect governors to:

- To ensure Portway Primary School has a Behaviour Policy and procedures in place that are in accordance with local authority guidance and Government guidance.
- Promote and monitor the implementation of this policy.
- Promote whole school adherence to the practices within this policy.
- To ensure that staff undertake appropriate behaviour management training.
- To ensure Portway Primary School has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and Government guidance.
- Ensure equality of delivery to individuals and groups through monitoring exclusions.
- To nominate a Governor to be responsible for liaising with the LA and in the event of allegations of abuse being made against the Head teacher.



How we ensure SEN and EAL children are included:

- Staff will follow the school's procedures, fairly and consistently dealing with SEN children at a level that they can understand, in order to have a positive approach for all children.
- We may have positive behaviour strategies including a Behaviour Support Plan for individuals where a child needs extra support.
- The Learning Mentor and Teaching Assistants will work closely with teachers to monitor and support, through individual or group work.

2.9 Exclusion (consequences of serious unacceptable behaviour)

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify his/her behaviour. We see Exclusion as a last resort, but there are incidents or circumstances where it will be the only appropriate step. For example: in line with Local Authority Guidance, there will be a minimum of a 5-day Fixed Term External Exclusion for bringing an offensive weapon to school.

2.9.1 Internal Exclusion

An Internal Exclusion means that a child will complete their set work either in another classroom or in the office with a member of the Leadership Team for at least half a day. The duration will be dependent on the circumstance and history of behaviour. The child will not be permitted to be in the playground at break or lunchtime, nor be able to attend an educational visit on that day. Repeated Internal Exclusions could result in a Fixed Term External Exclusion.

2.9.2 Fixed Term External Exclusion

When a Fixed Term External Exclusion is deemed appropriate, the school will endeavour to obtain a place at RIET (Reintegration into Education Team), the Local Authority's provision specialising in supporting children who have been excluded or are in danger of being so. Attendance at RIET provides the opportunity for children to explore the events that led to the exclusion and identify different choices which could have been made.

If a place at RIET is not available, it is expected that the child remains supervised at home for the day and completes the work there. The letter which is issued when a child is excluded explains clearly the responsibility that a child should not be in a public place during the period of the exclusion.

If an incident is deemed serious enough to consider a fixed term exclusion, the school will endeavour to contact the parents/carers on the day of the incident to inform them an investigation will take place. A letter will be sent home outlining the reasons for the exclusion and the measures parents/carers can take in relation to them. If a RIET



placement has not been provided, the school will provide work for the length of the exclusion. It is expected that this is returned to be marked. On return to school, the parents/carers and child will meet with a member of the Leadership Team at a re-integration meeting to discuss future actions to ensure the behaviour does not reoccur.

2.9.3 Pastoral Support Plans (PSP)

On very rare occasions, it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour or persistent poor behaviour being displayed. In such circumstances, the school will put a PSP into place in order to support the child and try to prevent the behaviour reoccurring. This plan will have a clear timeline and will involve the child, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Regular reviews will be organised to assess progress and make amendments as required. Where appropriate, other agencies, including the Behaviour Support Service (BSS) will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the child.

2.10 Health and safety

We will:

- Undertake a risk assessment of any children who display disruptive behaviour.
- Create a Positive Handling Plan for any child who requires positive handling.
- Train staff who may need to work with children who require positive handling.
- Ensure all staff are aware of the policy on positive handling of children.

2.10.1 Physical intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However, the Education Act 1996 allows all teachers to use reasonable force to prevent a child from:

- assaulting or injuring another person;
- injuring themselves;
- putting himself/herself into danger (e.g. attempting to run away), or
- damaging property.

Details are provided in our Positive Handling Policy.

2.11 Confiscating items



Unapproved items brought into school by children (e.g. sweets and electrical items) may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them until further guidance is given.

The Head teacher can authorise a search without consent for items (including stolen property) – such a search would occur with the child present. This would only be used as a final resort and parents/carers of children affected would be informed as soon as is reasonably possible.

2.12 Incidents outside of school

In accordance with the information published by the Department for Education entitled "Behaviour & Discipline in Schools", the school has a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006, gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable". Examples of such unacceptable behaviour include:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform or in some other way identifiable as a child from Selwyn Primary School.

In extreme cases of unacceptable behaviour (such as cyber-bullying sections 90 and 91 of the above-mentioned Act) at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another child or member of the public;
- Could adversely affect the reputation of the school.

2.13 Resources



- We have expert advice and training to ensure we are up to date with Local Authority and national initiatives.
- We promote our whole school virtues materials through weekly class Reflection Time and in whole school or phase assemblies to reinforce positive behaviour.

2.14 Appendix 1 - Supporting positive behaviour



Portway's Behaviour

Staying on Target

<h3>Rewards</h3> 	<h3>Consequences</h3> 	
<p>Each term, children who stay on target for the whole term will receive a certificate in celebration assembly.</p>	Step 1	Clear verbal warning is given
<p><u>House Points:</u> House points can be awarded by all staff to children for following our school agreement:</p> <ul style="list-style-type: none"> • Care • Co-operation • Courtesy • Commitment • Consideration <p>House points can also be awarded for:</p> <ul style="list-style-type: none"> • Sporting achievements • Volunteer work or outside school achievements. <p>Each week, the house points are counted and a weekly winner will be announced during celebration assembly. House points are then tallied over the course of each term, a winner is announced and the children in that house are rewarded with a special event.</p> <p>At the end of the year, once all house points are tallied, the house champions will be announced. The winning house will be awarded their ribbons on the house cup.</p>	Step 2	Final verbal warning with consequences outlined
	Step 3	15 minute Reflection at break and/or lunch time
	Step 4	Phase Leader + a letter will be sent to your parents
	Step 5	Head Teacher/Deputy to meet parents
	Step 6	Exclusion from main class.

