



Policy for Behaviour Management

Principles

We believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Such an environment will enable our children to benefit from the opportunities offered and will assist staff in providing them.

Positive Reinforcement

We believe that the best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise both for effort and achievement, rather than focusing on failures and shortcomings.

We aim to promote good behaviour:

- Through the consistent use of three key words linked to our Portway Code in dialogue with pupils – 'Ready. Respectful. Safe'.
- By providing staff with CPD and developing skills and confidence to enable them to feel empowered and to 'pick up their own tab' as far as possible;
- By maintaining caring relationships, encouraging mutual respect and tolerance;
- Through encouraging self-discipline;
- By developing responsible attitudes towards the property of others and our environment;
- Through matching curriculum and teaching methods to children's needs and having high expectations of their work;
- By working closely with each family because we feel home and school have collaborative roles to play in the education of the children.

Specifically this will mean:

- showing children, by example, how to treat others with tolerance and courtesy;
- helping to raise children's self-esteem by valuing their varied contribution to school life;
- listening, and being seen to be listening, to pupil concerns, and responding to individual needs;
- encouraging the children to develop concepts of fairness and compromise in playground activities;
- helping children to develop appropriate ways of dealing with conflict by encouraging discussion and allowing children to express their feelings;
- matching the curriculum to the pupils' needs;
- having positive expectations of children's behaviour;
- ensuring that expectations and procedures are clearly understood and using the words 'ready, respectful and safe' when engaging pupils in conversations about their choices of behaviour;
- Using 'Meet and Greets' first thing in the morning, after breaktime and after lunchtime.
- Using an 'End and Send' strategy to ensure classroom expectations are met and to encourage calmer corridors and locker rooms when going to breaktime, lunchtime and at the end of the day.
- Using scripts when necessary to reinforce expectations and certainty of consequences of inappropriate behaviour.
- Engaging in restorative conversations after sanctions have been given in order to ensure relationship is maintained;
- Using the 'Quality Line', 'Quality Walking' and 'Quality Sitting' to reinforce expectations of how to move around the school and of behaviour in class.
- Ensuring staff presence in the corridors at the beginning and end of every day.
- emphasising praise and rewards;
- working to develop relationships between the child, the parent and any member of staff;
- Always speaking to the child in a positive manner.

We expect all children to follow The Portway Code in order to demonstrate behaviour that is 'ready, respectful and safe' to all others:

The Portway Code: Rules



Ready
Respectful
Safe

The rules of the Portway Code are simple and easy to recall for pupils and staff.

Through whole-school assemblies, class circle times and individual encounters, we unpick what these rules look like in different areas around the school. Through high expectations of the 'Quality Line', 'Quality Sitting' and 'Quality Walking' the three rules are enforced positively around the school by all staff, teachers, support staff and admin.

Rules for the playground remain the same with children invited to attend the 'Proud to be Portway' lunchtime club if extra instruction is required to understand the appropriate way to behave at lunchtime.

We encourage patterns of good behaviour by:

- non-verbal signals;
- positive verbal comments;
- positive comments written in books;
- sharing positive aspects with others;
- awarding positive postcards or stickers;
- making positive phone calls home;
- awarding house points
- Giving opportunities to discuss behaviour / difficulties with an adult, eg. ELSA/SENCO.
- using Friday's celebration assembly to celebrate success in all areas of school life

The Portway Code: Rewards

Portway Positive Postcard

Phone call home

Housepoints



Managing Undesirable Behaviour

There are occasions when children fail to follow the Portway Code and, sadly, a few occasions when one or two continue to believe that the code does not apply to them. On these occasions the 'consequences' procedure will be used.

When a child makes a bad 'behaviour choice' consequences must be used fairly and consistently. It is important that the child understands that the staff member is disapproving of the behaviour and not of the child. We believe that the involvement of parents in taking joint responsibility for the management of behaviour is essential.

The Portway Code: Sanctions

1. Reminder
2. 2nd Reminder
3. Last chance
4. Time out
5. Reparation



Scripted conversations are used to encourage children into making good behaviour choices. They deliver the message, anchor the child's behaviour with an example of previous good behaviour and are delivered calmly, ensuring the dignity of the child and adult. The certainty introduced to children through the script usually has the desired impact of the child following the given instructions.

The sanctions or certainties delivered in the script are always carried through with the intention that this builds even more positive behaviour.

When sanctions are given, it is expected that both the child and teacher engage in a restorative conversation in order to ensure that a positive relationship is maintained.

Positive phone calls and postcards home are recorded in the school's CPOMS system. Also recorded in CPOMS are incidents of pupils' poor behaviour choices and the detail of consequences and communication home is also recorded.

When the procedures do not work



Pupil Name:.....

Teacher / Adult:.....

Form / Class:.....

These are the behavior management strategies I have used with this pupil.

Acknowledged good behaviour choices.

Carefully re-explained the task.

Reminded the pupil of the classroom rules.

Listened to the pupil.

Used positive reinforcement to get the pupil back on task.

Spoken to them privately and at eye level.

Provided clear verbal warnings.

Given the pupil time and space to rectify his/her behaviour.

Moved the pupil to sit somewhere else in the room.

Allowed 'Time Out' to calm down.

De-escalated confrontation.

Asked pupil to leave the classroom.

Reminded pupil of previous good behaviour.

Held a restorative conversation.

Yes it was at:

Date:..... Time:.....

No, I have arranged for:

Date:..... Time:.....

Date:..... Signed:.....

In circumstances where a child requires a 'time out' this can be negotiated with another member of staff if appropriate. Sometimes 'time out' needs to be away from the child's own classroom.

In order to communicate quickly to staff the strategies which have already been used, the 'Portway Bookmark' will be used as part of the handover to another member of staff. After the 'time out' is completed, the restorative conversation between pupil and member of staff will take place.

If the procedures appear to be failing to help a child control his or her behaviour, a meeting is called. This may involve the Headteacher, SENCO, ELSA, the classteacher, the child and the parents. It may also involve outside agencies.

The aim of the meeting is to devise a plan of action to help the child improve his or her behaviour. An individual behaviour management plan may be implemented, all involved adults will systematically record problem behaviour using the CPOMS system, and a review date will be agreed.

In cases of very severe misbehaviour the Headteacher is empowered to order immediate exclusion from school, in which case the County's procedures are followed.