



## **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. Our school PRIDE values (Positivity, Resilience, Integrity, Dedication, Encouragement) provides a positive school environment in which to enable pupils to work together

### **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 Greet' 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;
- praising the behaviours we want to see;
- 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**



### **More Serious Incidents:**

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 sanctions are implemented.

When a child makes a poor 'behaviour choice,' sanctions 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. 2<sup>nd</sup> 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.

### **The Most Serious Behaviours**

At Portway Junior School we feel that suspending students has little impact on their ability to make positive behaviour choices. What it does do, in some circumstances, is to give the pupil time to fully regulate and reset. It is also important for staff to review and reflect on the function behind the behaviour and make adjustments to the child's provision in order to reduce the chances of exclusion happening again.

At Portway Junior, the safety of staff and pupils is paramount. Behaviours which would constitute a serious breach of this policy and therefore trigger consideration of permanent exclusion include:

- Persistent bullying / harassment of pupils or staff – in person or electronically
- Persistent racial offences
- Assault on pupils or staff
- Sexual assault or persistent sexual harassment
- Serious and/or persistent damage to school property

### **Restrictive Physical Intervention**

Children may choose, or be directed or distracted to 'safe space' areas within school to support the de-escalation of strong emotion, this is preferable to the use of physical intervention. We have several beanbags throughout the school that are intended to support children to self-regulate / co-regulate. The aim is to reduce risk and negative impact and to facilitate self-regulation and positive outcomes while maintaining the child's dignity.

There are occasionally times when a member of staff may need to use physical intervention in order to keep a pupil or others safe, or prevent significant damage to property. As a last resort, removal from a situation can be through Team Teach physical intervention. This is usually when other strategies have been exhausted and where trained staff feel the intervention is necessary, reasonable and proportionate.

Use of reflection time and restorative conversations enable pupils and staff to understand the incident and to discuss how to prevent this from occurring again. It also gives the pupils the opportunity to feel they are being heard.

We are also careful to ensure that all children have a chance to review the incident with a trusted adult after they have returned to an emotionally regulated state.

### **Recording and monitoring**

Any concerning changes in behaviour are recorded on CPOMS and will be monitored.

Incidents requiring a restrictive physical intervention must also be recorded using CPOMS, as soon as possible after their occurrence and within 24 hours of the incident. This will be monitored by the Inclusion Team. Any incidents needing a Team Teach intervention should be reported to senior staff who will ensure parents are informed before the end of the day. Staff who have carried out Team Teach intervention will be offered a debrief with the Learning Mentor or a member of the Senior Leadership Team.

According to the nature of the incident, it may also be noted in other records, such as the accident book or violent incident records. In rare cases the police may be informed.

All racist, homophobic and sexual incidents must be logged. This is a legal requirement.

Following the most serious behaviours where a physical intervention has been required, staff should always have an opportunity to debrief with a member of the Inclusion Team before the end of the day.

Regular reviews of Team Teach interventions are carried out by SLT, the Inclusion Team, the Governing Body and external professionals.

In all cases we must support each other when dealing with incidents of unacceptable behaviour

### **Notes:**

#### **Dealing with complaints and allegations:**

- Parents and pupils have the right to complain about actions taken by school staff. This might include the use of force. Complaints should be dealt with under the school complaints procedure. If a specific allegation of abuse is made about a member of staff, the school will follow the guidance set out in Keeping Children Safe in Education and Safer Recruitment in Education.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she acted reasonably.

- Suspension must not be an automatic response when a member of staff has been accused of using excessive force