



PORTICO
ACADEMY TRUST

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Behaviour Policy

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Principal: _____ Debbie Henley
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Chair of LGB: _____ Ros Sanders
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Behaviour Policy

This policy aims to increase children's ability to take responsibility for the management of their own behaviour. We believe the implementation of this policy is the shared responsibility of all staff, children, parents, carers, other adults and any visitors who work with the school. The smooth running of our school depends on well organised classrooms and positive relationships with children. As a staff we try our best to be fair and consistent with children who are aware of the consequences, should their behaviour not meet our expectations.

Good behaviour leads to happy children, which leads to high achievement. As a school we expect a good standard of politeness from and to all members of the school community. It is important for all adults to model a high standard of behaviour at all times, setting an example for the children. It is imperative that a calm, purposeful atmosphere is created by staff within the school resulting in a secure learning environment where self-esteem is raised.

The safe movement of children around the school is the shared responsibility of all and as such it is expected that all staff will praise children for good behaviour and remind others where necessary. The general guidelines for movement around the school, keeping to the left and walking, will need to be repeated to children at regular intervals.

Within the classroom the individual teacher is responsible for the development of each child's social and emotional development, including building children's self-esteem, and for good standards of learning behaviours. The teacher has the most thorough knowledge of the children and can therefore decide how best to establish and maintain the expected high standards. A positive, consistent, firm but fair, approach has proven to be successful, which communicates effectively expected behaviours to all learners. It is sometimes necessary to provide more guidance to some groups or individuals than others who perhaps have more self-discipline. It is also important to recognise that at certain times of the year, when there is heightened excitement and possibly less structure, such as Christmas, it will become necessary to remind the children about expected behaviour.

There may be occasions where children can benefit from a short time out or change of scene enabling them to re-focus and self-regulate their behaviour. Using an LSA or other adult to enable this may be a solution. Leaving the classroom should rarely happen, but if the behaviour dictates this course of action then it should be discussed with the inclusion team as soon as possible.

If it is necessary for children to stay in because they have not finished work, then the class teacher must stay with them. (However this should not happen regularly or be of too long a duration and a child must be allowed to go to the toilet and to have a drink/food as appropriate).

A behaviour log is kept online and it is the responsibility of each teacher to complete it regularly. This log will be used by the inclusion team to monitor class behaviour, analysing patterns and trends and providing support where necessary. There should be a link to the log on all class computers and available for all staff members to access.

If the behaviour of an individual gives cause for concern either in the playground and/or in the classroom and has not responded to the positive behaviour management approaches, class expectations, routines,

rewards and consequences then the class teacher needs to refer the child to the Inclusion team. This can be done by completing a referral form which is available from the inclusion team and handing it to the inclusion office.

A child causing concern may require an individual behaviour plan. This will be written by the inclusion team in discussion with the class staff. Once agreed and shared with the child and their parents/carers all staff must work to ensure it is consistently followed. Regular reviews will keep the plan effective. It may be necessary to refer a child for support from an outside agency. This is usually where a behaviour plan is not producing the desired outcomes.

Playground Behaviour

To ensure that opportunities for poor behaviour are minimised children should be taken out to the playground in an orderly manner. At the end of each playtime the class staff should be ready to meet the children and have a clear routine which settles them quickly to their learning.

During playtime it is expected that all staff on duty will position themselves in different areas of the playground and scan to check the children are safe and engaged. They are expected to support appropriate play and the development of social skills including turn taking, sharing and negotiation. Staff need to spot potential issues and prevent these from escalating by intervening and re-engaging children in play.

Where issues arise, staff will act promptly so the majority of issues will be minor. These can be dealt with on the playground through talking to the staff to find a resolution or spending time with an adult on duty. If there is a more serious issue, such as a fight, then the children should be sent in to the office. If this is necessary, then a message will be sent in to alert an SLT member or the inclusion team.

If a child is finding it difficult to make good behaviour choices on the playground, then the class teacher needs to be informed. The class teacher will then decide what course of action should be taken as they know the children well and will be aware of any exceptional circumstances for that child. The teacher may decide to involve a colleague teacher from another year group as often a word from another adult will solve an issue. Ongoing concerns should be referred to the inclusion team.

Parents/carers should be notified of concerns about a child's behaviour. Before contacting parents/carers, please notify a member of SLT. It is often useful to work with parents/carers to improve a child's behaviour. It is important to provide parents/carers with a balanced view and inform them of improvements and positive achievements as well as concerns.

During the lunch break children who are finding it difficult to be safe and happy on the playground will be offered an option of attending lunchtime club. This is a preventative measure not a consequence. It is designed to support children with their social and emotional skills.

Rewards

It is easier to promote good behaviour from a positive and encouraging stance, than by being negative. Praise good behaviour, have high expectations, communicate these effectively to the children and do not allow yourself to be put in a confrontational situation. Ensure the children are aware of the consequences that could follow poor choices and that ultimately it is up to them to make good choices with guidance from us. We do not use missing PE, art or music as a consequence as all children are entitled to a broad and balanced curriculum. The following are possible rewards which can be used:

Porters' points – this is a whole school reward system and needs to be followed

Learning rewards – this is a whole school system rewarding learning behaviours and needs to be followed

Star of the day – Optional

Team/table points – Optional

Teachers will have their own ideas on rewards for use in classes however rewards that are materialistic should be avoided.

Consequences

Pupils are reminded regularly of expected behaviour and of the consequences of inappropriate actions. When a pupil does not respond to reasonable requests and warnings, they will be given a consequence. A consequence should be kept in proportion to the inappropriate behaviour.

Children should be given opportunities to correct minor inappropriate behaviours before being given a consequence. They need to be regularly reminded of expected behaviour and warned that there will be a consequence for poor choices. Consequences are expected to be in proportion and if possible related to the behaviour shown. These could be:

- Missing part or all of break time or lunch time (to complete work or have time out)
- Time in another class/time out from the classroom
- Informing parents/carers
- Visit to phase leader
- Visit to SLT
- Curtailment of voluntary activities / extra-curricular activities (clubs)

At all times staff can seek support from colleagues and turn to other people for advice, particularly the inclusion team and year group colleagues.

If the pupil fails to respond to additional support and consequences given in class, a member of the Inclusion Team may be called. The pupil may be asked to leave the class for a short period of time.

The involvement of the Inclusion Team may lead to further consequences such as an internal/fixed-term/permanent exclusion – see below. There may be times when a child needs to calm down in a quiet place away from stimulation and other children. In these situations, a member of the inclusion team works with them in the room called 'The Blue Lagoon'.

A behaviour log is used to record incidents of inappropriate behaviour, in addition serious incidents are recorded on a Serious Incident Form. (Incidents of bullying are recorded in the bullying log in accordance with the Anti-bullying policy.)

Pupils whose behaviour is consistently causing concern will be discussed with the Inclusion Team and may be given a behaviour intervention plan or consistent behaviour management plan. Following a discussion with the SENCO, the pupil's name may be placed on the SEN register under the category of Social Emotional and Mental Health Difficulties (SEMH) if this is believed to be the primary cause of the pupil's difficulties. The school may seek the support of other professionals such as the Educational Psychologist or Family Support Services. A small number of pupils not on the SEN register may have a reasonable adjustments plan.

The electronic records of behaviour will contribute to the whole picture of a child and will support staff in making decisions on how best to support each individual child. Possible strategies include, individual support plans (pupil passports, behaviour intervention plans, pastoral support programmes), nurturing intervention, support from the SENCO, additional literacy or numeracy intervention/support, alternative curriculum provision, increased communication between home and school or outside agency involvement (including Children's Social Services if there are safeguarding concerns),

The school acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs under the Equality Act 2010.

Changes to the school day

In order for pupils to achieve success they may be offered a change in the times for their school day. This can provide pupils presenting inappropriate behaviour to attend school for a shorter period of time giving them an opportunity to demonstrate good behaviour and then build on that success. This is a very short term measure and will last a maximum of 12 weeks. Throughout this period, regular meetings are held with parents/carers to provide them with progress information. The increase of time in school is under constant review with the aim of achieving full time as soon as possible. **Where this is not possible advice will be sought from Parallel Learning Trust or the Inclusion Group Manager.**

Bullying

Bullying of any kind is unacceptable and at no time will we tolerate any kind of bullying. At our school the safety, welfare and well-being of all pupils and staff is a priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. Any incidents of bullying are dealt with and recorded in line with our Anti-Bullying Policy.

Racist incidents

In accordance with Local Authority procedures, all racist incidents should be reported to a senior member of staff. This includes verbal and physical insults related to race or religion. The member of staff who initially deals with the incident should complete a 'Bullying or discriminative Language Sheet' which will then be signed by the senior member of staff. Forms are kept in the school office.

Positive Handling/Reasonable Force

All staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. We have a number of staff in school who are trained in the use of the 'Team Teach' methods.

'Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.' (George Matthews – Founder)

In the event that a pupil requires positive handling a parent/carer will be informed at the early possible convenience. Please see the school's positive handling policy for further details.

Searching, Screening and Confiscation

In a rare circumstance where the school has reasonable grounds to suspect a child may have a prohibited/banned item then Principal or Vice Principal and any member of staff authorised by them, have the power to search pupils or their possessions, without consent. Prohibited items include: weapons of any type or any item that could be used as a weapon, drugs, alcohol, tobacco and cigarette papers, fireworks, pornographic images, stolen items, any item that could cause personal injury to, or damage to the property of, any person. Any search which takes place will adhere to the government guidance and act in accordance with Article 8 of the European Convention on Human Rights.

School staff can seize any item found during a search, or any item they consider harmful or detrimental to school discipline. They can retain or dispose of the confiscated item as long as it is reasonable to do so.

The power to discipline beyond the school gate

It is the discretion of the Principal, or staff authorised by the Principal, whether to discipline children regarding behaviour outside the school gates. If it is deemed necessary, then discipline will be applied in accordance with the school behaviour policy. The local governing body strongly believes that for pupils of primary school age it is their parents'/carers' responsibility to ensure they are well-behaved outside of school hours and in particular on their way to and from school.

Action in the Event of a Malicious Allegation

If an allegation is unfounded or malicious, the Local Authority Designated Officer will be informed and will refer the matter to the Local Authority Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Principal or Vice Principal will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1977.

The disciplinary action taken against a pupil may include fixed term or permanent exclusion. Any action will be discussed with the parent/carer of the pupil concerned at an early stage.

Exclusions

If, following the sanctions outlined above, behaviour does not improve, then a fixed-term exclusion may be considered. It is also possible that a fixed term exclusion will be given for any incident if it is deemed to be serious.

(As an alternative to a fixed term exclusion where the pupil is expected to be off site, pupils may be offered an internal exclusion where the pupil will be educated in isolation.)

The following are examples of behaviour that could lead to a fixed-term exclusion:

- Refusing to follow reasonable adult requests
- Fighting in or around school
- Verbal, physical, sexual or emotional abuse of another person
- Acting in a manner likely to cause danger to themselves or others
- Acts of vandalism
- Incidents that might continue if there was not a 'cooling off period'.
- Any other situation where the Principal / Vice Principal considers fixed-term exclusion appropriate.

After each fixed-term exclusion, SLT will call a post exclusion meeting with the pupil and their family to discuss their child's return to school. It may be deemed appropriate to provide support which may be in the form of a support plan, this may include part time attendance or a positive handling plan.

The exclusion process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school
- To allow a cooling off period
- To enable pupils to learn in a safe, calm environment

During each exclusion the executive head teacher will consider whether:

- Further investigation of the incident is needed
- The pupil should be permanently excluded
- The pupil should have a managed change of school
- Additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to 'early help' or other outside agencies

The following behaviour could lead to a permanent exclusion

- Serious incidents or assault, including using threatening behaviour, on or towards another pupil, member of staff or visitor
- Endangering lives
- Persistent unacceptable behaviour, including frequent refusal to follow school rules and regulation as outlined above which has not been modified by fixed-term exclusion
- Possession of a weapon
- Possession of an illegal substance

Supervised education is provided from the 6th day of exclusion by the Local Authority. Work will be provided by school from the first day of exclusion. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the Principal and cannot attend school events during this time.

(For all exclusions we follow the Southend Local Authority guidance.)

The Local Governing Body

The Principal is required to report to the local governing body on the effectiveness of the policy. Exclusions must be reported and in certain circumstances a pupil discipline committee may be convened to consider exclusion.

Parents/carers will be informed of their right to appeal the exclusion and the local governing body disciplinary committee will consider any appeals on behalf of the governors.

Appendix 1

We feel that our staff know and understand our children well and that class teachers are in the best position to make decisions about the behaviour of individual children. The following grids set out some suggestions for the management of behaviour which will support a consistent approach across the school.

Behaviours within school		
Stage	Examples of Behaviour	Behaviour Management Strategy
1	Talking, time wasting, inappropriate use of resources, distracting peers, interrupting the teacher or other adult	Individual class behaviour systems, e.g. Non-verbal/verbal reminders, moved to new place in class, missing part of break to finish work, etc.
2	Repetition of stage 1 behaviour after warnings, disruptive behaviour, lack of engagement, unacceptable quality/quantity of work.	Should be recorded on the behaviour log. Continue individual behaviour systems e.g. Moved to work on own, missing break/ lunch, removal of child from whole class reward.
3	Bad language, hurting peers (minor), throwing resources, refusal to work, repeatedly getting out of their seat.	Move to partner class or time out. Sent to another year group. If pupil modifies the behaviour – return to stage 1. If the pupil escalates or continues the behaviour – move to stage 4. Parents/carers informed. All incidents and subsequent consequences will need to be recorded on the behaviour log.
4	Fighting, leaving the classroom, climbing, use of objects as a weapon, disruptive around the school.	SLT involved/Inclusion support team. Parents/carers informed. Should stage 4 not help modulate the pupil's behaviour then the Inclusion Team will move to stage 5.
5	Spitting, biting, stealing, bullying (including racism/homophobia), dangerous behaviour, absconding, hurting adults, damaging property.	Principal/Vice Principal/Inclusion Team. Parents/carers called to a meeting and informed and may be asked to come in and support their child in school.

Behaviours on the playground		
Stage	Examples of Behaviour	Behaviour Management Strategy
1	Squabbling/disagreements Name calling/unkind words Negative language Not following playground rules Snatching equipment	Verbal warning Reminder of playground /school rules Restorative practice
2	Rough play Refusal to follow instructions Repeated behaviours from stage 1	5 minute time out Restorative practice Redirect to an alternative activity or area Class teacher informed Parent/carer informed by class teacher
3	Persistent refusal to follow instructions Play fighting Hurting peers during play activities (minor)	Taken in to school for Time out – SLT informed. Parent/carer informed by class teacher/ SLT Referral to Inclusion Team for consideration of intervention.
4	Fighting Ongoing stage 2/3 behaviours Dangerous behaviour – (Throwing equipment, damaging property, hurting adults and peers.) Bullying/discriminatory behaviour	Removal from the playground by Inclusion Team/SLT. Parents/carers invited to meeting with SLT/Inclusion Team Consideration of behaviour intervention plan.