



Portishead Primary School

Behaviour Policy

October 2023 (in response to SWOT analysis in July 2023)	Edited definitions of misbehaviour	(L Sargent)
	Positive behaviour- added table of rewards	(L Sargent)
	Defined sanctions for misbehaviour	(L Sargent)
	Clarified routines	(L Sargent)
Nov 23	Added further strategies to support positive behaviour	(L Sargent)

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1. Aims

As a values-led school, the fundamental principles behind our approaches to behaviour are those of reflection, forgiveness, reconciliation and respect towards all members of the school community. Positive relationships are key to our excellent behaviours that we see every day at school.

Each child is part of our school community and it is each individual's responsibility to make it a place where everyone is able learn and grow in a safe, inclusive, trusting and supportive environment.

We strive to work collaboratively with children, staff and parents, keeping the child at the centre of our approach. This policy aims to set out the agreed approach to celebrating positive behaviour and procedures for dealing with negative behaviour.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the ethos of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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 is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9

- requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

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

- Behaviour curriculum 2023
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Safer touch policy
- E-Safety Policy
- Emotional and Mental Health Policy

This and all our policies acknowledges the school's legal duties under the Equality Act 2010, in respect of pupils with Special Educational needs and Disabilities (SEND) and protected characteristics such as disability, gender, sexual orientation, ethnic or national origin and religious or non-religious belief. The school will publicise the school behaviour management policy, in writing, to staff, parents and pupils at least once a year and it will be published on its website (School Information (England) Regulations 2008).

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents are asked to sign following their child's admission to Portishead Primary School.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not paying attention in lessons
- Not following requests from adults
- Being disrespectful towards other people
- Non-completion of classwork

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations (rules)
- Any form of bullying
- Verbal or physical aggression towards adults or other children
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

Stolen items
Tobacco and cigarette papers
Fireworks
Pornographic images

Bullying is defined repeated unkind behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

4. Positive Behaviour

At Portishead Primary School, we focus on the positive behaviours and praise those making good choices and following our expectations. We teach our behaviour expectations explicitly throughout the year, including in assemblies and our weekly Jigsaw PSHE lessons.

The behaviour policy of Portishead Primary School reflects the school's vision: 'Learning and Achieving Together' and our desired outcomes that all our pupils will become:

- Aspiring leaders
- Global Citizens
- Lifelong Learners
- Resilient and confident children

In terms of behaviour, these principles are upheld by three expectations (rules) that are demonstrated by every member of the school community:

- Be Kind
- Be Safe
- Be Ready

We believe that outstanding behaviour and attitudes to learning are achieved through a planned behaviour curriculum and whole school routines (see PPS Behaviour curriculum), as well as through positive reinforcement. At PPS we use a combination of verbal praise and extrinsic rewards to show that pupils matter: they are valued, recognised and noticed.

Praise is given:

- When someone has acted in a way we want them to repeat.
- When someone has done something we want to normalise.
- When someone has acted as an example we want others to aspire to.
- When someone who normally struggles does something good for them.
- When someone looks like they need a pick up.
- For something extraordinary (which may also be linked to a recognition board or house point).

Praise is effective when it is:

- Sincere (the pupil needs to believe it)
- Proportionate (not everything is perfect, good is good)
- Targeted (given for specific actions with a clear explanation and description as to why it has been given)

Rewards serve the following purposes:

1. To recognise and reinforce expected behaviour.
2. To celebrate examples of over and above behaviour.
3. To motivate others to change their behaviour.

Rewards are effective when they are connected to a specific behaviour.

The school promotes and acknowledges those who demonstrate these expectations through praise in public. (See appendix 1)

This can include*:

- Positive verbal recognition
- Class based stickers
- Star of the Week
- Worker of the term (Reader, Mathematician and Writer)
- Weekly achievement certificates
- SLT stickers and recognition
- Acknowledgement of positive behaviour to parents/carers
- Whole class rewards

*We believe that class teachers should have discretion in how they choose to promote and acknowledge positive behaviour in class so it is always age appropriate and pertinent to the specific class.

It is expected that everyone should recognise and acknowledge pupils who are being safe, kind and ready around school. We believe that whole school behaviour improves through the regular, and public, recognition of positive behaviours.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

All staff, every day will:

- Act in a calm, consistent manner.
- Meet and greet at the classroom door
- Refer to 'be kind, be safe, be ready' in all conversations about behaviour.
- Give their first attention to best conduct.
- Be deliberately bothered, showing they know the children, value them and that they believe the children matter.
- Share responsibility for whole school behaviour and offer support for colleagues.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply the rules, routines, rewards and sanctions policy consistently.
- Follow up on misbehaviour as soon as possible.
- Use scripts consistently.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders will:

- Lead by example.
- Review the policy regularly.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.

We aim to deal with the great majority of lapses in good behaviour within class. We believe that de-escalation strategies provide the most effective way of supporting pupils with their behaviour. At Portishead Primary School, we have developed 'behaviour scripts' (see appendix 1- Sanctions) which supports teachers to address behaviour issues in a manner which is safe and kind. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre- arranged scripts and phrases. (See appendix 2- strategies for promoting positive behaviour)

5. Managing behaviour in school

We believe that all pupils are capable of excellent behaviour. However, sometimes there will be situations where children misbehave. We recognise that for some pupils, staying safe, kind and being ready is a challenge. When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

We believe that low-level incidents of poor behaviour can be dealt with swiftly through effective behaviour management strategies so that they do not escalate and pupils' learning remains on-track.

Therefore, staff will always seek to adhere to the guidance: *praise in public, reprimand in private*.

Sanctions serve two main purposes:

1. To make children understand that they matter, their actions matter because they have consequences and to encourage them to think about their behaviour and to change it in the future.
2. To ensure the community sees there are boundaries and consequences to misbehaviour.

Sanctions are effective when:

- They are immediate (set as soon after the behaviour as possible)
- They are certain to happen
- They involve some sort of action
- They are fair and consistent

Sanctions must **not** be severe or disproportionate. They must be proportionate to the misbehaviour they seek to redress and deter. Sanctions should be given professionally and focus on the behaviour shown rather than the pupil. Staff will use scripts when communicating sanctions to ensure consistency across the school. (See appendix 1)

Restorative conversations are not a sanction but are a conversation that takes place after a sanction. They are aimed at encouraging children to act responsibly, understand the consequences of their choices and help them to make better, more positive choices in the future.

Other consequences that may be put in place include:

- Limiting student access to extracurricular clubs and extracurricular school activities.
- Not allowing students to attend school trips and residential trips.

Primary behaviours

When giving sanctions and explaining the reasons for them to children, adults focus on the primary behaviour that led to the sanction. Any secondary behaviours can be followed up during a restorative conversation. For example: A child may be given a time out in another classroom for repeatedly low level behaviours. On the way out of the classroom they knock a chair over. The time out remains in place for the

primary repeated low level behaviour. Once the child returns to class, an adult would have a restorative conversation focused on the primary behaviour and may decide it is appropriate to unpick the secondary behaviour briefly (e.g. I noticed you were frustrated with the choice you made to repeatedly call out because you knocked the chair over on your way out. You know that is not a safe choice but thank you for coming back in safely for this discussion about the reason for the time out).

Portishead Primary School response to specific behaviour issues

Most behaviour issues can be responded to by following the rewards and sanctions steps in appendix 1. However, there are some examples of specific behaviour that will result in a different or more immediate response. This includes:

- Child on child sexual violence or harassment
 - Any reports of sexual violence or harassment between children should be immediately reported to a member of the safeguarding team.
- Online behaviour incidents
 - While online behaviour incidents mostly occur out of school, the impact of these incidents can be felt back in the classroom.
 - Incidents should be investigated initially by the class teacher and passed to a member of the safeguarding team once more information has been identified.
- Bullying
 - The PPS anti-bullying approach should be followed.

Level one - Behaviour management (Universal provision)

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour (see appendix 1).

- A non-verbal redirection
- A verbal correction and reminder of the expectations of behaviour (in private)
- Expecting work to be completed at break or lunchtime with class teacher
- School-based community service, such as tidying a classroom
- Time out of class to reflect
- Time out of class with a Senior Leader to deescalate, reregulate and have a restorative conversation.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Only exceptionally will the leadership team become involved and then in such a way as to support and reinforce the class teacher's approach.

Level two- Additional support

On rare occasions, children are still not able to change their behaviour, even with Universal Provision in place. For these children, the school will do some/all of the following to support the child. The nature of the support may vary depending on the child and/or the behaviour. This support will consist of:

- Exploring underlying issues that may have caused the behaviour. This may include seeking support from SENDCo or other experts
- Team around the child meeting (with parents and adults that work with the child)
- Individual behaviour support plans written
- 5 point de-escalation plans written
- Personalised timetables

Level three- Escalated support

If 'level two' support has not engaged the pupil, or behaviour is at risk of escalating, or if their behaviour is judged to be unsafe, it may be necessary for an appropriate adult to remove the pupil from the classroom. All members of staff have the right to use reasonable force in order to prevent pupils from committing an offence or harming themselves and/or others.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Any positive handling, or use of reasonable physical force, should be carried out by members of staff who are TEAM TEACH trained and should **only ever be used as a last resort**. In these cases, no more than the minimum necessary force should be used, and, physical restraint will never be used as punishment.

Parents and carers will be informed if positive handling was necessary to keep their child, and/or others, safe. All incidents of physical restraint will be logged on CPOMs and will identify why the use of positive handling was deemed reasonable, proportionate and necessary. These logs will be monitored by senior leaders and may inform pupils' provision plans and/or future training.

Individualised support, consequences and sanctions

For the majority of time, if a pupil has behaved in a way that has not been safe, kind or is preventing them from being ready to learn, this can be managed using the strategies outlined in the managing behaviour in school section of this policy. It may be appropriate however, for a pupil to receive specific individualised support, or consequence/sanction:

Personal timetables

If a pupil's behaviour is continuing to be unsafe, unkind or preventing them from being ready to learn, it may be necessary for their timetable to be structured in such a way that safeguards against others being hurt, upset or offended. This can include a timetable of specific activities and locations at break and lunchtime where the pupil must report to as opposed to self-selecting their own activities. This measure will be shared with parents and carers.

Working away from class

If a pupil's behaviour has been repeatedly unsafe, unkind or preventing them from being ready to learn, it may be appropriate for that pupil to work away from their class for a proportionate amount of time. This can be in a partner class or in a senior leader's office. The pupil must be clear about how their behaviour has impacted on others and must be set an appropriate level of work that they can complete independently. Before they return to class, the class teacher must establish with the child the expectations for their behaviour once they return to their class.

Internal exclusion

If a pupil's behaviour has required escalated support in order to keep them - and others - safe, it may be appropriate to issue an internal exclusion for a fixed period of time. This will be agreed with parents/carers before being issued and will result in the pupil working alongside a senior leader for the agreed amount of time. During the internal exclusion, time will be made to discuss with the pupil their behaviour and expectations for moving forward.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

(Please refer to the PPS Suspension and Permanent Exclusions policy for further details)

The decision to suspend or exclude will be made by the headteacher and only as a last resort. We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

Suspension (fixed term exclusion)

If a pupil's behaviour is judged to have been significantly unsafe, unkind or disrespectful, the Headteacher (or Acting Headteacher) has the power to temporarily suspend a pupil from the school. Decisions are made using the support of our Suspension Toolkit (see appendix 3). A pupil can be suspended for one or more fixed periods, for up to 45 days within a school year. If issuing a suspension, the Headteacher must inform the parents for the decision to exclude, making it clear in the exclusion letter to the parents that they can, if they wish, appeal against the decision to the Governing Board and the process to follow to make any such appeal. All exclusions will be reported to Governors via the Head Teacher's report and the North Somerset Virtual School if the child is in care. If the fixed term exceeds five days, this must be reported to the local authority.

School staff will provide work for the child to complete during their suspension. This may include being directed to online learning such as Oak Academy.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil and the child is at risk of further suspensions or Permanent Exclusion, headteachers and schools will decide whether additional strategies need to be put in place to address behaviour. The child will most likely be put on a Pastoral Support Plan (PSP) which is written with parents and other professionals if necessary.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

If the decision is made, by the Headteacher (or acting Headteacher), to permanently exclude a pupil, the parents, chair of governors, LSP and local authority will be informed - including The Virtual school if the child is in care - giving the reasons for the permanent exclusion. At the same time, the Head Teacher must make it clear in the exclusion letter to the parents that they can, if they wish, appeal against the decision to the Governing Board and the process to follow to make any such appeal.

6. Responding to misbehaviour from pupils with SEND

a. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by
- the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)) If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Appropriately planned curriculum for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of quiet spaces where pupils can regulate their emotions during a moment of sensory overload.

b. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

c. Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

d. Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

7. 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 misbehaviour may be linked to them suffering, or being likely to suffer, significant 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.

8. Child-on-child abuse

All staff should recognise that children can harm other children (including online). Incidents of abuse and harm are treated under both the Behaviour and Safeguarding and Child Protection policy. Please see this policy for further information.

At Portishead Primary School:

- Child-on-child abuse is always taken very seriously and will never be passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We take steps to educate and act and ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.

9. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Please see appendix 4.

10. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- 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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the

conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

11. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour .

- 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

12. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

13. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

14. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

15. Roles and responsibilities

a. The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding school leaders to account for its implementation.

b. The Headteacher

The Headteacher is responsible for:

- Reviewing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour logs on CPOMS and our Behaviour Excel Log are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

c. School staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Communicating with parents about their child's behaviour
- Recording behaviour incidents promptly on CPOMS and Classcharts
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

c. Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

d. Pupils

Pupils will be made aware of the following during their induction into the behaviour

- culture: The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Support and induction will be provided for pupils who are mid-phase arrivals.

16. Pupil transition

a. Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

b. Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

17. Training

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- The proper use of physical intervention (Team Teach)
- How SEND and mental health needs impact behavior

Senior leaders will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behavior. The school will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

18. Monitoring arrangements

a. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves

Anonymous surveys for staff, pupils, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every Term by the Senior Leadership Team

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff By
- time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

b. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. The LSP also monitor suspension and exclusion data from all schools.

Appendix 1 – Rewards and Sanctions

Praise and Rewards				
Praise/Reward	Example behaviour	Why?	What? (Actions/Scripts)	When?
Immediate verbal praise/ stickers in class	Expected behaviours linked to the school expectations	Personal recognition to reinforce expected positive behaviour	Verbal praise should be clearly explained and linked to the positive behaviour that is hoped to be reinforced. 'Well done to this table who I can see have chairs tucked in and are tracking me'	Daily
Recognition board	Expected behaviours linked to the school rules	Public display of pupils demonstrating behaviours in the classroom.	A board in each classroom is used to catch and recognise pupils demonstrating the right behaviours. The behaviour being focused on should be set either daily or weekly and should be linked to the habits. Names are not removed from the board (sanction steps are followed privately where possible and the name on the board supports the reminder of the behaviour the pupil can demonstrate). Pupils can nominate each other to be put on the board. The board is reset daily/weekly.	Daily
House points	Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions	Community reward for over and above expected behaviour and learning.	House points should be given one at a time (no multiple points given), linked to a specific behaviour or piece of learning and clearly explained. They are collected in class using Class Dojo and are collated weekly by Year 6 house captains. At the end of every two terms the house with the most points receives a reward.	Daily
Dojo message home	Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions. This includes behaviour in which the child not only makes the right choices in their own behaviour but also supports the behaviour or well-being of others in the process.	Personal reward for over and above expected behaviour and learning	A member of staff can choose to write a Dojo message home for a child who shows above and beyond expected behaviour. This should have a clear explanation and description of the behaviour (linked to the school rules).	Daily
Star of the week	Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions	Personal reward for over and above expected behaviour and learning	Class teacher chooses a child each week to receive the star of the week award. The child should have the reason they have been chosen clearly explained to them.,	Weekly
SLT stickers and recognition	Specific examples of behaviour and learning from across the week that link specifically to our values and expectations	Personal recognition of children who demonstrate and 'live' the PPS expectations and values	Children are sent with their work or a message to explain how they have gone above and beyond. SLT member will add a note on Class dojo for parents.	Daily
Celebration assemblies	Specific examples of behaviour and learning from across the week that link specifically to our values and expectations	Public recognition of children who demonstrate and 'live' the PPS expectations and values	Celebration certificate given each week by the adults in each class. Each term, a certificate for 'Writer of the term', 'Reader of the term' and 'Mathematician of the term' is awarded from each class to celebrate effort and progress.	Weekly (Friday) Termly
'Always treat'	Consistent, maintained examples of expected behaviour linked to the school rules over weeks.	Recognition for those children who always make the right choice.	One child from each class will be selected each term to have tea with the Headteacher (hot chocolate, healthy snacks).	Once a term
Whole class rewards	Whole class reward for consistent and maintained examples of expected behaviour linked to the school rules over weeks.	Community reward for expected behaviour and learning.	Class teacher to decide on their own approach. Reward may be additional play time, ICT time, film afternoon etc.	Once a term

Sanctions							
Stage	Step	Example behaviour	Why?	How?	What?	Who?	When?
1	Redirection	Low level disruptive behaviour which may include: <ul style="list-style-type: none"> not following a routine not listening to instructions calling out not following group work rules interrupting and making rude noises 	To direct attention to the expected behaviour.	Non-verbal redirection Positive group redirection, highlighting positive examples of behaviour in the classroom. Reminders for the whole group or class whole group or class.	Hand gestures, eye contact, intentional break mid sentence. Use of the recognition board to highlight expected behaviours. Use of house points for over and above behaviour. Anonymous individual redirection: 'I need 2 more people to focus', 'Just waiting on two sets of eyes'. Everybody is writing. Just waiting for one person. We need one person ... and 100%."	Adults in class / SMSA	Immediately
2	Correction	Repeated low level behaviour (see stage 1)	To make the pupil aware of their behaviour and clearly outline the consequences if they continue	Verbal feedback linked to the school rules making it clear how the behaviour can be corrected. A clear verbal description of the solution and purpose	Private individual Correction: You have a choice- e.g. stop talking or you can move to this space here. Quick public correction: 'Sally, I need your eyes', 'James, stop fiddling, thank you'. Personalised reminder: "Jack, one voice.	Adults in class / SMSA	Immediately
3	Time out with class teacher	Repeated low level behaviour (see stage 1) after redirection and correction OR Disrespectful or irresponsible behaviour which may include: <ul style="list-style-type: none"> Speaking in a disrespectful way to an adult or other child answering back walking away from an adult when they are speaking to you 	To give pupils a chance to reflect away from others	Pupils will miss at least 5 minutes of playtime after the rest of the class have left to catch up on work and complete a restorative conversation if needed. This can take place in the classroom or with an adult in the playground if they are on duty that day.	Script used: I noticed you are ... it was the rule about ... that you broke. You have now chosen to miss 5 minutes of playtime. Do you remember last week when you ... that is who I need to see today. Thank you for listening. Restorative conversation. Log on Behaviour Excel Log	Adults in class / SMSA	At break or lunchtime
4	Time out in another classroom /space (or in another zone at lunchtime)	Repeated low level behaviour (stage 1) after timeout is given. OR Repeated disrespectful or irresponsible behaviour (stage 3) after a timeout is given.	To give the pupil a chance to complete work away from the classroom. To give the pupil a chance to reflect away from their year group at lunchtime	The pupil will go to their partner classroom to complete the piece of work they are engaged in. For children with a behaviour plan, the plan will state where they will be sent (e.g. to the phase leader). At lunchtime the child will be asked to go to another zone to have a 5-minute timeout with another member of lunchtime staff	Script used: I noticed you are still...It was the...expectation that we are kind/ready/safe that you are continuing not to show. Therefore you have chosen to spend time in another classroom to complete your work... Do you remember last week when you... That is who I need to see today... Thank you for listening. Restorative conversation completed with class teacher after the event. Log on Behaviour Excel Log	Adult in year group	During lesson time
5	Time out SLT/Call for SLT	Repeated low level behaviour (stage 1) after timeout in another classroom OR Repeated disrespectful or irresponsible behaviour (stage 3) after a timeout in another classroom is given. OR Harmful or dangerous behaviour which may include: <ul style="list-style-type: none"> Child on child (hitting or kicking another child) Racist, homophobic language swearing (if repeated) spitting fighting stealing threatening 	To give the pupil a chance to reflect away from others and to ensure other children are safe.	The pupil has time out with a member of the senior leadership team	Member of SLT called (see shared timetable). Class teacher or LSA with the child logs incident on CPOMS- SLT to add action Child removed from the playground and may be removed from trips and other activities depending on the severity. SLT will phone call home to discuss the incident. Restorative conversation.	SLT	Immediately or at next playtime
6	Positive behaviour/re port card	SLT to decide whether a child would benefit from being on a report card following SLT being called (Stage 5)	To support the child's positive behaviour with specific strategies.	The pupil's positive behaviours are acknowledged after each session. Child visits SLT with completed card at	Class teacher to communicate with parents. Child takes report card home each week for parents to celebrate success with them.	SLT then Class teacher	Weekly

				the end of the week. Appropriate reward given for positive behaviours seen			
7	Internal suspension	Continued disrespectful or irresponsible behaviour (stage 3) after a SLT timeout has been given OR Continued harmful or dangerous behaviour OR Harmful behaviour towards an adult (use of toolkit to inform decision)	To ensure other Children and staff in class are safe and able to continue with work.	The pupil spends time out of class completing their work with either 1:1 LSA or SLT supervision (for 0.5 day or 1 day). They will be suspended from the playground, trips and certain activities depending on the severity. Team Teach trained staff will use positive handling techniques if reasonable, proportionate and necessary (e.g. if there is a danger to the child or other children).	Class teacher or LSA with the child logs incident on CPOMS- SLT to add action Teacher to provide work for the child to complete for a set amount of time (decided by SLT). SLT organise a meeting with parents/carers.	SLT	Immediately
8	Behaviour Support plan	Continued misbehaviour after an internal suspension.	To support the child's behaviour with specific strategies. To reduce the likelihood of suspension	The pupil works towards simple targets to improve their behaviour	Targets are set by the class teacher with input from SLT. Targets are reviewed every fortnight. External support or advice may be sought	Class teacher SLT	Within 1 week of incident
8	Fixed-term Suspension from school	Serious breach of the behaviour policy e.g. <ul style="list-style-type: none"> Persistent disruptive behaviour verbal abuse or threatening behaviour against an adult serious assault of a child or adult Dangerous behaviour 	-To uphold behaviour policy -Time to create/modify provision -Time to seek external guidance -Keep staff safe -Keep child safe -Keep other children safe	The pupil spends a fixed amount of time at home. Work is provided by school for the child to complete. A reintegration meeting is held on return to school.	Flow chart is used to determine whether suspension is the best course of action. Headteacher is responsible for making the final decision. Length of time of suspension is dependent on the severity of the behaviour and the impact on other people, as well as the number of previous incidents.	SLT Headteacher's decision	
9	Pastoral Support Plan	Children who are at risk of repeated suspension or permanent exclusion due to escalations in behaviour	To reduce likelihood of further suspension/Permanent Exclusion	The pupil	School captures pupil voice School holds a meeting with parents and any external experts e.g. North Somerset	SLT Parents Outside agencies	
10	Permanent Exclusion from school	Children who have been on a PSP and continue to display <ul style="list-style-type: none"> Persistent disruptive behaviour verbal abuse or threatening behaviour against an adult serious assault of a child or adult Dangerous behaviour 					

Appendix 2 – Positive behaviour

Useful strategies for promoting positive behaviour

- Modelling Desired Behaviour
- Public Praise/Private Criticism
- Being Consistent and Clear
- Demonstrating Pro-Social Behaviours
- De-escalation Tactics and Phrases
- Using 'Language of Choice' and Assertive Discipline (with scripts)
- Other Options for Dealing with Challenging Behaviour
- The Importance of Restoring a Relationship
- Sources of Support on Behaviour

Introduction

School staff take-part in regular training on behaviour management. Information is given here about some of the key strategies that they are trained to use to support and encourage positive behaviour.

This annex supports our Behaviour Policy and promotes consistency of application. This is how staff at Portishead Primary School seek to develop and drive pro-social behaviour for pupils. It is also shared with parents/carers because many of you told us that you would find it helpful to have practical information about how behaviour issues are approached at school. We also know that strategies used at school will always be most effective when pupils understand that they are supported (and particularly where they are also adopted) by parents/carers at home.

Modelling Desired Behaviour

Children learn from the behaviours they see and experience around them, making it very important for adults to always demonstrate in themselves the behaviours that they expect from children. In school, this is particularly important in terms of behaviours like respect, concern, compromise, fairness, apologising and accepting apologies, acknowledging mistakes, resolving difficulties fairly and amicably, and so on.

Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. Staff avoid communicating these feelings to the child/ren and at school will work hard to keep responses low key and matter of fact. This encourages a calm and logical, rather than heated and emotional, response.

Public Praise/Private Reprimand

Public acknowledgement of pro-social behaviour and individual success can be very powerful in a positive way. Similarly, public criticism of anti-social behaviour, or correction in public, can often be very damaging. Usually, drawing any attention to anti-social behaviour should be as private as possible; lowering a child's self-esteem (making them feel inadequate or at all foolish especially in front of others) is likely to increase misbehaviour, if not now, then later.

In the classroom, adults will always seek to come close to a pupil to speak to them quietly, avoiding drawing attention to anti-social behaviour in front of other children or loudly across the classroom. In this way the behaviour is still pointed out, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward.

Being consistent and clear

Children need for their world to be as reliable as possible. When adults act consistently and reliably, they help children understand where the behaviour boundaries are and makes them feel safer and less anxious. This in turn will make it less likely that events will trigger anti-social behaviour.

Demonstrating pro-social behaviours

Anti-social behaviour is easy to spot. It is disruptive and often noisy and stands out in a crowd, making it obvious and giving adults a prompt to respond. Pro-social behaviour is what we expect and is practiced by the majority of children most of the time, making it much less obvious and also less likely to receive attention. However, as reward and recognition strategies demonstrate, positive praise is an incredibly powerful motivator for children to behave well.

To provide a prompt for adults, to help them respond to children's pro-social behaviour, what follows is a (non-exhaustive) list showing how children might demonstrate pro-social behaviours:

- Being polite
- Saying 'please' and 'thank you'
- Holding a door open for someone else or letting them pass first
- Taking turns and waiting for others
- Moving quickly, quietly and without fuss (e.g. into the class or to the dining table)
- Making eye contact quickly and quietly when asked to listen
- Paying attention
- Sitting still when required (e.g. in assembly or at a performance)
- Responding when asked (e.g. to start class work, homework, or to eat tea)
- Treating books, equipment, belongings carefully
- Following instructions at the first time of asking
- Keeping books, work, possessions, their room, etc tidy
- Keeping themselves and their physical appearance clean, smart and/or tidy
- Tidying and clearing up
- Moving from one task to another without reminders
- Working very hard at something
- Taking a lot of care or giving something a lot of thought (e.g. work or a present)
- Contributing in discussions (willing to answer questions or talk about a subject)
- Asking for help when they need it
- Keeping calm in a difficult situation
- Being a good friend
- Working well with classmates or siblings
- Listening and acknowledging someone else's point of view
- Finding things to occupy themselves (especially once one task is done)
- Speaking up on behalf of another person (perhaps if they are being bullied)
- Sharing concerns with an adult
- Being prepared to try something new or difficult
- Performing in front of others or speaking up in front of a large group
- Asking to borrow something without just taking
- Sharing (equipment, books, toys as well as games)
- Encouraging others to join in or befriending in other ways
- Doing classroom jobs or household chores willingly and well
- Offering to help without being asked

De-escalation tactics and phrases

Sometimes when children display anti-social behaviour, they will initially be so upset or emotionally distressed, that action needs to be taken to calm the situation before you can begin to address the behaviour itself.

Here is the script (with guidance) that experts in behaviour management suggest will help (and that teachers at Portishead Primary use), when that happens:

- Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- "I can see something is wrong" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- "I am here to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- "Talk and I will listen" - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.

- “Come with me and we’ll talk about it...” – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they’re in an unsafe place (e.g. on a wall or on the roadside).

Using Language of Choice and Assertive Discipline

In disciplining children, adults are not only seeking to stop an immediate undesirable behaviour, but also to teach them about the impact of their behaviour on themselves and others, and about the power of their own choice. This helps them learn how to avoid the undesirable behaviour (and so also the undesirable consequence) for the longer term.

Using ‘language of choice’ is in contrast to using ‘language of demand’. If you demand something of someone, for example “If you don’t stop talking now, you’ll get a ‘time out’!” you are directly prompting one of two natural responses, which is either to:

- Resist the demand (and create conflict)
- Accede/Give in to the demand (and lose face)

Instead, language of choice places responsibility for behaviour with the child, for example, “If you choose to interrupt again while I am explaining this you will have to receive a ‘time out’”. Think about making the right choice. Thank you!” Crucially, this approach bypasses the natural instinct to resist, that can more easily occur when we are simply told what to do, while still leaving the option of a consequence open if the child does not make the right choice.

Given below are sample scripts giving the sort of language and guidance that teaching staff at Portishead Primary have been trained to adopt. Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts. You would also, of course, need to amend the name and detail to suit each occasion.

• Script 1: Statement of Reality (i.e. simply tell them what you see)

“Fred, you’re... (e.g. running in the corridor/tapping your pencil on the desk/talking when I’m speaking...)”

Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response.

Don’t ask ‘why?’ they are doing what they’re doing – It’s confrontational and you don’t need to know why. They just need to know that you’ve noticed it.

After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.

Remember to give them ‘take up time’ to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.

When they are demonstrating a positive change make sure to acknowledge that with praise:

“Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)”

If the child’s behaviour doesn’t change after a reasonable take-up time, move on to Script 2.

• Script 2: Tell them the behaviour you want to see

“Fred, I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)”

Be assertive and avoid starting or ending with ‘please’. Use ‘I need you to...’ and end with ‘thank you’ instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.

If you then see a positive change in behaviour, acknowledge it with a further ‘thank you’ or with a gesture (e.g. a smile or a thumbs-up).

Should you not see a positive change in behaviour, move on to using a ‘language of choice’ in Script 3. 8

• Script 3: Statement using Language of Choice

“Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I’m speaking) then I will have to [consider a suitable consequence]”

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will

follow is *their* choice.

Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn't change.

You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour.

Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside:

"Well done/Thank you Fred, you made the right choice"

Should the child choose not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.

Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence.

When you are consistent in seeing through consequences, as you threatened, these scripts work!

● **Script 4: Reinforce and depersonalise**

"Fred, at PPS we are kind, safe and ready. This means that everyone can learn"

Repeatedly referring to whole school expectations (i.e. school expectations or at home referring to family rules or expectations) can be very helpful in reminding children of an objective set of rules and values which never change.

This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.

Other options for dealing with challenging behaviour

With a therapeutic approach to behaviour management, adults are always seeking to de-escalate challenging behaviour calmly so will need to be able to call on a range of techniques, depending on the situation. Additional ones (to the ones set out above) used by PPS staff include:

- Limited choice e.g.
 - o "Put the pen on the table or in the box"
 - o "Talk to me here or in the playground"
 - o "Are you going to wear shoes or wellies?"
- Disempowering the behaviour e.g.
 - o "You can listen from there" [under the table]
 - o "Come and find me when you come back/feel calm"
 - o "Come over/down/in in your own time"

The Importance of Restoring a Relationship

We want our children to learn from their experiences – particularly those that result in a crisis - and to develop increasingly healthy, pro-social behaviour responses. It is therefore worthwhile routinely encouraging them (as appropriate in the circumstances) to use the 3Rs, just to **reflect** on what happened, to **repair** any damage (to themselves or others) and to **restore** (themselves and others) to their previous (or improved) good selves.

Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults. It also helps the individual(s) concerned to draw a line under the matter and move on.

The process can only start when the individual(s) concerned is/are calm and ready to learn from the

experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days.

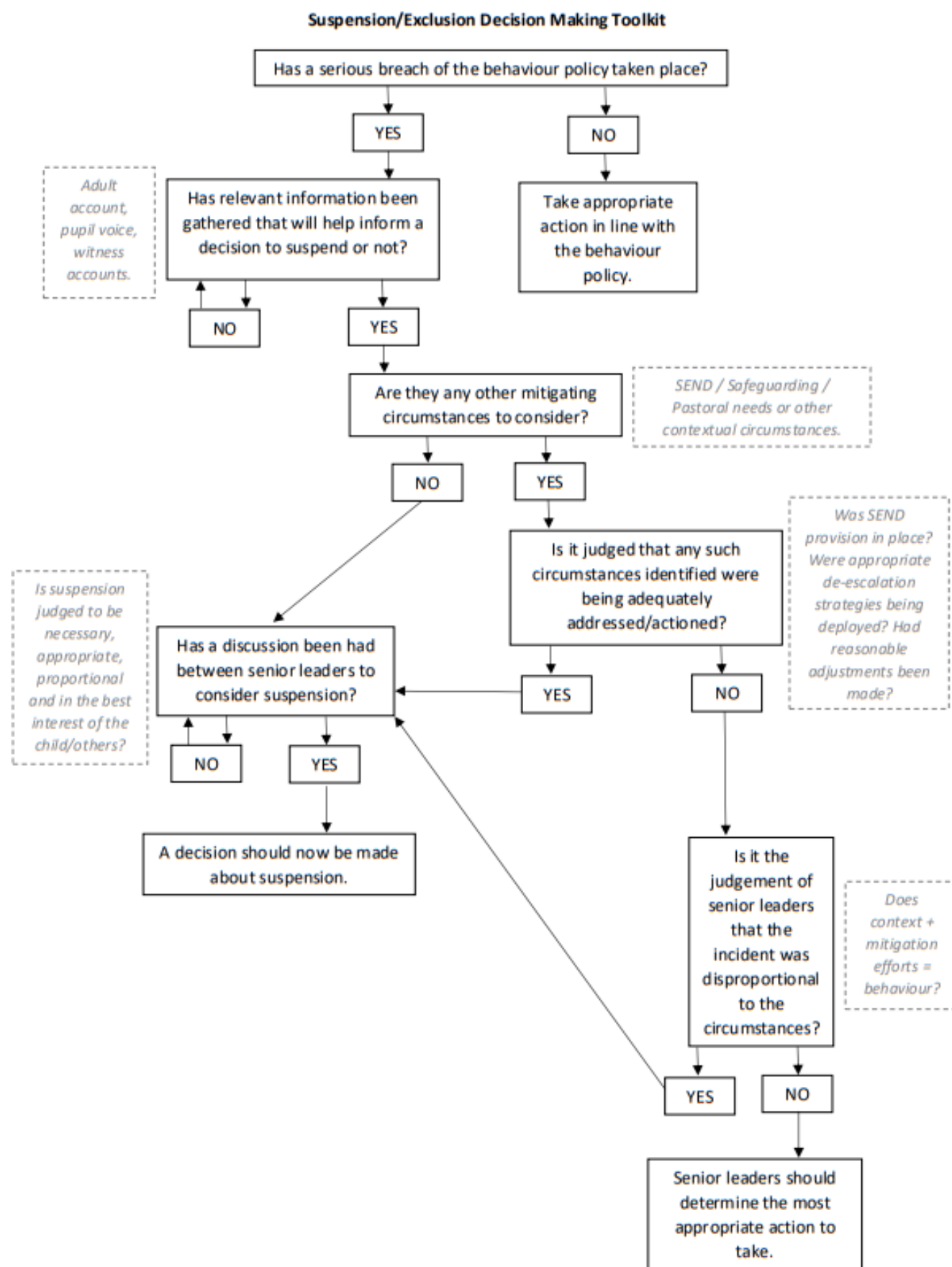
The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening in the future. In this respect the process is a positive one and teaching staff find that it helps to reinforce this by using a template of standard questions. Almost always, they will sit with the child/ren and work through the questions and responses with them. The questions would include any or all of the following:

- What (in your words) happened?
- What do you think the people involved were thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned to make a different choice next time? (Next time I will...)
- What would you like to happen next?
- How can we make things better for _____?
- If everything was going to be OK, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to your lessons/activities/friends?
- What do you think _____ might need?

Sources of Support on Behaviour

We have shared above some of the key approaches used at PPS, including those from the Department for Education and Nurture UK training for schools. If you have concerns about behaviour at school or your own child's behaviour, we would ask that you speak with your child's class teacher in the first instance. From then, additional support from the Senior Leadership team will be offered if needed. School will treat what you say in confidence and will always aim to be as supportive and constructive as possible. From time-to-time, we will also send home information about training sessions to support behaviour improvement or issues that are available locally to all our parents/carers

Appendix 3 - Suspension and Exclusion decision making toolkit



Appendix 4- Searches

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item . A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.