

# **Portishead Primary School Behaviour Policy**



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## Version Control

<b>Date</b>	<b>Version</b>	<b>Information</b> ( <i>What is this version, what changes have been made and why</i> )	<b>Approval</b> ( <i>the approval body or individual e.g. Governors, Headteacher</i> )
June 2018	0.2	Draft version for review by Governors, staff and parents	
July 2018	1.0	Approved version to be adopted and published	
Dec 2018	2.0	Edited in all areas based on feedback from governors and parents.	Jan 18
Dec 2019	3.0	Edited for updates	Dec 19

This behaviour policy is driven by our school vision and values. It provides guidance and a framework on how to encourage appropriate behaviour that enables learning and fosters positive attitudes.

### **Rationale:**

At Portishead Primary School we believe that it is essential to create a caring, supportive, safe and positive ethos and environment for all. Children and adults thrive in a calm and purposeful learning environment where everyone feels respected and valued. We believe strongly that an emotionally literate school with a clear ethos and policy of positive behaviour management helps support the social and emotional aspects of learning and behaviour patterns of our children and staff.

### **Aims**

Our expectation is that everyone at Portishead Primary feels safe and secure in our school.

- To create an enriched emotionally literate environment that is safe and secure.
- To develop self- respect and respect for others, respect for different cultures and backgrounds, and property.
- To encourage all children to take responsibility for their own choices, develop self-discipline, self-control and independence.
- To celebrate diversity, promote inclusion and enhance positive relationships in school.
- To enhance the quality of the learning through positive behaviour management.
- To develop and reward appropriate behaviours for learning.
- To encourage children to make progress by recognising their achievements and scaffolding their learning.
- To work in partnership with parents to establish clear and consistent high expectations of behaviour and celebrate pupil achievements.
- To ensure that children with SEND are treated fairly and that appropriate steps are taken to support them to develop excellent behaviour and be included in our classes.

### **Guidelines**

- **All adults in our community model the behaviour we expect to see from children.** Children learn from the expectations that are modelled to them. It is essential that we model positive behaviour and attitudes by being caring, respectful, honest, consistent, fair and forgiving.
- **The school has high expectations of all children and adults.** Everyone is expected to do their best and behave in a way that enables all learners to thrive academically and socially.
- **Ownership and Personal Responsibility** Everyone in the school has a personal responsibility for behaviour in school. We each have responsibility for our own behaviour. Adults will work with children through the school curriculum to develop self-discipline and responsibility. All classes will follow the school rules and agree a class charter in September which they will hold themselves accountable to.

- **Children should be rewarded when they do well academically and socially.**  
It is essential that children’s achievements and effort are appropriately rewarded in all respects of school life. Rewards should be given consistently to reinforce and celebrate the behaviour the school expects to see.
- **Partnership with parents.**  
It is essential that families are clear about the behaviour expectations of the school. This is so that families and school staff can work together to develop appropriate behaviour and reduce the risk of misunderstandings or confusion. Parents will be contacted at the earliest appropriate opportunity when the school has behaviour concerns. Likewise the school encourages parents to share concerns as early as possible so that they can be dealt with.
- **Restorative Practice.**  
Where children make mistakes with their behaviour it is important that they are given the opportunity to learn from them, understand the impact their actions have had on someone else and build empathy. It is crucial to the process that children are allowed to move on from their mistakes and are shown forgiveness, starting fresh after any incidents have been dealt with.
- **Community**  
The school develops a sense of belonging in different groupings in the school. Opportunities are provided to build a sense of belonging in classes, year groups, key stages and houses through shared experiences. This emphasis on developing bonds with each other includes the celebration of our individuality and respect for the diversity within the school.

**Golden Rules:** All children, staff and parents should be familiar with the school golden rules which are on display in every classroom and around the school for all to see and refer to when discussing behaviour in any context.

- We are honest and kind.**
- We treat the school and everyone in it with respect.**
- We play safely and fairly.**
- We always try our best.**

**Rewards**

At Portishead Primary School good behaviour is reinforced by a clear progression of rewards that celebrate the personal achievements of individuals and groups.

These will include:

Daily	Weekly	Annually
<ul style="list-style-type: none"> <li>• Positive verbal praise and body language (A smile can make a world of difference)</li> <li>• Visual class rewards – charts and marble jars</li> <li>• House Points</li> <li>• Notes Home</li> <li>• Visits to the headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Star of the Week</li> <li>• Weekly Achievement certificates</li> <li>• Golden Time – 30 minutes of choice every Friday afternoon which is earned through consistently following the “Golden Rules”</li> </ul>	<ul style="list-style-type: none"> <li>• Team Spirit and Special Achievement Awards – presented at the end of the year to children from KS2 in a special assembly.</li> <li>• BemoReBen Awards –a trophy for one child per class who has</li> </ul>

<ul style="list-style-type: none"> <li>• Litter picking award</li> <li>• Values certificates which celebrate behaviour that reflects the school values</li> </ul>	<ul style="list-style-type: none"> <li>• Reading certificates</li> <li>• Writer of the Term</li> </ul>	demonstrated the attributes of a special friend.
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## House points

Pupils can earn house points for positive behaviour and great learning. These are recorded on Class Charts. Parents can access a record of their child's rewards by accessing the app on a PC or mobile device.

Pupils earn certificates for collecting house points as follows:

50 House points = Bronze Certificate

100 House points = Silver Certificate

150 House points = Gold Certificate

200 House points = Platinum Certificate

## Sanctions

Unfortunately children will make mistakes with their behaviour. This is part of growing up and developing socially and emotionally. In every situation the school will use age appropriate sanctions within a restorative justice framework. Most mistakes will be dealt with by a verbal reminder or discussion with an adult. The school will always look to intervene at the lowest possible level to prevent unnecessary escalation and reducing the risk of further unacceptable behaviour. It is also important that school staff are consistent and fair, demonstrating that they have listened to all of those involved and taken into consideration the intent, the maturity and level of understanding of the children involved.

- Verbal warning
- Lose 5 minutes or more of Golden Time
- Time out in another class or with an adult to cool off and reflect (This may include playtime)
- Reflection Time with a senior leader at lunchtime
- Sent to the Inclusion Leader or Deputy Headteacher and parents informed
- An individual Behaviour Plan may be drawn up where additional support is needed.
- The school will work with the multi-academy trust and local authority experts to adapt provision to meet every child's needs.

## Exclusions for Unacceptable Behaviour

In the most serious cases, it may be deemed necessary to exclude a pupil. When deciding whether an exclusion is a necessary and appropriate sanction, the school follows the DfE statutory guidance on exclusions (see [Exclusion from maintained schools, academies and pupil referral units in England September 2017.](#))

No decision about exclusion will take place until an investigation takes place. The headteacher (or in his/her absence, the nominated senior leader) will make the decision in consultation with the learning mentor and deputy or assistant headteacher. Parents, the Chair of Governors and

the CEO of the LSP will be informed as soon as possible thereafter. Following a fixed term exclusion a reintegration meeting will be held for the child and his/her parents.

## **Promoting Inclusion**

### Early behaviour patterns

The school understands that all children develop socially and emotionally at different rates and are not able to manage their emotions such as fear, anger or distress without the support of adults to do so. This will typically be in KS1 but is entirely child dependent. Where this is the case children will be supported by the class teacher and support staff and where necessary will also work with our Learning Mentor.

### Children with SEND and vulnerable learners

We recognise that patterns of behaviour for some children can vary enormously. In all cases behaviour will be dealt with appropriately given the needs of each child. To do so rewards and sanctions will be adapted so that children with recognised additional needs are supported effectively in school.

## **Bullying**

The school does not tolerate bullying of any kind.

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

The school will follow our anti-bullying policy for all incidents of bullying inside and outside of school. We have appointed and trained anti-bullying ambassadors from Year 1 to Year 6 and staff and governor anti-bullying ambassadors. Incidents of bullying are recorded separately and reported to the local governing body. Incidents involving hate (discrimination including racism and homophobia) are reported to the local authority where appropriate.

## **Appropriate Handling of Children**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Section 93, Education and Inspections Act 2006: The Use of Reasonable Force. Staff should only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The school has 4 adults especially trained to do so who will be called for assistance whenever possible. When children have been restrained this will be recorded and shared with parents of the child. This will always be as a last resort. Any adult will step in to separate children in the event of a fight in order to prevent them from hurting each other.

## **Searching and Confiscation**

In accordance with 'Searching, screening and confiscation – Department of Education advice 2014' school staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a

prohibited item. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

***The school would only use these powers as a last resort and where children are at risk. If our school felt we had no alternative but to search a pupil this would be done with two staff present and parents would be informed.***

### **The Power to Discipline Beyond the School Gate**

The school policy will be followed for any behaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Traveling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

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

In any of these circumstances the head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the LSP safeguarding policy.

Please report any behaviour outside of the school to senior leaders so that we can act on it in a timely fashion.

### **Breakfast/After School Club and School Clubs**

The same standards of behaviour are expected at all school clubs. Wraparound care staff will follow the same approach to managing behaviour as the rest of the school but within their context. Incidents will be reported to school leaders where they will be followed up. Continued poor behaviour may result in a child losing their place at these clubs.

### **Monitoring**

- Senior Leaders monitor the behaviour of children and report to the school safeguarding team on a weekly and termly basis to identify trends and access support for children by analysis of Classcharts.
- This policy is monitored regularly and the headteacher reports to the governing body on a regular basis.
- It is the responsibility of the governing body to monitor rates of exclusion and to ensure that the school policy is administered fairly and consistently.

The following groups were involved in the consultation process during the writing of this policy:

- School Council
- School Staff
- Parents
- Governors
- The Lighthouse Schools Partnership
- Jenny Mosely

**Other policies which contribute to our behaviour policy are:**

Attendance Policy  
Anti-bullying policy  
Inclusion Policy  
E-safety policy  
Safeguarding and Child Protection Policy  
Complaints Procedure  
Whistleblowing Policy

These can be found on the school website  
[www.portisheadprimary.co.uk/Policies-Key-documents/](http://www.portisheadprimary.co.uk/Policies-Key-documents/)