

Positive Behaviour Policy

Table of Contents

1. Aims	2
2. Legislation and statutory requirements	2
3. Roles and Responsibilities	7
4. Rewards and Sanctions	5
5. Lunchtime Behaviour	6
6. Reasonable Adjustments for Individuals	6
7. Bullying and child on child abuse	9
8. Off site behaviour and online behaviour	11
9. Postive Handling	11
10. Searching/ Confiscation	11
Appendix 1: Consequnces for behaviour	12
Appendix 2: Rewards	
Appendix 3: Graduated Approach	
Appendix 4: Behaviour Plan Template	
Appendix 5: Restrictive Physical Intervention Record (RPI)	
Appendix 6: Emergency Protocol	

Prepared By	T.Head and A. Adams
Approved By	HISP Board of Trustees
Approval Date	July 2025
Policy Review Date	July 2027

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

At Portswood Primary School our vision is **'we want children to be confident and independent learners and to care about themselves, other people and the world around them'**

Children's welfare is given a high priority, and all behaviour is seen as communication. We aim to develop children's understanding of their own and other's behaviours and ensure that all are pupils, teachers and others working in the school are valued.

1. Aims

This policy aims to:

- Promote a consistent approach to supporting positive behaviour
- Clarify what behaviours are considered inappropriate, including bullying
- Explain the expectations for student behaviour
- Highlight the roles and responsibilities of everyone in the school community in fostering a positive environment
- Describe our approach to recognising and encouraging positive behaviour.

Show a graduated response to provide tailored support for children with Social, Emotional, and Mental Health (SEMH) needs

At Portswood Primary School, we aim to:

- Create a community where mutual respect guides all relationships
- Encourage children and adults to model kindness, respect, and consideration at all times
- Help children take responsibility for their choices and actions, and understand the impact they have
- Foster self-esteem and self-discipline in our pupils
- Prevent aggressive behaviour and bullying
- Provide clear guidelines for staff, students, and parents/ carers about behavioural expectations, as well as the rewards for positive behaviour
- Involve everyone in the school community in upholding and supporting this policy
- Ensure all pupils have the opportunity to learn, and all teachers have the space to teach effectively

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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,

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

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

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 Children

Pupils are expected to:

- Always treat people as we wish to be treated ourselves
- Follow directions immediately
- Keep hands and feet to ourselves
- Walk quietly in and around the school
- Speak quietly and listen without interrupting
- Take care of our own and other people's property
- Understand and accept the consequences for their behaviour (Appendix 1)

3.2 Parents/ Carers

Parents/ Carers are expected to:

- Work with the school to promote positive behaviour and support their child's social and emotional development
- Model respectful, calm, and appropriate behaviour interactions with school staff and other members of the school community
- Share any concerns that may impact on the child's behaviour at school (e.g. family changes, illness etc)
- Work with the school in ensuring their child engages positively with the school rules

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy fairly and consistently to all pupils ensuring that expectations and consequences are clear and predictable
- Leading by example, demonstrating respectful, calm, and responsible behaviour in their interactions.
- Using praise, incentives, and rewards systems to reinforce good behaviour. (Appendix 2)
- Addressing low level disruptions promptly and appropriately using the agreed consequences for behaviour (Appendix)
- Adapt their behaviour expectations for pupils with specific needs where appropriate in consultation with the SENCO, using the graduated approach. (Appendix 3)
- Recognising that behaviour is a form of communication and respond appropriately.

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

3.4 The Headteacher

The Headteacher is responsible for reviewing and approving this positive behaviour policy. They will ensure that the school environment promotes positive relationships and behaviour, and that staff respond to behavioural challenges in a constructive and consistent way. The Headteacher will also monitor how the policy is put into practice, supporting staff to use praise and consequences consistently and fairly.

3.5 The Academy Trust

The Academy Trust is responsible for:

- Ensuring that a clear, consistent, and inclusive behaviour policy is in place across all schools within the Trust, which reflects the values and expectations of the Trust community.
- Supporting schools in promoting a positive, respectful, and safe learning environment for all pupils and staff.
- Monitoring and evaluating the effectiveness of behaviour policies and practices across the Trust to ensure they are implemented fairly and support pupil well-being and achievement.
- Holding Headteachers and school leaders to account for the consistent implementation of the behaviour policy, including the use of praise, rewards, and consequences.
- Ensuring that staff across the Trust receive appropriate training and support to meet the behaviour needs of all pupils, including those with SEND.
- Promoting a culture where behaviour is understood in the context of emotional and social development and ensuring policies reflect inclusive and trauma-informed approaches where appropriate

4. Promoting Positive Behaviour and Relationships

Our school is committed to nurturing a safe, respectful, and inclusive environment through a positive and proactive approach to behaviour. We believe that fostering a strong sense of community and mutual respect is essential for every child's learning and development.

Everyone in our school community contributes to creating and maintaining a culture of kindness, cooperation and high expectations. Staff play a key role in setting the tone, modelling the behaviours and relationships we hope to see in our pupils. This includes:

- Greeting pupils warmly and engaging with them positively
- Responding to behaviour appropriately
- Upholding high expectations for communication, conduct, and presentation
- Building trusting, respectful relationships with all pupils.

Understanding and practicing positive behaviour is a key part of our curriculum, beginning in Year R. Staff support this learning by modelling respectful interactions and teaching skills such as:

- Positive and respectful behaviour in the classroom and wider school

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

- Recognising and responding appropriately to unkind or unsafe behaviour
- Knowing when and how to seek support from a trusted adult

Classrooms are designed to promote a culture of encouragement, respect, and active collaboration. A calm, purposeful atmosphere helps all children to thrive. Clear expectations and engaging teaching support a learning focused environment, where talking is productive and noise levels are managed supportively.

We recognise that some pupils may need additional support to consistently manage their behaviour. When this is the case, personalised strategies or support plans may be developed, always within a framework of high, yet flexible, expectations that take individual needs into account.

Shared spaces throughout the school reflect the same values as our classrooms- respect, inclusion and care for others. Positive behaviour is encouraged and celebrated regularly. When behaviour falls short of expectations, it is addressed consistently and fairly, helping children understand the impact of their actions and supporting them in making positive choices moving forward.

Staff record behavioural concerns using the schools' monitoring systems, Arbor, to ensure a consistent, informed approach and to identify any additional support a child may need.

The Use of Praise and the House Point System

Recognising and celebrating children's efforts, kindness, and achievements is central to fostering a positive and supportive school environment. Our aim is to nurture self-esteem and confidence through consistent encouragement, praise, and celebration.

A whole-school house point system is in place from Year R to Year 6, promoting a sense of belonging and teamwork. House points are awarded by any adult in the school in recognition of children's academic effort, behaviours for learning and personal behaviours.

Every Friday, the school comes together for a Celebration Assembly. A highlight of this assembly is the 'Star of the Week' recognition, this indicates a child key achievements of that week (personal and academic) and will often comment on the pupil's character development usually in relation to the schools learner qualities. In addition to this, Key stage 1 also have the warm glow book where pupils' small achievements are noted and shared.

Each class also use their own systems to promote and encourage positive behaviour and teamwork. These might include visual trackers such as marbles in a jar, raffle tickets, or other age-appropriate and inclusive methods. Class rewards such as extra playtime, additional time on the computers etc is decided by the class.

Attendance is recognised and encouraged in a way that supports collective responsibility and celebrates positive routines. Weekly assemblies highlight strong attendance, with the classes showing the highest attendance and punctuality in each Key Stage

We believe in regularly acknowledging the positive choices children make and actively look for opportunities to praise effort, kindness, and progress. By celebrating what children do

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

well, we help to build a strong foundation for confidence, motivation, and a lifelong love of learning.

Positive Behaviour Support and Response Process

We believe that every child can learn to make positive choices and that behaviour is best supported through clear expectations, consistent routines, and respectful relationships. Our approach is designed to support children in understanding and reflecting on their actions, with a focus on restoration, learning, and growth.

Steps for Supporting Positive Behaviour

When a child is struggling to meet expectations, adults respond with care and consistency. Supportive interventions follow a stepped approach to allow children time and space to reflect, reset, and re-engage positively. (appendix 1)

Children begin each session (morning and afternoon) with a fresh start. In some cases, a plan for continued reflection or follow-up may extend into the next day, with care taken to maintain a sense of fairness and dignity. If a child reaches Step 3 or 4 on a regular basis, the Senior Leadership team will work together to explore any underlying needs or patterns and communicate this with the family.

If a child is unable to complete their work during lesson time due to off-task behaviour, time may be provided during break or lunchtime in a supportive and structured way to help them finish it calmly and without pressure.

In some instances, more serious behaviours may require an immediate response at Step 5 or Step 6. These may include:

- Use of inappropriate language
- Disrespectful responses
- Unsafe or harmful behaviour (including physical aggression)
- Ongoing refusal to engage or cooperate
- Incidents of suspected bullying (following investigation)
- Stealing or damage to property

These situations are handled sensitively and proportionately, with involvement from the senior leadership team and timely communication with parents/carers.

5. Lunchtime Behaviour

If negative behaviour occurs during playtime or lunchtime, it will be addressed promptly and consistently. Duty staff will follow these steps:

- Remain calm and avoid raising their voice.
- Listen to the child and consider the perspectives of all children involved.
- Where appropriate, remind the child that their behaviour is unacceptable.

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

- If necessary, remove the child from play and provide a time-out under the supervision of a staff member.
- If the behaviour is repeated, the child may have a restorative conversation with an adult and a short, supervised time away from play may be used to support reflection. This will be shared with parents/ carers

6. Reasonable adjustments for Individuals

We recognise our legal duty, under the Equality Act 2010, to prevent children with a protected characteristic from being at a disadvantage. As so our approaches to challenging behaviour can be reasonably adjusted to meet the needs of the individual.

The (SENCO) will use the graduated approach, to assess a child who exhibits challenging behaviour and is experiencing difficulties responding to the rewards and consequences in section 4. This will determine whether the child may have underlying needs that they require further support for.

At Portswood we understand some children with have social, emotional, and mental health difficulties and all behaviours are a form of communication. Therefore, we will endeavour to remove the barriers and make reasonable adjustments to enable all children to be successful. For some children they may require individual targeted support where we will work in collaboration with parents/ carers and child to create an individualised behaviour plan (appendix 4) This will be in line with the systems and procedures outlined in this policy- some of which would be tailored and adapted to allow for the child's need to be met. This will be reviewed to ensure that the behaviour plan was effective and adapted when required.

When appropriate support and advice may be gained from external agencies such as an Educational Psychologist etc.

7. Bullying and child on child abuse

7.1 Bullying

Bullying is when someone repeatedly and intentionally causes harm—either physically, emotionally, or socially—to another person or group, often in situations where there is an imbalance of power. This behaviour can affect a person's sense of safety and wellbeing and can be difficult to manage without support.

Bullying typically involves:

- Intentional actions that cause hurt or distress
- A repeated pattern over time
- A situation where the person being affected may find it hard to stop the behaviour on their own

At our school, we are committed to creating a safe and respectful environment where everyone feels valued and supported. All concerns related to bullying are taken seriously and addressed with care and sensitivity.

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

Bullying can include (but not exclusive):

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, references to gender and gender stereotypes
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

To help prevent and reduce incidents of unkind or hurtful behaviour, we actively promote positive relationships and emotional wellbeing through the following approaches:

- Encouraging a school culture where children feel confident and supported in reporting concerns about bullying or unkind behaviour.
- Using the curriculum to increase children's understanding of bullying, empathy, and respectful relationships, and providing regular opportunities for open discussion.
- Celebrating caring and inclusive behaviour both in the classroom and on the playground through positive reinforcement
- Holding regular circle time sessions to build self-esteem, strengthen mutual respect, and provide a safe space to explore friendship dynamics and resolve conflicts.
- Integrating learning about relationships and wellbeing through our Personal, Social, and Health Education (PSHE) curriculum. Each year group dedicates time twice per year to explore themes such as making and maintaining friendships, resolving disagreements, and understanding bullying.
- Working with parents/carers by encouraging them to help children engage with age-appropriate content and platforms. For example, primary-aged pupils should not be using social media, and we ask for parents'/ carers support in reinforcing this guidance.

7.2 Child on child abuse

All staff should be aware that children can sometimes cause harm to one another through their behaviour, both within school and in other settings, including online. It is important for staff to recognise and respond to these behaviours appropriately and sensitively, as they can have a significant impact on a child's wellbeing and sense of safety.

Challenging inappropriate behaviour between peers is essential in maintaining a safe, respectful school culture. Minimising or overlooking such behaviour can contribute to an environment where harmful actions become accepted or normalised, which may prevent children from feeling able to speak up or seek help.

Harmful behaviour between children can take many forms, including (but not limited to):

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

- Bullying (including online, prejudice-based, or discriminatory bullying)
- Physical harm such as hitting, kicking, biting, or other actions that cause injury (including behaviour that may be encouraged or shared online)
- Sexual violence or pressure, including behaviour facilitated or encouraged through digital platforms
- Sexual harassment, such as unwanted comments, jokes, or messages—whether in person or online
- Sharing of inappropriate images or videos, with or without consent (often referred to as "sexting" or youth-produced sexual imagery)
- Upskirting
- Hazing or initiation activities that involve harassment, humiliation, or abuse, whether in person or online

Staff have a responsibility to create an environment where children feel safe, supported, and confident to report concerns. Our approach focuses on early identification, education, and support for everyone involved, while upholding a zero-tolerance stance toward any behaviour that compromises the wellbeing or dignity of others.

7.3 Dealing with Bullying and child on child abuse

We are committed to creating a safe, respectful environment where all children feel valued and supported. Any concerns about bullying or harmful behaviour between children (sometimes referred to as child-on-child abuse) are taken seriously and handled with care and sensitivity.

When a concern is raised, senior staff will look into the matter thoroughly to understand what has happened. If bullying or inappropriate behaviour is identified, staff will work closely with everyone involved to provide support, rebuild relationships, and promote positive behaviour moving forward.

We actively uphold every child's right to feel safe and respected. Behaviour that targets or excludes others based on protected characteristics will be treated as discriminatory and addressed accordingly. The nine protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership (in employment only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Parents/carers will be kept informed throughout the process, and meetings will be arranged as needed to support the child and family.

Any concerns about bullying or harmful behaviour should be shared with a senior member of staff so they can be addressed appropriately. Following an investigation, the school will decide the most appropriate next steps—this may include managing the situation within school, involving Early Help services, referring to Children's Social Care, or in some cases, contacting the police.

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

8. Off-site behaviour and online behaviour

Pupils are expected to demonstrate respectful and responsible behaviour when representing the school off site, such as during school trips or while travelling to and from school. Staff may address incidents that occur outside the school premises if they are considered to have a reasonable impact on the school community.

Situations where behaviour may be address include when a pupil is:

- Participating in a school organised or a school related activity
- Travelling to or from school
- Wearing school uniform
- Identifiable as a member of the school community.

Additionally, behaviour that occurs at any time- whether or not it falls under the above circumstances- may be followed up if it:

- Affects the smooth running of the school
- Poses a risk to the safety or wellbeing of others
- Has the potential to impact the reputation of the school

This applies to both in-person and online behaviour.

In all cases, staff will take appropriate steps to respond to concerns when the pupil is under their supervision, with a focus on helping the pupil reflect on their actions, repair relationships where needed and make positive choices in the future.

9. Positive handling

In certain circumstances it may be required to apply reasonable, proportionate, and necessary positive handling to prevent harm to themselves, to others or damage to property. The school follow guidance set out by the DfE which state that all members of school staff have a legal power to use reasonable force. Where appropriate, and especially with pupils with SEND, staff may first offer a “*Caring C*”—a gentle, non-threatening, open stance that invites a child into supportive contact as a de-escalation strategy—before any physical intervention is considered. At times, this can be as simple as offering a supportive hand for a child to take and for pupils with SEND, physical support can be a necessity to support them in accessing our school site.

If used physical restraint should be proportionate, necessary, and reasonable and only used as a last resort. Physical restraint may be used to:

- Escort a pupil from the classroom when they have not responded to instructions and their behaviour is significantly disrupting learning
- Preventing a pupil from leaving the classroom when doing so would pose a risk to their safety or could lead to further disruption.
- Intervening to protect a pupil or staff member from physical harm, including stopping a physical altercation.
- Using necessary physical intervention to prevent a pupil from causing harm to themselves during an emotional or behavioural episode.

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

Staff who may be required to use positive handling are trained in accredited approaches. All incidents involving the use of physical restraint must be recorded on a restrictive physical intervention record (RPI), reported to the Headteacher and recorded on Arbor and CPOMS.(appendix 5)

10. Searching/ Confiscation

Senior leaders have a legal responsibility to ensure the safety and wellbeing of all pupils and staff. In situations where there are reasonable grounds to believe that a pupil may be in possession of an item that could pose a risk to themselves or others, a search of the pupil or their belongings may be carried out.

Items that may prompt a search include (but are not limited to):

- Smoking or vaping equipment
- Alcohol
- Illegal drugs
- Knives or other weapons
- Sexually explicit images
- Any item suspected of being used, or likely to be used, to commit an offence, cause harm, or damage property

A search will only be conducted, when necessary, with sensitivity, and with the pupil's understanding. It will always be explained clearly and carried out by a senior leader, with another member of staff present. Searches will never require a pupil to remove any clothing other than outdoor garments (such as coats or hats).

If a pupil does not feel comfortable with the search, their parents/carers may be contacted to offer support, and in some cases, the police may be involved to help resolve the situation safely and appropriately.

If an item is confiscated or a search is undertaken parents/carers will be informed and it will be recorded on Arbor and CPOMS.

In some cases, minor items (e.g. sweets or chewing gum) may be removed, but searches for more serious items will follow safeguarding protocols.

11. Links with other Policies

This behaviour policy is linked to the following policies:

- HISP exclusions Guidance
- Safeguarding policy
- SEN and Policy and Information Report

**HISP Multi Academy Trust
Portswood Primary School
Positive Behaviour Policy**

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

Appendix 1: Supporting Positive Behaviour

Key Stage 1

	Step	Sanction
★		Children demonstrating excellent kindness or helpful behaviour will be moved to the star as a celebration of their positive choices.
😊		All the children begin the day and after lunch there. Everyone has the opportunity to make positive choices throughout the day,
	Step 1	Verbal prompt
😐	Step 2	Visual Prompt- name moved to the orange face -To signal that a change in behaviour is needed. - The teacher to support the child to make positive choices.
😞	Step 3	5 minutes reflection time- name moved to red face -Parents/carers are informed at the end of the day. -Behaviour is logged on Arbor -Restorative conversation with teacher
✘	Step 4	Time with Phase leader -Work to be completed in phase leader's classroom -Parents/carers informed by phase leader -Behaviour logged on Arbor
✘ ✘	Step 5	Support from SLT -Parents/carers are contacted by phone. -Behaviour logged on Arbor
	Step 6	Intervention by Headteacher -This may include internal or external reflection time away from the class depending on the situation.

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

Class teachers will consistently promote and reinforce clear expectations for positive learning behaviours. All pupils will receive timely and supportive reminders throughout the day to help make positive choices and stay engaged in their learning.

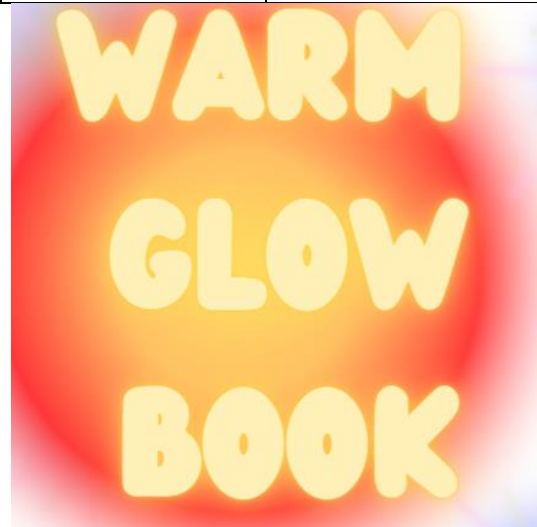
Key Stage 2

Steps	Sanction	Who is responsible	Examples that lead to sanction
1	Verbal prompt	Class teacher	<ul style="list-style-type: none"> • Calling out • Not engaging with tasks. • Distracting others • Off- task behaviors • Mild rudeness •
2	Name noted as a signal for reflection (You've had two reminders- let's think about what needs to change)	Class teacher	As above
3	5 minutes reflection time- in another class <ul style="list-style-type: none"> • Parents/carers are briefly informed at the end of the school day • Behaviour is logged on Arbor (disruptive behaviour) • Restorative conversation with teacher. 	Class teacher	Continued behaviours as above
4	Supported time with Phase Leader for the rest of the lesson <ul style="list-style-type: none"> • Work is completed in Phase Leaders class • Parents/carers informed at the end of the day by phase leader • Behaviour is logged on Arbor (removed from class) 	Phase Leader	Ongoing disruptions despite previous support
5	Support from SLT <ul style="list-style-type: none"> • Parents/carers are contacted by phone • Behaviour is recorded as appropriate 	SLT	<ul style="list-style-type: none"> • Use of inappropriate language • Disrespectful responses • Refusal to follow instructions • Ongoing disruptive behaviour • Physical behaviour • Use of discriminatory language
6	Further Intervention by the Headteacher- <ul style="list-style-type: none"> • This may include internal or external reflection time 	Headteacher	<ul style="list-style-type: none"> • Serious incidents (e.g. aggression towards staff, vandalism, bullying)

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

	away from the class depending on the situation		
--	---	--	--

Appendix 2- Rewards



HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

Appendix 3: Graduated Approach

(Graduated response is a cycle of assess, plan, do and review outlines in the SEND Code of Practice)

Graduated response to support and interventions for pupils with significant SEMH needs.

Stage	Provision Required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	-School behaviour policy -Quality first teaching -Reasonable adjustments	-Pupil progress meetings -Arbor	Class teacher
2	Early intervention support	In addition to stage 1: -Break down of learning- task boards -Safe space provided -Fidget toys, wobble cushion etc -Increased home school communication -personalised rewards	-pupil progress -Arbor	Class teacher, phase leaders
3	Targeted Additional Support	In addition to stages 1-2: -Assess, plan, do, review. -Current provision looked at and plan made. -Adapting expectations- work load etc. -Behaviour response plan -ELSA	-Behaviour response plan -ELSA records -Arbor	Class teacher, Phase leaders, SENCO
4	Targeted, intensive additional support	In addition to stages 1-3: -Support from external agencies; Southampton Inclusion Partnership (SIP), Educational Psychologist (EP) -Risk assessment -Behaviour support plan -Adaptive curriculum -Reasonable adjustments to behaviour policy	- Agency reports -Risk assessment - Behaviour support plan -Arbor	Class teacher, phase leader, SENCO, SLT
5	Provision over and above	In Addition to stages 1-4: -Education Health and Care Plan (reviewed annually) -Referral to Child and Adolescent Mental Health Service (CAMHS) -External agency support- No limits/ Yellow Door -Referral to Primary Heads Inclusion Group (PHIG)	- EHCP annual review meeting -Behaviour support plan review -Arbor	Class teacher, phase leader, SENCO, SLT

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

Appendix 4: Behaviour Plan Template

Portswood Primary School- Behaviour Support Plan

Name:	Year:	Class Teacher:
Date of plan:	Date of Review:	
Plan Created by:		
Previous Strategies Used (and outcomes):		
Positive motivators/ rewards:	Peer or adult relationships that are supportive:	

Behaviour of concern	Description	Frequency	Severity	Goal/Replacement Behaviour

Strategies and Interventions

Setting/ Trigger	Strategy/ Support	Responsible Staff

Proactive strategies

- Clear, consistent routines
- Visual timetables
- Calm-down tools/area
- Social stories or modelling
- Movement breaks
- Positive praise and feedback

Signed Parent/ Carer.....

Date.....

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

Appendix 5:

Restrictive Physical Intervention Record Form (RPI) (For Significant Incidents Involving Use of Force)

Pupil Name:	Date of Birth:	Class/ Year Group:
Date of Incident:	Time of incident:	
Location:		
Reported to DSL: (Yes/ No/ Who)		

Staff Involved

Name	Role	Involved or Witness

Description of Incident (Before, During & After)

Before	
During	
After	

Provide a **clear, factual narrative** of:

- Events leading up to the intervention
- De-escalation strategies attempted
- What the pupil was doing
- Why restrictive intervention was necessary

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

- The nature and duration of the intervention
- Support given after the incident

Reason for Physical Intervention (Tick all that apply):

- Risk of harm to self
- Risk of harm to others
- Serious damage to property
- Significant disruption to learning
- Preventing a criminal offence
- Other (specify): _____

Type of Intervention Used (Brief Description)

Describe technique and who applied it (e.g., two-person standing hold, seated intervention, guiding by arm)

Duration of Intervention

Start Time	
End Time	
Approx Duration	

Injuries or Medical Needs

	None	Minor	First Aid Given	Hospital Treatment	Description
Pupil Injuries					
Staff Injuries					

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

Post-Incident Action

- Pupil Spoken to? (Yes/ No/ By Who) _____
- Reflection/ Restorative discussion held (Yes/ No) _____

Parent/ carer informed? (Yes/No) _____ Date/
Time _____

By _____

Signatures

- **Staff completing form:**
Name: _____ Signature: _____ Date: _____

- **SLT/Headteacher Review:**
Name: _____ Signature: _____ Date: _____

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

Appendix 6:

Emergency Protocol: Pupils with Complex Needs or Challenging Behaviour

At times, despite preventative and supportive strategies being in place, a pupil with complex needs may require a higher level of response to maintain the safety and wellbeing of themselves and others. In such instances, the following **Emergency Protocol** should be followed. This protocol ensures a consistent, calm, and safeguarding-led approach.

Aims

- To prevent harm to the pupil or others
- To de-escalate challenging behaviour using proactive and trauma-informed strategies
- To maintain a calm and safe environment for all
- To ensure staff act safely and legally, in line with DfE guidance on the use of reasonable force

1. Recognise Early Warning Signs

Staff must remain vigilant for known indicators that a child is becoming dysregulated (e.g., pacing, clenched fists, withdrawal, refusal, verbal escalation). Refer to the child's Individual Behaviour Support Plan (IBSP) for specific signs and personalised de-escalation strategies.

2. Implement Pre-Agreed Strategies

Use agreed proactive or preventative strategies, such as:

- Offering the *Caring C* stance
- Providing access to a safe space or sensory regulation area
- Using calm communication
- Reducing environmental stimuli (e.g., dimming lights, reducing noise)
- Offering time and space (with visual or verbal prompts)

3. Call for Support

If the pupil is escalating and initial interventions are not effective:

- Call for a member of SLT
- Ensure another adult supervises the class or other pupils where needed
- Remain calm and non-confrontational at all times

4. Protect and Support All Pupils

If other pupils are at risk or becoming distressed:

- Evacuate the class if necessary.
- Use staff members to support the child 1:1 away from peers where appropriate

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

5. Positive Handling (as last resort)

If there is imminent risk of harm to the pupil, others, or serious damage to property, and all other strategies have been exhausted, staff may implement positive handling techniques as outlined in the child's IBSP and following school training protocols.

6. Recovery and Repair

- Once the situation is de-escalated, the pupil should be given time and space to recover in a quiet, supported space
- A *Reflective Session* should be arranged, tailored to the pupil's level of understanding
- Emotional support and regulation tools should be offered

7. Reporting and Recording

- All incidents must be recorded on the **Restrictive Physical Intervention (RPI) form**, and logged on **CPOMS** and **Arbor** as appropriate
- Parents/carers must be informed on the same day, and a follow-up meeting arranged if necessary
- A review of the pupil's IBSP must be conducted within 48 hours by the SENCO.

8. Debrief and Review for Staff

- Staff involved will be offered time to debrief and emotional support if needed
- The incident will be reviewed with the SENCO or Headteacher to consider whether additional training, support, or adjustments are needed