

Positive Behaviour Policy

Table of Contents

1. Aims.....	2
2. Legislation and statutory requirements	2
3. Bullying.....	3
4. Roles and responsibilities.....	4
5. Pupil code of conduct.....	5
6. Rewards and sanctions	5
7. Behaviour management.....	7
8. Pupil transition.....	9
9. Training.....	9
10. Monitoring arrangements	9
Appendix 1: Steps for dealing with misbehaviour.....	10
Key Stage 1	10
Key Stage 2.....	11

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Approved By	Local Governing Body
Approval Date	Spring 2020
Policy Review Date	November 2021

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

At Portswood Primary Academy Trust Schools we aim to:

- Create a community in which mutual respect is the principle for all relationships;
- Ensure that children and adults display high standards of good behaviour and courtesy at all times;
- Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences;
- Ensure that pupils develop self-esteem and self-discipline;
- Prevent aggressive behaviour and bullying;
- Provide clear guidelines to staff, pupils and parents about standards of behaviour and the range of rewards and sanctions that are applied;
- Fully involve all members of the school community in the application of this policy.
- Remember pupils have a right to learn and teachers have a right to teach

Our success is measured not by the absence of problems but by the way we deal with them.

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, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

- 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. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We take this type of behaviour very seriously and actively seek to reduce its occurrence by;

- Promoting a culture where children are willing to report incidents of bullying
- Using the curriculum to raise childrens' awareness of bullying and to provide opportunities to discuss issues relating to bullying.
- Rewarding pupils for demonstrating caring, friendly behaviour in class and on the playground through the sticker system.
- Using circle time regularly in order to raise self-esteem and mutual respect and develop a forum where friendship problems can be discussed.
- Incorporating the Personal, Social and Health Education curriculum. Each year group should focus on bullying twice each year to discuss friendship (making friends, solving disputes) and bullying issues.

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

Process for Dealing with Bullying

All cases of bullying are taken seriously, and senior members of staff will investigate the matter fully. If evidence of bullying is found, senior leaders and class teachers will work together to support all the children involved.

Parents will be kept informed periodically and meetings set up as appropriate. Any concerns over bullying should be brought to the attention of the senior team in order to allow for a thorough investigation.

4. Roles and responsibilities

4.1 The Trust board

The trust board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal/Head of School to account for its implementation.

4.2 The Principal/Head of School

The principal/head of school is responsible for reviewing and approving this behaviour policy. The principal/head of school will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

5. Pupil code of conduct

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

6. Rewards and sanctions

6.1 Guidelines for implementation

Our Schools adopt a positive approach to behavioural issues.

- All members of the school community are responsible for ensuring consistently high standards of behaviour at all times.
- The attitude of all staff towards the implementation of this positive policy is of vital importance, it is the adults within the school who determine the environment in which good relationships can develop. For example, we aim to:
 - Start dialogue positively
 - Greet pupils with a smile
 - Deal with misbehaviour - to ignore it is to condone it
 - Set high standards of speech, manner and dress
 - Build positive relationships with children
- Developing correct attitudes towards behaviour is an important part of the school curriculum and children are taught from Year R onwards. It is important that teachers monitor this to ensure all pupils are fairly rewarded. Teacher's model:
 - how to behave properly in class and towards each other
 - how to recognise bullying and treat it seriously
 - how to tell an adult about bullying or other unwanted attention
- The general ethos of a class should always emphasise positive behaviour and attitudes towards one another, as well as pride in everything we do. Good behaviour in class is very strongly influenced by the quality of classroom management and teaching. A calm working atmosphere should be encouraged and talking should always be related to the task. Noise levels should always be under proper control.
- It is recognised that some children find it difficult to behave well all the time and for those children it may be appropriate to use additional measures. However, we should always promote high standards of behaviour from all children.
- Expectations of behaviour in the shared areas of the school should be the same as those in the classroom.
- Good behaviour should be praised and instances of poor or discourteous behaviour must not be ignored.
- Everyone in the school should expect to give and receive respect.
- Class teachers should always log instances of seriously poor behaviour using the appropriate pro-formas.

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

- The duty staff and lunchtime supervisors should properly monitor playground behaviour.
- Adults other than the school staff should not normally be put in a position whereby they are responsible for correcting pupils' behaviour.

In certain circumstances it may be required to apply reasonable, proportionate and necessary physical intervention. Please refer to the Positive Handling Policy for further information.

6.2 The Use of Praise and the Merit System

Ensuring that the children know that we are pleased with them is central to the success of this policy. There is a merit system that exists right through the school from Year R to Year 6. We hope to raise children's self-esteem through the regular and **consistent** use of praise and merits for achievement, as well as through the Friday morning assemblies.

All adults in the school are able to issue a merit to any child for high academic effort, or acts of kindness or helpfulness. In the juniors, for every 50 merits a child receives, he/she will receive a certificate in Friday Assembly and in the Infants each child receives a certificate after 10 merits.

Class teachers may decide that a particular piece of work deserves a Principal award and liaise with the Principal as to when to send the child to the office. The Principal will provide the child with two stickers, one for their work and one for themselves.

Friday morning's assembly is celebration assembly and part is given over to 'Star of the Week' which allows class teachers the opportunity to praise publicly children who have made notable contributions to school life and work. It is envisaged that most children will have their work celebrated at some time during the year during the assembly and teachers should keep a record of pupils whose work has been celebrated to ensure that this happens.

In addition, there can also be a system for encouraging good behaviour in every class. An example of this is whole class smiley face charts, marbles in the jar, raffle tickets etc. Sweets should never be awarded for achievement or behaviour.

Attendance is rewarded in a number of ways both individually and collectively. Pupils attendance is recognised weekly in assembly with the strongest attendance from each Key Stage receiving a golden ticket. The classes from each Key Stage with the least number of lates also receives a golden ticket. These tickets are 'cashed in' at the end of term for golden time. The more a class earns the more golden time they receive. Children also contribute to their 'houses' attendance figures. At the end of term house points are distributed to each house depending on their position with regard to attendance. These points contribute to a houses overall collection of points and results in a termly house wide reward.

It is important to catch children being good by praising and encouraging.

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

6.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

6.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal/Head of School will discipline the pupil in accordance with this policy.

The Principal/Head of School will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour management

7.1 Steps for Dealing with Misbehaviour

Step 1: Verbal warning/reminder of expected behaviours

Step 2: Name on the board

Step 3: Child sent to another class for 5 minutes

Step 4: Child spends the remainder of the lesson in the other class to complete their work. Their behaviour is discussed with the Vice Principal for inclusion at break or lunchtime.

Step 5: Parents are contacted by the Vice Principal via phone to discuss their child's behaviour.

Step 6: Formal meeting. Parent, teacher, Phase Leader or Vice Principal or Principal (and child at appropriate point) – social distancing measures to be place.

Step 7: Principal's measures

Children move through the steps for repeated bad behaviour and have a 'clean slate' at the start of each morning and afternoon. Sanctions **may** be carried over to the following day in situations where they cannot be carried out on the same day. If a child is noted to repeatedly reach step 3 or 4, the Vice Principal will investigate and discuss with parents.

Children who do not complete work due to poor behaviour may be expected to complete a task during some of their break time.

Some misbehaviour will be dealt with at Step 5 immediately. This includes items such as:

- blatant rudeness, such as swearing and answering back
- violence between children/unsafe behaviour
- refusal to co-operate
- theft

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

- cases of bullying (after investigation by the Phase Leader)

In the most serious cases, misbehaviour may be dealt with at Step 6 level.

See **Appendix 1** for details of the steps for Key Stage 1 and Key Stage 2.

Our primary focus at school is the children's education and well-being. Any behaviour that jeopardises these values will require immediate cooperation from the parents.

Principal's measures are at the discretion of the Principal and may include removal of privileges, removal of a treat, lunch time detentions, internal exclusion, external exclusion. In the absence of the Principal, the appropriate member of the Senior Leadership Team will liaise with the Principal to implement sanctions. For a small minority of children, in conjunction with parents and outside agencies, there may be a requirement for individual rewards and sanctions.

When dealing with issues, we aim to:

- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Target the behaviour, not the child
- Use punishment sparingly

7.2 Lunchtime Behaviour

All cases of misbehaviour are dealt with by the Lunchtime Supervisors in the first case and the appropriate class teacher is informed. These children are dealt with as if they have reached step 1.

Lunchtime supervisors should not ignore any children telling them of an incident and must deal with it appropriately, seeking help from the teacher on duty if required.

The Principal or Vice Principal must be informed of any serious incident, a Step 5 incident, immediately. The Headteacher is informed of all incidences at the end of every day.

In cases of extremely bad behaviour which merit being dealt with at step 5 (see previous page for examples), these children are dealt with either by the person on lunch duty or a member of the Senior Leadership Team.

7.3 Physical restraint/positive handling

In certain circumstances it may be required to apply reasonable, proportionate and necessary physical intervention. Refer to Positive Handling Policy for more information.

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

8. Pupil 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.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Principal/Head of School and Local Governing Body every 4 years. At each review, the policy will be approved by the Principal/Head of School.

HISP Multi Academy Trust

Portswood Primary School

Positive Behaviour Policy

Appendix 1: Steps for dealing with misbehaviour

Key Stage 1

	Step	Sanction Descriptors
		Excellent work, helpfulness, manners or effort will be recognised by children being moved onto the star and earning them a star slip at the end of the day.
		Children all start here at the beginning of every day.
	Step 1	Verbal warning
	Step 2	Child moved down to orange face.
	Step 3	<ul style="list-style-type: none"> Name moved down sad/red face. Child to miss some of playtime to discuss behaviour with teacher. Teacher informs parents at the end of the day.
	Step 4	<ul style="list-style-type: none"> Sent to Phase Leader's class Child to discuss with Phase Leader (at appropriate time) Phase Leader to inform parents at the end of the day.
	Step 5	<ul style="list-style-type: none"> Child to meet with inclusion team. In absence of <i>inclusion team</i>, child to meet with <i>SLT</i>. Parents contacted immediately.

Note: Children move through the steps for repeated bad behaviour and have a 'clean slate' at the start of each morning and afternoon. Sanctions **may** be carried over to the following day in situations where they cannot be carried out on the same day.

If a child is noted to repeatedly reach step 3, the phase leader will investigate and meet with parents.

HISP Multi Academy Trust Portswood Primary School Positive Behaviour Policy

Key Stage 2

Step	Sanction	Who is responsible	Examples that lead to sanction
Step 1	Verbal warning	Class teacher	<ul style="list-style-type: none"> • Calling out • Not engaging with tasks as requested • Distracting others • Silly behaviour • Low level rudeness
Step 2	Name on the board	Class teacher	As above
Step 3	Child to 5 minutes in another class <ul style="list-style-type: none"> • Parents are informed by phone at the end of the school day. (A brief explanation as to why they were asked to leave their class) • Teacher logs incident with inclusion team 	Class teacher	As above
Step 4	Child moves to another class to finish the lesson <ul style="list-style-type: none"> • Parents are informed by phone at the end of the school day. • Teacher logs incident with inclusions team 	Class teacher	As above
Step 5	Child is out of class and meets with inclusion team. <ul style="list-style-type: none"> • Parents are informed by phone by the Vice Principal In absence of the Vice Principal Inclusion, another member of the SLT will contact a parent.	Inclusion Team	<ul style="list-style-type: none"> • Swearing • Answering back • Refusal to cooperate • Persistent negative behaviour • Violence • Racism
Step 6	Formal Interview A member of SLT will meet with the child, children's parents and class teacher – social distancing measures will be in place.	SLT	As above
Step 7	Headteacher's measures Examples might include – removal from playground, internal exclusions, external exclusions	Headteacher	<ul style="list-style-type: none"> • Violence towards staff • Vandalism towards property • Continued defiance and reoccurrence of Step 5.

Note: Children move through the steps for repeated bad behaviour and have a 'clean slate' at the start of each morning and afternoon. Sanctions may be carried over to the following day in situations where they cannot be carried out on the same day.

If a child is noted to repeatedly reach step 3 or 4, the Vice Principal for inclusions will investigate and meet with parents.