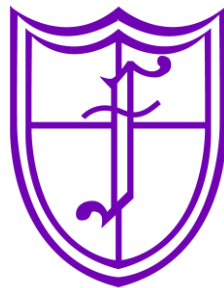




PORTICO
ACADEMY TRUST

opening doors, unlocking potential

Behaviour Policy



Date Written/Reviewed: September 2024

Next Review Date: September 2025

Person Responsible: Chris McClay

Signature of Principal: C. McClay

Date: September 2024

Checked and Agreed by Link Trustees

Friars Primary School and Nursery recognise that all pupils have the right to learn in a calm, supportive and stimulating environment that supports them to achieve their full potential. The aim of this policy is to enable all pupils, regardless of their race, religion, beliefs, gender, special educational needs or disability, to develop an understanding of both positive and negative behaviour choices. We expect children to take an increasing responsibility for the management of their own behaviour. This is all achieved within the context of a nurturing school ethos where all staff understand that behaviour is a form of communication.

This policy is to be used in conjunction with our Anti-Bullying Policy, Positive Handling Policy, Home School Agreement and takes into account our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

Our Aims

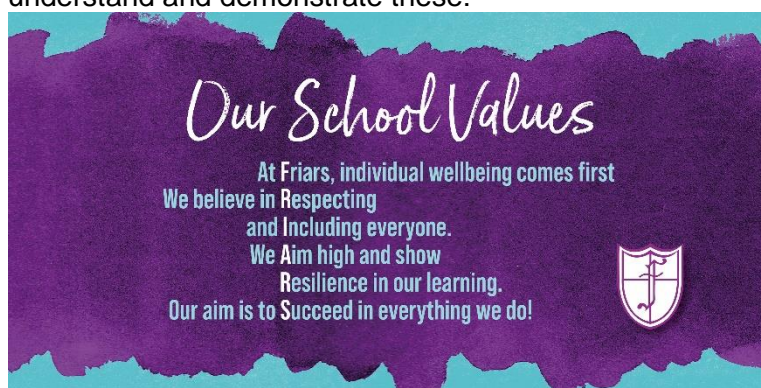
We aim to promote positive behaviour through a combination of quality first teaching, relationship-based discipline and a nurturing environment. Our school offers pupils a safe, containing environment where staff understand the importance of developing pupil's self-esteem. Activities are planned and delivered to take into account each individual child's developmental stage, transitions are carefully supported and planned for and staff use empathic language as a means of supporting pupils communicate their feelings.

With this in mind, at Friars we strive to:

- Uphold a high standard of behaviour through a process of positive praise and consistent and predictable boundaries and relationship-based discipline.
- Create a culture where all members of our community can learn and grow into respectful individuals who value the differences and diversity of others.
- Teach pupils how to report possible bullying and train staff to notice signs of possible bullying.
- Encourage an ethos where both staff and pupils demonstrate and expect courteous behaviour and appropriate conduct at all times.
- Through a varied curriculum, raise pupil's self-esteem teaching self-discipline, co-operation and tolerance.
- Teach pupils to be accountable for their own behaviour choices and comprehend that any chosen behaviour results in positive or negative outcomes.
- Share a positive staff approach towards behaviour management with the emphasis placed on praise to reinforce and make examples of positive behaviour at all times.
- Use positive language with children who display negative behaviours (see Appendix A)
- Foster strong partnerships with parents and carers, valuing the contributions they have to make, encouraging their active involvement in children's learning and developing.

Our Values

At Friars Primary School and Nursery, we promote shared school values and strive for all members of our community to understand and demonstrate these:



Leadership of Behaviour Management

The Senior Leadership Team together with the Inclusion Team provide a supportive environment for both staff and children, which will promote positive behaviour towards learning and all members of the school community. They will ensure everyone in the community is aware of the systems in place and shall continuously evaluate their effectiveness. We have an agreed set of Main Principles of Behaviour Management (see Appendix B) that we follow.

The Curriculum and Learning

Friars aims to provide a stimulating and engaging curriculum that involves pupils in their learning and aims to meet the needs and interests of all learners. We believe that 'quality first teaching' will support teachers to minimise negative behaviour in their classrooms. Teachers use structured feedback to raise self-esteem and motivation.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

All lessons should have clear objectives that are understood by the children, with learning adapted to meet the needs of the children.

Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Across the school we model, demonstrate and promote positive ways of managing our feelings through various means including our PSHE curriculum. Our curriculum creates a safe environment for pupils to learn and develop self-management, empathy, critical thinking, communication, resilience, teamwork and negotiation skills.

The Whole School Environment

All staff take an active role in promoting and implementing the policy and ethos consistently throughout the school.

Staff use an electronic record log to monitor behaviour throughout the school and uphold behaviour expectations to a high standard. Serious incidents are thoroughly investigated and recorded on a serious incident form.

All incidents of poor behaviour will be dealt with in line with the agreed consequence system. Staff will ensure that all consequences are applied fairly and consistently.

Staff support pupils to use self-appraisal with regard to their feelings and behaviour choices, thus encouraging them to reflect on their choices and be accountable for their own behaviour. Staff are trained in the Zones of Regulation and enable children to use the zones to help work through difficulties they may experience.

Classroom Management

Quality first teaching and behaviour management is developed to support pupils to make both academic progress and acquire the skills to express their behaviour and feelings in an appropriate way.

Positive relationships between staff and children are encouraged with emphasis placed on positive language and reinforcement (rather than the use of sanctions). Staff will highlight expected behaviour through the use of proximal praise and rewards for positive learning behaviour.

The classroom environment provides clear messages to the children regarding their behaviour. Each classroom displays our school's 'Class Rules' which were devised in collaboration with staff and children. The class rules are referred to regularly by both staff and children.



Classrooms are organised to develop independence and personal initiative. Resources are arranged to aid accessibility and reduce disruption. Furniture is arranged to provide an environment conducive to on-task behaviour.

Displays and/or 'working walls' should help develop self-esteem through the support they offer and the value they give to pupils' contributions. Classrooms must be welcoming environments.

Timetables are displayed in each class so that all children know what is happening when, supporting those learners who find change difficult and require reassurance.

Positive Reinforcement

It is easier to promote good behaviour from a positive and encouraging stance, than by addressing negative behaviours. This is through both verbal and non-verbal reinforcement. We aim to promote positive behaviour and raise self-esteem by acknowledging and explicitly highlighting pupil's achievements. Pupils receive regular praise when displaying the correct attitudes and appropriate learning behaviour. The children need to be aware of the consequences that could follow poor choices and ultimately it is up to them to make good choices with guidance from staff. Children are encouraged to celebrate each other's successes daily. A clear system of rewards will be implemented across the school;

- **Stickers/ Certificates** – pupils are sometimes given stickers by the class teacher/LSA for achievements or positive behaviour. Pupils will also be sent to a member of SLT or the Inclusion Team to receive additional positive reinforcement.
- **Fantasticos** - these are Friars team points which are given for positive behaviour, good effort in learning and other achievement. Each child is allocated a house team and they can be given Fantasticos by all staff members. The points are collected at the end of each week, and Key Stage 1 and Key Stage 2 cups are awarded to the winning teams in our school assemblies.
- **Achievement Certificates** - these are awarded in our weekly celebration assemblies for

excellent progress, behaviour or achievement. In KS1 other certificates are also given.

Consequences

Pupils are reminded regularly of expected behaviour and of the consequences of inappropriate actions.

Staff should have in mind the following process:

- 1) Ask
- 2) Remind
- 3) Consequence

When a pupil does not respond to reasonable reminders and warnings, they will be given a consequence. A consequence should be kept in proportion to the inappropriate behaviour. This process is flexible depending upon the needs of the pupil and the situation.

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

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

At all times staff can seek support from colleagues and turn to other people for advice, particularly the Inclusion Team and SLT.

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

The involvement of the Inclusion Team may lead to further consequences such as an internal suspension/suspension/permanent exclusion – see page 7. There may be times when a child needs to calm down in a quiet place away from stimulation and other children. In these situations, a member of the Inclusion Team works with them in the Inclusion Room.

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

The electronic behaviour log contributes to the whole picture of a child and will support staff in making decisions on how best to support each individual child. Possible strategies include, individual support plans (pupil passports, behaviour intervention plans, pastoral support programmes), nurturing intervention, support from the SENDCO, additional learning intervention/support, alternative curriculum provision, increased communication between home and

school or outside agency involvement (including Children’s Social Services if there are safeguarding concerns).

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

Negative Behaviours in-School – Stages (Table 1)

Stage	Examples of Behaviour	Behaviour Management Strategy
1	Talking, time wasting, inappropriate use of resources, distracting peers, interrupting the teacher or other adults	Individual class system as agreed by SLT
2	Repetition of Stage 1 behaviour after warnings, disruptive behaviour, lack of engagement, unacceptable quality/quantity of work	Continue individual class system e.g., move to work on own, miss break/or part of lunch, miss reward All Stage 2 incidences and consequences must be recorded on the behaviour log
3	Bad language, hurting peers (minor), throwing resources, refusal to work, repeatedly getting out of their seat	Moved to partner class or time out. Sent to another year group If pupil modifies the behaviour – return to Stage 1 If the pupil escalates, or continues the behaviour– move to Stage 4 Parents/carers informed All Stage 3 incidences and consequences must be recorded on the behaviour log
4	Fighting, leaving the classroom, climbing, use of objects as a weapon, disruptive around the school Threatening language Absconding from the classroom or another area of the school	SLT or Inclusion Team involvement Parents/carers informed. Should Stage 4 not help modulate the pupil’s behaviour then the Inclusion Team will move to Stage 5
5	Spitting, biting, stealing, bullying (including racism/homophobia), dangerous behaviour, absconding, hurting adults, damaging property Absconding from the school site	Principal, SLT or Inclusion Team involvement Parents/carers called to a meeting and may be required to come in to support their child in school

Playground Behaviour

At break and lunchtimes pupils are expected to demonstrate safe and kind behaviour to others. Staff support appropriate play and the development of social skills. They act promptly to prevent issues escalating by intervening and reengaging children in play. Positive behaviour is praised and rewarded to maintain our positive ethos. This is continued in the dining hall by MDA staff.

Playground Rangers refer incidents to class teachers and LSAs. Minor incidents are dealt with as they occur by LSAs trained in using restorative practice techniques. The electronic behaviour log is used to record all playground incidents. LSAs inform class teachers at the end of the sessions about any negative behaviours.

Incidents of a more serious nature are referred to SLT or Inclusion Team in the first instance who will

then inform both the class teacher and LSA. Cases of extreme behaviour are dealt with by a member of the Inclusion Team or SLT immediately.

Pupils who find it challenging to play on the playground may spend time in lunchtime or break time clubs enabling them to develop their social skills and deal with any difficulties quickly and effectively. This is a supportive measure and not a consequence. The intention is to help children manage their social and emotional skills.

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

Negative Behaviours on the Playground – Stages (Table 2)

Fixed-term Suspensions and Permanent Exclusion

Fixed term suspension or a permanent exclusion are seen as last resorts, but may be required in certain circumstances. As a school we follow guidance in 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (DfE, Sep 2022).

If after following the consequences outlined in Tables 1 or 2, behaviour does not improve, then a fixed-term suspension may be considered. It is important to note that a fixed term suspension, or even a permanent exclusion, may be given for any incident if serious enough to warrant such action.

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

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

- Acting in a threatening and aggressive manner towards staff or pupils.

- Fighting in or around the school.
- Refusing to follow reasonable adult requests
- Verbal, physical, sexual or emotional abuse of another person
- Acting in a manner likely to cause danger to themselves or others
- Acts of vandalism
- Any other situation where the Principal considers fixed-term suspensions appropriate

For each fixed-term suspension, the Principal will design a reintegration strategy and will likely call a meeting with the pupil and their family to discuss their child's positive return to school. Please note that it may be decided by the Principal that a meeting on the child's return is not appropriate and would not be in the child's best interests.

The following behaviour could lead to a permanent exclusion;

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

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

For all fixed-term suspensions and permanent exclusions we follow Southend Local Authority guidance.

Bullying (including racism or homophobia)

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. Any incidents of bullying are dealt with and recorded in line with our Anti-Bullying Policy.

Positive Handling/Reasonable Force

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

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

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

Action in the Event of an Allegation Against a Member of Staff

Please see separate policy.

The Power to Discipline Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy extends to inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our Academy Trust
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the incidences above the Principal may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Trustees

The Principal is required to report to trustees on the effectiveness of the Behaviour Policy. Exclusions must be reported and in certain circumstances a committee may be convened to consider an exclusion.

Parents/carers will be informed of their right to appeal the exclusion and a trustees disciplinary committee will consider any appeals on behalf of the Trust.

Appendix A – Positive Language: Staff only

'I wonder' and **I'm wondering'** can be really helpful sentence beginnings, because they open up to reflection and thoughtfulness, and they don't *need* an answer. The child can answer if they wish to, but also feel just as comfortable if they choose not to reply.

Eg;

I'm wondering.....

- what you're thinking
- what's on your mind
- why you reacted like that
- what that's about
- what that might mean.
- what you think about.....
- about that, because I remember that.....
- how you feel when?
- what it means that you.....?
- how you manage.....?
- what you do when you think.....?
- if you can remember when you first thought.....?
- if that has ever happened with anyone else?
- how you handled that.....?
- if that affects how you feel about (yourself)
- how you would feel if.....?
- how you feel now?
- how you feel talking to me about it?
- How you feel now you have told me.....?

When the meaning of a particular behaviour emerges and is felt and acknowledged with acceptance by both parties, it will elicit empathy, and ease the way for thoughtful help, and the possibility of using help from the trusted adult. Repeated experiences of adults being accepting, curious and empathic in response to their problematic behaviour can lead to children generalising from the thoughtful responses, and developing a more appropriate and secure 'internal working model' (Bowlby)

Appendix B: Main Principles of Behaviour Management

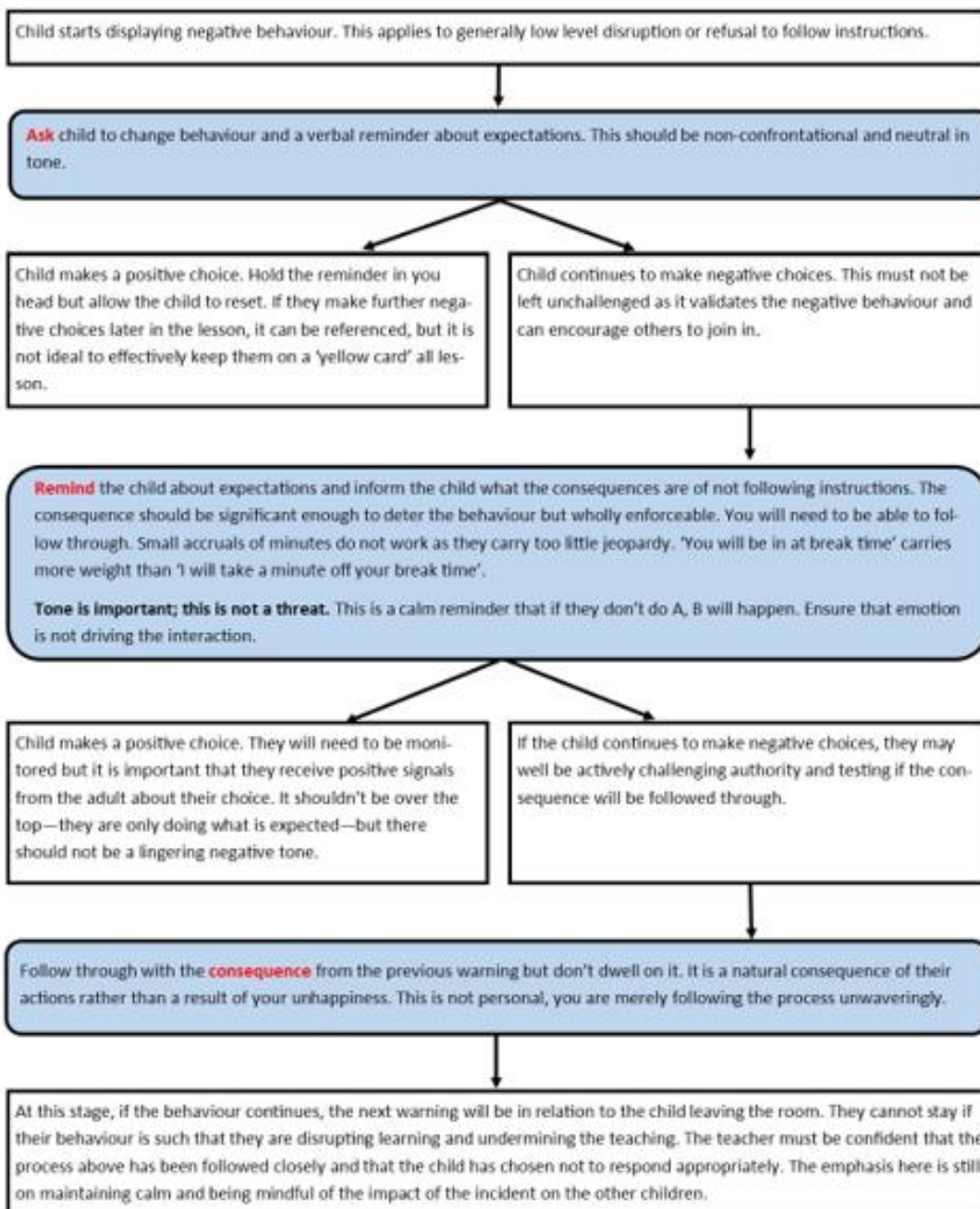
Main Principles of Behaviour Management

Ask Remind Consequence

Maintain a calm, neutral but unwavering attitude and follow through on consequences.

Children don't respect or respond to anger. Authority doesn't come from aggression.

Process



Appendix C: Behaviour Intervention Plan, Risk Assessment and Positive Handling Plan



Behaviour Intervention, Risk Assessment and Positive Handling Plan.

Name - Class - Term - Year



This behaviour intervention has been created to support **Name** to be a positive part of our school community.

Triggers	Possible behaviours	Effective strategies	Actions to avoid

In order to provide a program most conducive to success for **Name** the following strategies are being put in place:

-
-
- ... to be involved in a clear and consistent sanctions system in the event that he shows negative behaviour choices. Currently
-
- It is an expectation that ... completes any task or instruction missed, adults will need to be flexible in their demands whilst ensuring that ... experiences the boundary being maintained.
-
- Inclusion team to support where necessary to ensure is safe and contained.
-
-
-
-
- **Positive handling will be used as a very last resort, and in accordance with the school policy.**

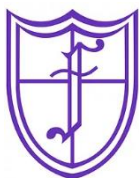
Parent Comments:

School.....

Date.....

Parent.....

Date.....



Behaviour Intervention, Risk Assessment and Positive Handling Plan.

Name - Class - Term - Year

Student name:		Date of plan:		Review date:	
Hobbies/Interests/possible diversion strategies					
Triggers and Environments (tick situations which have led to a dangerous situation in the past)					
Correction		Work differentiation		Particular environment	
Instruction		School refusal		Working with others	
Particular lesson		Peer conflict		Work avoidance	
Raised voice		Queuing/waiting		Consequence avoidance	
Social Media Issues		Playtimes		Lunch choices	
Making mistakes		Attachment		Unstructured activities	
Difficulties at home					
Behaviour: (Tick the level potential risk)					
<div style="border: 1px solid black; display: inline-block; padding: 2px 10px; background-color: #90EE90;">Low</div>		<div style="border: 1px solid black; display: inline-block; padding: 2px 10px; background-color: #FFD700;">Medium</div>		<div style="border: 1px solid black; display: inline-block; padding: 2px 10px; background-color: #FF0000;">High</div>	
Tick and/or describe what might happen					
Verbal abuse		Spit		Throw resources	
Hurt adult		Abscond from building		Throw chairs	
Hurt peer		Abscond from site		Damage property	
Bite		Hair pull		Self-harm	
Leave the classroom		Allegations		Bullying type behaviour	
Discriminative language		Threats		Swear	
Possible risk to:					
Self		Safe environment (Physical)			
Property		Safe environment (Psychological)			
Others – Peers					
Others - Adults					
Prevention: (describe support which may be put in place to reduce the risk of serious incidents)					
•					
Note any medical conditions or personal history that should be taken into account before intervening.					