



Behaviour Policy

Aim

At Portway Infant School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of children's behaviour at Portway Infant School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Core Beliefs

At Portway Infants we know that behaviour can change and every child can be successful.

- Positive, targeted praise is more likely to change behaviour than sanctions.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances, helps us to act in the fairest way possible for that child, at that moment.

The Zones of Regulation and Self-Regulation

The zones of regulation are a research-based intervention to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best. When used effectively, children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND and/or SEMH needs. In order for a child to be ready for learning, they need to be able to self-regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them.

The Zones of Regulation helps children to identify their feelings through the use of colours;

- **Blue** - sad, sick, tired
- **Green** - happy calm, ok,
- **Yellow** - frustrated, worried, over excited
- **Red** - mad, angry, out of control

With adult support children will learn to use their 'tools' to self-regulate. The zones are used not only for key children but for all children, adults and parents as a model to self-regulate emotions throughout the day. Children are then provided with strategies to help them self-regulate e.g., taking time out to read.

Our Three Golden Rules

Based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children at Portway Infants follow our 3 golden rules: **Ready, Respectful, Safe**

Behaviour Expectations for pupils with Special Educational Needs or a Disability

At Portway Infant School, we understand that pupils with an identified special educational need or disability (SEND) might require a personalised approach to managing their behaviour. We know that by understanding how to take a child centred approach to the behaviour management of children with SEND, it enhances wellbeing and opportunities for teaching and learning for not only the identified child, but also for the rest of the class.

As a school, we recognise the range of internal and environmental factors which might serve as triggers for challenging behaviour for children with SEND, and how these might be avoided.

Where this is appropriate, a personalised Behaviour Plan (appendix 1) is completed for the child with a range of stakeholders and shared with appropriate school staff. This ensures that all staff understand how to prevent the escalation of challenging behaviour and also model self-regulation of emotions where appropriate (see Zones of Regulation)

Praise and Rewards

- **Meet and Greet**

Staff will meet their class every day with a personal greeting, as this could have the greatest impact on their behaviour. It will make them feel valued, important and children will know that we recognise them and want to get to know them. The Headteacher will be outside regularly, welcoming all families too.

- **Positive praise**

We fully recognise and reward helpful and cooperative behaviour, good work and achievement.

- **Smile** - The most common reward used is a smile to recognise that the child is making the right choices
- **Verbal - Well Done** - public recognition for correct behaviour choices and/or good work.
- **Stickers and certificates**
- **Sharing good work - public acknowledgement in class** - Sharing an exceptional piece of work with the class

- **Rewards**

For behaviour that is above and beyond what is expected of all children

- **Star Writer** - Published work on designated space in class
- **Class Reward** - Children collect objects such as marbles in a jar, these are given when the whole class are recognised for good behaviour and learning attitudes. Classes collectively choose the rewards and how many to collect. When the children achieve their target, the whole class receive a treat which will be decided by the class beforehand. This should be no more than 3 times per half term.
- **Weekly celebration assembly** - These celebrate achievements both in school and outside of school and are held every Friday.
- **Star of the Week certificates** - The class teacher will nominate two children who have been consistently following the school rules or for an exceptional achievement during the week. The child will then receive a certificate in assembly.
- **Boogie and a biscuit** - At the end of each week, the two children who were stars of the week selected from each class for **exceptional and consistently good** behaviour are invited to attend Boogie and a biscuit with the Headteacher.
- **Lanyards** - Worn by children who have gone above and beyond, for the duration of the day.
- **Celebrate success with parents** - Informal comments at the end of the day, notes home, messages via Class Dojo or phone calls to reward exceptional work and achievement are made on a daily basis.
- **Golden table** – at the end of the week children are chosen by the Midday supervisors for excellent behaviour and manners at lunch time to have lunch on a special table with a teacher or teaching assistant

- **Lunchtime legends** – each class/individual has the opportunity to earn a certificate for outstanding behaviour at lunch time.
- **Stars in a jar** – each class have the chance to earn 5 stars at lunchtimes for whole class outstanding behaviour. 5 stars earns the class an extra 10 minutes playtime.
- **Take home class mascot** – Monday -Thursday children take home the class mascot for excellent behaviour throughout that day, they return it the morning after.

Sanctions

If a child is not following the school rules, we use the language of choice and consequence. Children choose their behaviour and choices always bring consequences.

Sanctions should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- avoid being applied to a whole group for the activities of individuals
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

The following tables show our actions relating to children if they do not follow our school rules,

Low Level Behaviour Incidents	
These incidents include, but are not limited to; name calling, not following instructions, disrupting others learning by talking, poking/prodding others, disrespecting adults and peers, making inappropriate noises	
Step 1	The Look/Positive Praise • Make eye contact and a surprised look for routine misbehaviour • Praise others for making the appropriate choice • A reminder for expectations by identifying and praising a child doing the right thing
Step 2	Reminder to the individual child • Verbal reminder of the appropriate golden rule(s) and the consequence for not doing this
Step 3	Discussion with the adult and the consequence • Adult to discuss behaviour with the child and talk about its impact on them and others • If the adult is not the class teacher, then the class teacher must be informed
If low level behaviour incidents are becoming more regular then parents must be contacted to schedule a discussion. If there is no improvement after a mutually agreed length of time, then a Behaviour Plan must be created.	

Physical contact incidents		
These incidents will include, but are not limited to play fighting, pushing, punching, kicking, slapping and pinching.		
When did incident happen?	Procedure	Consequences could include but are not limited to;
Physical contact during learning time	All children involved will be spoken to by the class teacher and a consequence given. Parents will be informed at the end of the school day.	• Reflection time stood or sat away from others • Missing a playtime

Physical contact during playtime	Children will be spoken to by the adults on duty and a consequence given Class teachers will be informed so they can inform parents at the end of the day.	• Missing the start of lunchtime • Being sent to another class
Physical contact during lunchtime	Child spoken to by midday supervisor. Class teachers will be informed so they can inform parents at the end of the day. If it is too late for a consequence, the Mid day supervisor must ensure the child does consequence at the start of the next lunchtime	• Reflection time stood or sat away from others • Miss all outside time with peers
If consequences are having no impact, children will be sent to senior leaders for a discussion and reflection time.		

Serious Verbal Incidents These incidents will include, but are not limited to; swearing, racist and homophobic/transphobic comments, discriminative comments.		
When did incident happen?	Procedure	Consequences could include but are not limited to;
Serious verbal incidents during learning time	Child to be spoken to by an adult. Consequences given. Parents contacted at the end of the school day.	• Verbal warning • Reflection time stood or sat away from others • If any further incidents occur the child should be taken to a member of the senior leadership team.
Serious verbal incidents during playtime	Child to be spoken to by an adult on duty. Consequences given. Parents contacted at the end of the school day.	• Verbal warning • Reflection time stood or sat away from others • If any further incidents occur the child should be taken to a member of the senior leadership team.
Serious verbal incidents during lunchtime	Child to be spoken to by Midday supervisor. Consequences given. Class teacher informed Parents contacted at the end of the school day.	• Verbal warning • Reflection time stood or sat away from others • If any further incidents occur the child should be taken to a member of the senior leadership team.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any child where the school believes these would be more effective for that particular child, based on their knowledge of that child's personal circumstances. When doing so, the school carefully considers the need for consistency and perceived fairness for all.

As noted above under the heading **Behaviour Expectations for pupils with Special Educational Needs or a Disability**, at times, individual children might need to have a personalised Behaviour Plan. This would supersede the above sanctions and is listed under the section **Support after an incident**, on the plan.

Formal procedures

These actions may then be followed by;

- **Formal contact with parents/carers**

If behaviour continues to deteriorate and there is no change at all in behaviour then a meeting will be scheduled with parents and the class teacher. Strategies and targets via a behaviour plan will be discussed.

- **Behaviour plan**

In most cases the next step will be that the child will have a Behaviour Plan (appendix 1), whereby targets are chosen specific to that child and monitored throughout the day/week. The child is on a Behaviour Plan for at least half a term, but will be reviewed (Appendix 2), if necessary, before. Plans are created in collaboration with parents at a meeting held at a mutual convenient time. Teachers can ask a colleague or a member of the Senior Leadership Team to join them at this initial meeting if they wish. A risk assessment will also be created at this point if appropriate.

If the Behaviour Plan has not had the desired effect, then the Headteacher or Assistant Headteacher will attend the review meeting too. Another round of a Behaviour Plan could be considered. This again would have a time scale of half a term after which time, it will be reviewed by parents, the class teacher and a member of the senior leadership team.

- **Internal Suspension**

If the daily behaviour has not improved, or an isolated incident is deemed serious, the child could be given an internal suspension in school for periods of time that could increase in length if the behaviour does not stop. This will be in/near the Headteacher's office and will be at the discretion of the Headteacher. A formal letter will be sent to parents informing them that an internal suspension has occurred for a period of time that day or will occur the following school day. If internal suspensions do not address the behaviour, then parents will be contacted and next steps will be explained.

In some circumstances, an internal suspension may not be deemed appropriate and so, at the discretion of the headteacher, an external suspension may be applied without having first applied an internal suspension.

- **External Suspension**

Children may be suspended for one or more fixed periods. Children will not be able to attend school during this period.

- **Permanent Exclusion**

Formal disciplinary procedure involving Governors and the Local Authority.

Suspension and Exclusion

If, in the opinion of the Headteacher, the child's misbehaviour is serious enough, then the child may receive a fixed term suspension. The procedures that are carried out should follow government and local authority procedures.

If the fixed term suspension constitutes more than 5 continuous school days (not including weekends or school holidays) then the school must arrange for full time education at an alternative setting for the remaining days of the fixed term suspension. On returning to school, the Headteacher (or a member of SLT in their absence) should ensure that a reintegration meeting takes place with the child's parents/guardians and the child. A permanent exclusion will

only be sought in the most severe of cases. This again must be in line with the procedure set out by the Local Authority.

The Headteacher should ensure that a record is kept of their actions and that of those of other staff with regard to any suspensions or exclusions. It is also the responsibility of the Headteacher to inform the Local Authority immediately of any suspension or exclusion. The Governing Body will be informed on a termly basis regarding suspensions and exclusions. They will also be informed about exclusions which would result in the child being suspended for more than five days (or more than ten lunchtimes) within a term; as well as permanent exclusions.

Procedures that are to be followed for suspensions and permanent exclusion are detailed on the Local Authority's web site. Additional guidance can be found on DfE website www.gov.uk

Being Fair

All children deserve a chance to explain themselves; it is the adults' responsibility to allow time for this, as close to the incident as possible, to make sure it is dealt with fairly. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on CPOMs where appropriate.

As previously stated, **consistency** across the school is of the utmost importance. Every member of staff must ensure that they have **high expectations** of the children and take a **collective responsibility both in class and around the school**.

We expect children to show they have reflected on their behaviour. A discussion around alternative choices that could have been made and how their unacceptable choices have affected others, will help our children reflect on their actions after not following any of our golden rules.

Racism

Definition of a Racist Incident

A racist incident occurs when people are abused because of their racial difference.

Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other personal abuse.

It is crucial therefore:

- for the victim to feel supported by the school
- for the perpetrator to be dealt with

Responding to Racist Incidents

Racist incidents are serious, however trivial they may seem in isolation. In personal terms they are extremely offensive.

- All incidents are dealt with sensitively
- The senior leadership team and safeguarding leads are responsible for supporting staff to deal with racist incidents. They are also responsible for identifying any patterns and trends and subsequently offering training to staff and providing opportunities throughout the curriculum to address these.
- All staff need to be confident to know what is expected of them and be given support in dealing with racist incidents.

- Time is needed to investigate an incident thoroughly, to ensure that justice is done and is seen to be done.
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, children, and parents need to be kept informed of progress and outcomes.

Data Collection and Monitoring

All racist incidents are logged on CPOMs. The log includes other kinds of personal abuse like bullying. This is then monitored by the safeguarding lead and shared with the Governing Body who collate this information and act on it accordingly.

At Portway Infants we:

- Encourage children to talk about themselves positively and regard themselves as achievers.
- Provide additional support and security for children who need it before and after school
- Children's experiences and backgrounds are utilised in planning and gathering teaching materials.
- Children share in discussions dealing with racism in circle time activities.
- Provide explicit information for children (on what to do if they are victims of a racist incident)
- Develop positive relationships between staff and children in order to ensure the child can talk about their experiences and share incidents of abuse

Bullying

Definition

We have referred to the Definition from the Department of Education (July 2017) and have created our own definition as follows,

"Bullying is when a person or a group makes someone hurt, afraid or embarrassed over and over again. It is behaviour which is repeated on purpose and is meant to upset someone."

Bullying can be,

- name calling,
- teasing,
- physical abuse e.g., hitting, pushing, pinching, kicking, spitting,
- having personal possessions taken or damaged,
- being forced to hand over their belongings,
- being ignored or left out,
- being attacked in any way due to religion, gender, sexuality or disability,
- threatening social media messages.

To support the children to understand this we use STOP (Several Times On Purpose); we feel that it is important to remember that single problems and falling out with friends would **not** be defined as bullying.

Purposes

- Every child in our school has the right to enjoy learning and play, without worry, both in the school and in the community.
- Our school does not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying is dealt with seriously.
- Children should help each other by reporting all instances of bullying. Information is treated in confidence.

Procedure Reporting

Children should be encouraged to report bullying to any trusted adult. Children are taken seriously at all times. Any information is regarded as confidential, as far as possible.

Investigation

The situation is investigated and the outcome communicated to those involved, parents of bullies and victims will be involved and informed of the outcomes.

Staff Action

- Bullies should not be bullied.
- Victims should be provided with a “safe refuge”.
- Bullies and victims may be counselled together if appropriate.
- All involved must see something is being done.
- Incidents are recorded on CPOMS and dealt with by the Senior Leadership Team/ Safeguarding Lead as appropriate with sanctions followed in line with the Behaviour Policy.

Learning

There are frequent opportunities for children to discuss all forms of bullying in many curricular areas / PSHE (Growing up Great) / assemblies/ pupil voice/School Council. Children learn about the different kinds of bullying – racist, homophobic and social networking / cyber-bullying in an age-appropriate manner.

Sexual Violence and Harassment

The school is opposed to any kind of incident of this type. When an incident of this type occurs, the school will:

- Record any disclosure and pass on to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads immediately.
- Where sexual violence has been disclosed this is a criminal event and **MUST** be reported to the police as such.
- Parents/carers of the victim/alleged perpetrator should be informed (unless this would put the child at further risk)
- In the case of sexual violence, we will carry out an immediate risk and needs assessment
- In the case of sexual harassment, we will carry out a risk assessment on a case-by-case basis
- We will engage with children’s social care and specialist services as required

Searching, Screening and Confiscation

The following advice is based upon the Department for Education document ‘Searching, screening and confiscation - Advice for Head Teachers, school staff and governing bodies’ January 2018

Searching

School leaders can search a child for any item if the child agrees. (The ability to give consent may be influenced by the child’s age or other factors).

The Headteacher and staff authorised by them, have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child 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 child).

School leaders can also search for any item banned by the school rules.

Searching with consent

School leaders can search children with their consent for any item. This can be verbal or choice cards. The school is not required to have formal written consent from the child for this sort of search – it is enough for the leader to ask the children to turn out his or her pockets or if the leader can look in the child's bag or locker and for the child to agree. If the child refuses, the leader can apply an appropriate consequence.

Searching without consent

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When a member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a record of the search is kept.

Recording searches

Searches by a member of staff for a prohibited item must be recorded in school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded. Staff members should follow the school policy in these cases.

Schools are encouraged to include in the record of each search,

- the date, time and location of the search which pupil was searched
- who conducted the search and any other adults or pupils present what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search

Confiscation

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

Lisa McSherry

Reviewed summer 2025

To be reviewed autumn 2026



Behaviour Plan

PUPIL NAME:		CLASS:		YEAR GROUP:	
Date of birth:			Medical conditions/needs:		
Date plan starts:			Staff working with the pupil:		
Date of next review:					
Challenging behaviour: What does it look like? What triggers it?			Targets: What are we working towards? How do we get there?		
Strategies for positive behaviour: How do we maintain positive behaviour? • Phrases to use • Rewards, motivators			Early warning signs: How do we prevent an incident? • What to look out for • How to respond (reminders, alternative environment)		
Reactive strategies: How do we diffuse the situation? • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?			Support after an incident: How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?		
Likes			Dislikes		
Skills and Talents			Achievements		
Agreement:					
Parent name:			Staff name:		
Parent signature:			Staff signature:		
Date:			Date:		

Appendix 2



Behaviour Plan Review

PUPIL NAME:		CLASS:		YEAR GROUP:	
Date of meeting:					
Present at meeting:					
Evaluation and next steps					
How effective is the plan?					
Record suggestions to be considered at the review.					
What strategies have been implemented following on from any referrals to outside agencies?					
Is the Behaviour Panel at Derby City Council aware of this situation?					

Agreement:

Parent name:

Staff name:

Parent signature:

Staff signature:

Date:

Date:

