



Portway Junior School

Behaviour Policy

'This policy has been reviewed on ... and has been impact assessed in the light of all other school policies and the Equality Act 2010.'

Headteacher: Emma Wilkinson

Chair of Governors: Dave Semeraro

Reviewed: July 2026



Policy Review Sheet

Portway Junior School

Version	Date	Minute No.
Approved by Governors 1 (Behaviour Policy)	13/12/23	12
Reviewed by Governors 2 (Relationships Policy) (amended 16/10/25 – highlighted yellow)	26/03/25	14
Reviewed by Governors 3 (Behaviour Policy)	15/07/26	14
Reviewed by Governors		
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Reviewed by Governors		

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.



Safeguarding Statement

We are committed to ensuring the safety and well-being of all our pupils. We believe that every child has the right to learn and thrive in a safe and secure environment. Our school policies and procedures are designed to promote the welfare of our pupils and protect them from harm.

We follow the statutory guidance outlined in Keeping Children Safe in Education (KCSiE) 2026, as well as any other relevant legislation and local safeguarding arrangements. Our staff receive regular training on safeguarding practises and are aware of their responsibilities in identifying and reporting any concerns.

Our school has designated safeguarding leads who are responsible for coordinating safeguarding efforts, providing support and advice to staff, and liaising with external agencies when necessary. They are the first point of contact for any safeguarding concerns.

We have robust procedures in place for handling safeguarding concerns or allegations made about staff, including supply teachers, volunteers, and contractors. All allegations are taken seriously and thoroughly investigated in accordance with our safeguarding policies and procedures.

We promote a culture of openness and encourage pupils and parents to speak up if they have any concerns about their safety or the well-being of others. We have clear reporting systems in place to ensure that all concerns are addressed promptly and appropriately.

Our safeguarding policies and procedures are regularly reviewed and updated to reflect changes in legislation and emerging safeguarding issues. They are easily accessible to all staff, pupils, parents, and carers, and are available on our school website.

We work under the guidance of Derby and Derbyshire Safeguarding Children Partnership and liaise closely with a range of specialist and locality services to ensure the best and safest outcomes for our families.

We work in partnership with parents, carers, and external agencies to create a safe and supportive learning environment for all our pupils. Together, we strive to protect our pupils and families from harm and provide them with the best possible opportunities to succeed.

If you have any safeguarding concerns or questions, please do not hesitate to contact our designated safeguarding leads or any member of our staff. Together, we can ensure the wellbeing and safety of all our pupils.

Statement of Intent

Our policy promotes British values (democracy, British law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs) and we aim to ensure all children follow our Portway 3 school values:

- To be Responsible
- To be Respectful
- To be Ready

The school is committed to:

- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.



- Ensuring equality and fair treatment for all.
- Supporting all children to make positive behaviour choices.
- Praising and rewarding positive behaviour.
- Supporting children who demonstrate challenging behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with children to enable early intervention.
- A shared approach involving children in implementing the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all children can achieve.

We acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. In such cases, the behaviour leader may make the decision to initiate a personalised behaviour support plan. This would be devised in consultation with appropriate stakeholders and reviewed regularly.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), we aim to create a safe and calm environment in which positive mental health and well-being are promoted and children are taught to be resilient. We aim to promote resilience as part of a whole-school approach. All staff are made aware of how traumatic adverse childhood experiences, including abuse and neglect, can impact a child's mental health, behaviour, and education. We strive to be sensitive to the impact of such trauma by recognising the principles of:

- Safety.
- Trustworthiness and transparency.
- Peer support and mutual self-help.
- Collaboration and mutuality.
- Empowerment, voice, and choice.

This is done through annual training alongside appropriate updates throughout the year. Where vulnerable children or groups are identified, these are discussed with SLT who liaise with the pastoral lead and safeguarding lead and ensure suitable provision is put in place.

At Portway Junior School, our behaviour expectations are rooted in one clear rule: **to be kind**. Kindness shapes how we learn, play and treat one another. Our Portway Values help children understand what kindness looks like in practice:

- **To be Responsible** – owning our actions, making thoughtful choices, and doing what is right, even when no one is watching.
- **To be Respectful** – treating others as we wish to be treated and valuing everyone's thoughts, feelings, and contributions.
- **To be Ready** – to be doing the right thing at all times in and outside the classroom and always ready to learn

How we promote positive behaviour:

We encourage our pupils to develop our core values, and follow the school rule, 'to be kind' and succeed in school by using the following:



Verbal praise	Staff use clear, specific praise to acknowledge positive behaviour, kind choices and effort. Frequent recognition reinforces expectations and supports positive relationships.
Team points	Pupils earn team points for demonstrating our values—being respectful, responsible and ready. Points contribute to whole-team celebrations and encourage a shared sense of pride and achievement. The winning team to have a reward each half-term.
Positive Postcards	Pupils showing exemplary effort or behaviour may receive a positive postcard from any adult in school to endorse and commend the behaviour.
Class Marbles	Classes earn 60 marbles for working together, following routines and showing kindness. When the jar is full, the class receives an agreed reward to celebrate collective positive behaviour – one hour of golden time.
Table Points	Table groups can earn points for teamwork, focus and positive learning behaviours. This encourages collaboration and supports smooth classroom routines. Reward to be consistent across all classes – 'play time' as a reward. While the rest of the class completes their free writing, the winning table is allowed to quietly play Tabletop games.



All Members of Staff, including Volunteers

We expect staff to:

- IDENTIFY the behaviour we expect or do not want to see
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour through a safe and welcoming environment both physically and emotionally
- help children to develop their full POTENTIAL
- CONSISTENTLY use rewards and consequences fairly
- Form POSITIVE RELATIONSHIPS with the children, and with parents/carers
- PROMOTE school's values and ethos
- RECORD behaviour incidents on CPOMS

How We Reduce Negative Behaviour

When a student engages in a behaviour that is not in line with our values, we will respond using a consistent system of consequences. Between each consequence, the child will be given “take-up time” to think about their actions and improve their behaviour.

If the behaviour has damaged a relationship, we will manage the behaviour through a restorative conversation (see template below for a sample script for a restorative conversation). This should result in a proportional consequence to discourage this behaviour in the future and help the student understand the impact on their actions on the people around them.

Level 0	Reminder – Positive prompt	• Calm reminder of our school rule and the Portway 3 values. • Reteach expectations if needed. • Give the child brief “take-up time” to adjust behaviour.
Level 1	<i>If behaviour continues</i> Warning – Clear choice	• A clear warning describing the behaviour that needs to change. • Explain the expected behaviour and next step if things do not change. • Allow further “take-up time”.
Level 2	<i>If behaviour continues</i> Proportionate Consequence usually managed by the class teacher. Name on the personal list – staff use post-its or whiteboard on their desk (not writing their name on the board).	<i>The below are examples and the proportionate consequence should be appropriate to the behaviour being addressed</i> • Take 5 minutes • Brief loss of part of break with class teacher to undertake short reflection time • Repeat task properly • Short restorative conversation if relationships are involved (see script) • Recorded on CPOMS if consistently on stage 2 – talk to parents too
Level 3	Reflection time with SLT – used for higher level behaviours or if low level behaviour persists or becomes disruptive	• Child guided to reflect on what happened (see template) • Full restorative conversation if relationships are involved (see script) • Reset of expectations • Staff identify any unmet need or support required • Recorded on CPOMS
Level 4	Behaviour is repeated (eg. 3x Stage 3 behaviours in a period of time) or shows a pattern is emerging or serious inappropriate behaviour	• Referral to SLT/SENDCo/pastoral lead/behaviour mentor (may support in classes) • Parent Contact • Behaviour support plan may be created • Planned review • Record on CPOMS including all communication with parents and discussions with the child



It is important that staff reset behaviour at the start of each day and that all staff are proactive in ensuring parents are informed of incidents when necessary. Reminders of expectations frequently visited throughout the day, especially after lunch and before/after transitions.

We recognise that some pupils will require additional support with their emotions and behaviour to succeed in school. Where the child's behaviour relates to an underlying SEND need, we will follow the strategies outlined on their plan.

For unsafe behaviour, earlier steps in the process may be skipped, depending on the adult's professional judgement. Children may be removed from classrooms for their own, or others safety. Staff may use positive handling, use of time out in the sensory room or encourage the use of an agreed safe space.

Some very serious misbehaviour may result in more immediate escalation, SLT involvement and more significant sanctions. At this point, parents will be informed, and we may follow the Odyssey Trusts Seclusion and Exclusion guidance.

We consider the following actions to be unacceptable behaviour and will be referred to SLT and directly challenged:

- Swearing;
- Physical contact with the intention to hurt;
- Bullying of any kind;
- Racist behaviour;
- Homophobia;
- Sexism;
- Stealing;
- Deliberate damage to property;
- Continuous defiant behaviour; and
- Dangerous behaviours.

For consequences to be lawful, the school will ensure that:

- The level of consequence a child receives is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
 - The level of consequence a child receives is made on the school premises or whilst the child is under the charge of a member of staff, such as during an educational trip or visit.
- The level of consequence a child receives is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the child's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.



If a serious incident occurs, or if inappropriate behaviour persists despite a reflective conversation, the Senior Leadership Team (SLT) will determine the most appropriate next steps. Consequences may be escalated progressively, beginning with the loss of break time and 15 minutes of lunchtime. If behaviours continue, this may increase to the loss of break time and 30 minutes of lunchtime. Continued concerns may then result in the loss of both break and lunchtime, with an internal exclusion being considered as a further consequence.

The SLT reserves the right to accelerate this process and apply a higher-level consequence where the severity of the incident or repeated nature of the behaviour warrants it.

SLT:

Emma Wilkinson – Head Teacher

Rachel Abbott – Interim Deputy Head Teacher

Emily Love – Deputy Head Teacher

Carole McCready – Maths lead

Jo Barnett – SENDCO

Non- Negotiable Behaviour Expectations at Portway Junior School

Moving around school/Assembly	In the classroom	Wet play	Outdoor play
Walk in to and around school quietly Adults lead at the start of the line, stop if needed to insist on positive transitions, this includes leading children to play/lunchtime or staff having 'key points' where they can monitor the children Pupils to hold the door for their peers, staff or visitors; staff to return the compliment when appropriate Quiet voices; adults will wait for quiet before speaking themselves Assembly: Pupils and staff should enter and sit in the hall silently	Staff must not attempt to teach over children's voices; wait for quiet; share expectations when needed Quiet "Learning" Voices; children know and understand helpful/unhelpful talk Safety and respect regarded for all property and equipment Children may get a drink or use the toilet only when the teacher is not teaching, and when permitted, only one at a time Sports: Long hair to be tied up, only stud earrings (preferably taken out for PE day or covered over during PE sessions), all other jewellery removed	Children always supervised by a member of staff Playtimes kept within normal times to reduce disruption Children to be occupied with wet play activities Children to be sent to the toilet in groups if needed before lessons resume, with supervision	Staff must lead their classes out to play. Staff on duty are responsible for all pupils at break and lunchtime, regardless of which class they are in; staff to be on duty promptly as indicated on the rota; staff must arrange replacement if they are unavailable Whistle to be blown promptly to ensure that learning commences at the given time on the timetable; staff on duty to settle children; quickly, calmly and quietly to their lines. Class teachers will collect and accompany children back to their own classes at the end of break and lunchtimes. Staff position themselves around the play area in order to engage with and monitor the children at play No children to be left inside/outside unsupervised Inhalers/ Epi-pen to be with children who need them urgently as per class list Pupils do not re-enter the building for toilet etc unless it is urgent; toilet times to be supervised before/after break by staff If children need to stay in for any reason, they will be sent to and supervised in the reception area Staff on duty, including Midday Supervisors, must hand over to the teaching staff with regards to any playground issues that they have dealt with

Stepped Boundaries and Agreed Adult Language

Gentle Approach, use child's name, child level, eye contact, deliver message

REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be... You now have the opportunity to make a better choice. Thank you. Example 1 - 'I notice that you're running. You are not following our expectation of being safe. Please walk. Thank you.' Example 2: 'I have noticed that you are chatting during learning time. You are not following our expectation of being respectful. You now have the opportunity to make a better choice. Thank you.'
WARNING	I noticed you chose to (noticed behaviour) and this is the second time I have spoken to you. I understand you're feeling.... (angry/frustrated/sad) We will talk about this together after the lesson. However, if you choose to continue you are not following our expectation of being ready and you will be choosing to have your name written down. Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you. Example 1: 'I have noticed that you are running again after I have already spoken to you about our expectation of being safe. This is the second time I have spoken to you about this; if you continue you will be choosing to have your name written down and therefore losing lunchtime. Example 2: 'I have noticed you have continued to chat during the lesson and have therefore not completed the task/work required. You are not following our expectation of being respectful. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.'
Losing minutes at play or lunchtime	I noticed you have continued to choose to (noticed behaviour) after you have had a reminder and a warning. This means that your name will be written down and you will lose 5 minutes of your playtime.
REPAIR & RESTORE	Carried out with a member of SLT, on the day of a serious incident Ensure that the child is ready to listen/talk – give them time to calm down, if needed. Following the strategies of Emotion Coaching and restorative practice, talk with the child whilst following the Reflection Form: What happened? Who has been affected? What has the impact been? How do you feel? What needs to happen now/next? What do you need to do next time?
Remember it's not the severity of the sanction, it's the certainty that this restorative follow up will take place that is important.	

PORTWAY PRIDE

BEHAVIOUR ON A PAGE



BE RESPECTFUL, BE RESPONSIBLE, BE READY!

LEVEL 1

VERBAL WARNING



If behaviour is stopping learning:

- An adult will explain what needs to change.
- You will be reminded of the Portway Values and the expectations for learning.
- You will be given quiet take-up time to think and show the right behaviour.

Examples of behaviours:

- Calling out or shouting answers.
- Getting out of your seat without permission.
- Disrupting or distracting others.
- Not walking appropriately around school.
- Not listening or following instructions.

Examples of language:

- "This is a reminder of our Portway Values. I need you to make a better choice now."
- "Your behaviour is stopping learning. Take a moment to think about what needs to change."
- "I know you can make the right choice. Show me that you are ready to learn."
- "You have been given a reminder. This is your opportunity to change your behaviour and meet our expectations."

LEVEL 2

TAKE 5



If behaviour is continuing to stop learning:

- You will lose 5 minutes of break time to reflect on your behaviour.
- You will think about which Portway Pride will help you make a better choice next time.
- If this behaviour happens regularly, an adult may speak to your parent or carer.

Examples of behaviours:

- Name calling.
- Not following instructions after a reminder.
- Answering back to adults.
- Persistently shouting out or interrupting learning.
- Continuing to disrupt the learning of others after being given the opportunity to improve.

Examples of adult language:

- "You have already had a reminder, and your behaviour is still stopping learning, so you'll lose 5 minutes of your break"
- "Which Portway Pride power do you think will help you make a better choice next time?"
- "This behaviour has continued despite reminders. I need you to reflect on your choices and show us a fresh start."

LEVEL 3

REFLECTION TIME



If behaviour is affecting the safety or wellbeing of others:

- You will spend reflection time with a member of the Senior Leadership Team (SLT) during lunchtime.
- You will talk about what happened, who was affected, and how to put things right.
- This incident will be recorded, and your parent or carer may be informed.

Examples of behaviours:

- Hurting others physically.
- Swearing at others.
- Threatening or intimidating behaviour.
- Persistently not following Portway Pride expectations despite previous reminders and consequences.
- Behaviour that has a significant impact on the learning or safety of others.

Examples of adult language:

- "Your behaviour has affected the safety or wellbeing of others. You will now spend reflection time with a member of the Senior Leadership Team."
- "This behaviour is serious, and it will be recorded. We will also let parents know what has happened."

LEVEL 4

PARENT MEETING



If behaviour is serious and repeated:

- We will work together to create a plan to help you be successful.
- A Senior Leader will be involved in supporting you and your parent or carer will be contacted.
- A behaviour support plan may be created, including report cards and agreed targets.
- Regular review meetings will take place to celebrate success and discuss next steps.
- All incidents and support will be recorded.

Examples of behaviours:

- Racist language.
- Bullying.
- Fighting.
- Deliberate damage to property.
- Serious or repeated behaviour that continues despite previous support and interventions.

Examples of adult language:

- "This behaviour is serious, and we now need to work together with your family to help you make positive changes."
- "A Senior Leader will be supporting you, and we will create a plan to help you"
- "Your parent or carer will be contacted today so we can work together to support you."

POSTIVE REWARDS



Table Points

Awarded to table groups who are working collaboratively and consistently demonstrating the Portway Pride expectations. Table points encourage teamwork, positive attitudes and shared responsibility for learning.

Marbles

A whole-class reward that celebrates excellent behaviour and teamwork. Classes earn marbles for consistently demonstrating the Portway Pride expectations. When the class reaches 60 marbles, they are rewarded with 30 minutes of Golden Time.

House Points

Awarded to individual children for demonstrating positive behaviour, making excellent contributions to learning, showing kindness or effort, and living out the Portway Pride values. House points are collected across the school and contribute to one of our four house teams: Athena, Poseidon, Demeter and Apollo.

Celebration Assembly

Every Friday, each class nominates two children who have consistently demonstrated the Portway Pride expectations and used their unique strengths and 'superpowers' to make a positive difference in school. These achievements are celebrated with the whole school community.

Positive Postcards

A handwritten postcard sent home to parents and carers to celebrate a child's achievements, positive behaviour, effort or attitude. Positive postcards recognise children who consistently demonstrate the Portway Pride expectations and make a positive contribution to school life.

Framework for a Restorative Conversation

Framing the Conversation

Principle	What it looks like
Make sure everyone is calm.	Restorative conversations work only when all participants are regulated and ready to think clearly.
Make it timely.	Hold the conversation as soon as possible <i>after</i> everyone is calm, so the incident is still meaningful and fresh.
Keep it short and sweet.	The conversation should be brief, focused and easy for children to engage with.
Stick to the format.	Using the same simple structure keeps the process fair, predictable and non-confrontational.
Not a shortcut to sorry.	The goal is understanding and repairing harm, not forcing an apology.
Don't have to make friends.	The purpose is restoring respect and safety—not creating friendships.
Be a great role model.	Adults model calmness, empathy and fairness throughout the process.

Three main elements to a restorative conversation:

1. The facts
2. The consequences
3. The future

The facts	What went wrong?	Each person explains in their own words...without interruption or judgement
	What were you thinking or feeling at the time?	Gives time to connect thoughts and feelings and behaviours
The consequences	Who was hurt or harmed?	Links cause and effect. Heightens awareness of wider implications of their behaviour.
	What rule was broken?	Helps pupils to realise the impact of their wider behaviour on others, even when they may feel justified in the way they behaved.
The future	What can be done now to make this ok?	Ensure the 'putting things right' is proportionate and 'fits the crime'.
	What could be done differently next time?	Teach alternative behaviours so people don't just fall back on their automatic, habitual responses.



Roles and Responsibilities

The Governing Board will have overall responsibility for:

- Providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, protected characteristics
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher, supported by the Senior Leadership Team, will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH related drivers of poor behaviour.
- Demonstrate regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school values and any necessary disciplinary sanctions.
- The day-to-day implementation of this policy.
- Reporting to the Governing Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The pastoral team will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Collaborating with the governing board, Headteacher, behaviour lead and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Forming positive relationships based on predictability, fairness and trust.
- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the Senior Leadership Team and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment
- Planning and teaching lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential and that every child with behavioural difficulties will be able to study the full curriculum
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits
- Being responsible and accountable for the progress and development of the child in their class
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of positive behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.



- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.

Children will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school policy and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Searching, Screening and Confiscation

As stated in 'DfE (2023) **'Searching, screening and confiscation: advice for schools'**, searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that we identify as an item which may be searched for. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 property of; any person (including the pupil)
- an article specified in regulations
- tobacco and cigarette papers
- fireworks
- pornographic images
- vapes

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason. Any searching of a pupil will be implemented consistently, proportionately and fairly, and consideration will be given to the age and needs of the pupil being searched or screened. This includes the individual needs or learning difficulties of pupils with SEND and making reasonable adjustments that may be required where a pupil has a disability.

Staff Induction, Development and Support

All new staff will be inducted to ensure they understand our school values (Portway 3) and routines and how best to support all children to participate in creating the school's positive culture. Staff will be provided with bespoke training, where necessary, on the needs of children to enable behaviour to be managed consistently.

The Senior Leadership Team and Pastoral Team will consider any appropriate training required for staff to meet their duties and functions per this policy, including understanding matters that may affect a child's behaviour, e.g. SEND and mental health needs.

SLT will review staff training needs frequently and in response to any serious or persistent behaviour issues disrupting the running of the school.



Preventative measures for children with SEND

Behaviour will always be considered in relation to a child's SEND. If it is deemed that a child's SEND has contributed to their misbehaviour, our school will consider whether it is appropriate and lawful to sanction the child.

Where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

Our school aims to anticipate likely triggers of unacceptable behaviour and puts in place support to prevent these, taking into account the specific circumstances and requirements of the child concerned. Measures include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding neuro-divergence and other conditions

Physical Intervention

Staff have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint through positive handling will only be used as a last resort and, wherever possible, by trained staff (Team Teach). Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary (refer to Physical Intervention Policy).

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the child will be immediately supervised by a senior leader and the child's parent will be contacted and the incident logged on CPOMs and a positive handling form is to be completed.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Sexual Abuse and Discrimination

Our school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. Procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

We will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.



Data Collection and Behaviour Evaluation

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation

Data will be collected from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Use of child support units, off-site directions and managed moves
- Anonymous surveys for staff, children, Governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the Senior Leadership Team (SLT). Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support.

The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and Review

This policy will be reviewed by the Headteacher and Senior Leadership Team on an annual basis. Any necessary changes will be made and communicated to all members of staff and relevant stakeholders.

Appendix A – Reflection time sheet

Appendix B – Portway Pride Pathways (to be displayed in each classroom)

Appendix C – Portway Pride Superpowers posters

Appendix D – Portway behaviour certificates

Appendix E – Portway behaviour on a page