



# Portway Junior School Relationship (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: Jeremy Gibson

Reviewed: March 2025



# Policy Review Sheet

## Portway Junior School

	<b>Version</b>	<b>Date</b>	<b>Minute No.</b>
Approved by Governors	1 (Behaviour Policy)	13/12/23	12
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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) 2024, 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 5 school values:

- To be Respectful
- To be Responsible
- To be Caring
- To be Friendly
- To be Active

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, a referral is made to the pastoral and safeguarding lead and suitable provision is put in place.

### **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

This policy operates in conjunction with the following school policies:

- Code of Conduct
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

## **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.

### **Examples of Unacceptable Behaviour and Definitions**

- Serious unacceptable behaviour is any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.
- Low-level unacceptable behaviour includes any behaviour that may disrupt the education of the perpetrator and/or other children, including, but not limited to: Poor attitude, talking in the line, shouting out, wandering around the classroom and running around school. Low level unacceptable behaviour" may be escalated to "serious unacceptable behaviour" depending on the severity of the behaviour.
- Medium-level unacceptable behaviour includes any behaviour that may disrupt the education of the perpetrator and/or other children, including, but not limited to: Answering back, distracting others, talking over adults/peers, ignoring instructions and being unkind. Medium level unacceptable behaviour" may be escalated to "serious unacceptable behaviour" depending on the severity of the behaviour.
- High-level unacceptable behaviour includes any behaviour that may disrupt the education of the perpetrator and/or other children, including, but not limited to: Bullying, racist remarks and threatening or discriminatory language, harassment, cyber bullying, damaging school property, work refusal, physical violence, theft, swearing, verbal abuse and walking out of class. High level unacceptable behaviour" may be escalated to "serious unacceptable behaviour" depending on the severity of the behaviour.
- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Harassment- behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

### **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 5) 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.

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

### **Managing behaviour**

Staff will respond promptly, predictably and with confidence to any instances of unacceptable behaviour to maintain and restore a calm, safe learning environment.

Incidents will be logged on Arbor to help identify children whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a child's behaviour that could indicate they need help or protection.

Support, such as age-appropriate discussions with children, a phone call/meeting with parents, and, if appropriate, inquiries into circumstances outside of school by the Designated Safeguarding Lead, will be provided alongside the use of appropriate consequences to prevent the unacceptable behaviour from recurring.

A reflection time notice will be issued for any inappropriate conduct/actions or behaviour choices outside of our Portway 5 school values or school rule, 'to be kind' that we feel needs a conversation with a member of the Senior Leadership Team. This five to fifteen minute conversation with the child will take place at break or lunch time.

Where a child's behaviour is classed as 'serious unacceptable behaviour' staff will conduct an immediate risk assessment to ascertain the safety of those involved. If deemed necessary, staff will seek Senior Leadership or Behaviour Mentor support.

Following further and repeated incidents of serious and unacceptable behaviour, the headteacher will consider whether a suspension or permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

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.

### **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

### **De-escalation Strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a low tone of voice
- Using simple, direct language.
- Allow the child time and space to self-regulate
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## **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.

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.

## **Removal from the Classroom as a Protective Measure**

In order to support children to self-regulate and to minimise the disruption to the learning of the other children, it may be deemed necessary to remove a child from the classroom for a limited period of time.

The child will be moved to a space that is:

- In an appropriate area of the school
  - Suitable to learn and refocus
  - Supervised by a member of staff
- Our school will only remove children from the classroom where absolutely necessary and for the following reasons:
- To maintain the safety of all children and restore stability following an unreasonably high level of disruption
  - To enable disruptive children to be taken to a place where education can continue in a managed environment
  - To allow the child to regulate in a safe space

We will ensure that children's health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a child spends removed from the classroom is dependent on the length of time a child needs to regulate themselves and positively reintegrate into the classroom.

## **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.

### **Positive Behaviour**

Positive teacher-child relationships are key to combatting unacceptable behaviour. We focus on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their children and create a strong foundation for behavioural change. Subject to reasonable adjustments, e.g. those made for children whose SEND may affect their behaviour, children will be expected to follow the Portway 5 school values which require them to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave reasonably and politely towards all staff and children.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

### **Praise and Rewards**

Praise is key to making children feel valued and ensuring that their work and efforts are celebrated. When giving praise, staff will ensure that:

- Children are clear about what they are being rewarded for.
- Praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort as well as work produced.
- Perseverance and independence are encouraged.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, we understand that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage children to praise one another and praise another child to the teacher if they see them modelling good behaviour.

As with praise, we understand that providing rewards after certain behaviour means that children are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all children are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Team points
- Communicating praise to parents
- Class marbles
- Positive postcards
- Table points
- Recognition boards
- Positions of responsibility, e.g. being entrusted with a particular project
- Activities for a whole-class or year group

## **Behaviour Outside of School Premises**

Children are encouraged to represent our school in a positive manner.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **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.