

Relationships and Behaviour Regulation Policy

Portsmouth Primary School & Early Years



PORTSDOWN
Primary School & Early Years

Approved by:
Portsmouth Governing
Board

Date: January 2023

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September 2023

Next review due by:
September 2024

Rationale

At Portsdown, we aim to create a safe and happy environment where good behaviour enables all to feel secure and where children are ready to engage in learning. We expect everyone in our school 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 child is an individual with differing needs. 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 citizens.

Aims

Through this policy, we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour
- ensure that all learners are treated fairly, shown respect and that good relationships are promoted
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all children, staff and parents
- ensure that all adults take responsibility for behaviour and follow-up any issues personally
- promote the use of restorative approaches in place of punishments
- promote children's self-esteem by providing an effective system of rewards and praising effort in both work and behaviour
- build a community which values kindness, care and empathy for others
- encourage a positive, calm and purposeful atmosphere where children can learn
- explicitly teach children what positive behaviour looks like.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in Schools](#)
- [Searching, screening and confiscation](#)
- [The Equality Act 2010](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Guidance on suspension and permanent exclusion](#)

It is also based on the special educational needs and disability (SEND) [Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Education Endowment Foundation (EEF) Improving Behaviour In Schools guidance report.

Roles and Responsibilities

The governing body

The governing body of Portsdown Primary School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body of Portsdown Primary School will also review this behaviour and relationships policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body of Portsdown Primary School, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for;

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
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The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Adhere to the school's behaviour expectations
- Model positive behaviour
- Support their child in adhering to the school's behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

School Values

At our school, we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school values underpin not only our ethos and philosophy but also our day-to-day practice.

- Be Safe
- Be Respectful
- Be Kind
- Be Inclusive
- Be Your Best

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour Regulation policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure, and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our pupils and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with pupils (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs, which require a personalised approach. Being fair is not about everyone getting the same; it is about everyone getting what they need.

Visible Consistencies

These are the visible behaviours exhibited by staff that are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Staff will be calm, kind and fair in their treatment of children, parents and colleagues.
- Adults in school will avoid shouting at children or becoming emotionally charged.
- Staff will pay first attention to best conduct and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- Staff will give take up time to allow children time to process an instruction or question.
- Staff will model the behaviour they want to see. They will model self-control through their calm approach.
- Staff will not walk on by; if any poor choices are seen staff will intervene.
- Staff will not respond how they perceive; staff will not judge or inflict their own values on a situation.
- Staff will make it personal; and not take it personally. We understand that by building positive relationships we will develop positive behaviour choices.

Relentless Routines

These routines, consistently seen and heard around school, will ensure all children are clear about the behaviour expectations of all adults.

Meet and Greet - all children will be greeted daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

Visual timetables in class and individual (where required)

Walking around school and lining up – all children will walk around school with their heads up, facing forward and in a calm manner (Fantastic Walking)

Entering school after a break – when children are leaving the playground and returning to class following break or lunchtime, the whistle will be blown to give a 1-minute warning ad for children to stand still and regulate. It will then be blown again and children will be expected to line up (Fantastic Entry)

Getting children's attention – When adults in school require the full attention of a class or group of children, they will use a visual and audible signal e.g. clapping. This ensures a quiet and calm classroom where the teacher can address children at the same time.

At Portsdown we support children's welfare through our Behaviour curriculum. This curriculum complements the Relentless Routines. [Portsdown Behaviour Curriculum](#)

What do we do to teach and promote positive management of behaviour?

Our school culture focusses on supporting all children to be able to successfully access education. It is only through understanding and being able to regulate their own behaviour that the children will be able to do this. We aim to equip all children with the vocabulary and skills to identify their emotions and to self-regulate as needed. We use The Zones of Regulation®, alongside other SEMH interventions and the work of our Pastoral Team to support this.

We recognise the importance of building positive relationships with all members of the Portsdown Community, and in restoring these using a restorative approach at all levels from minor conflict to high-level incidents with both children and adults. Where this is unsuccessful, we can access mediation support and advice external to the school.

We teach our children to recognise that we are all different and therefore some children will need personalised support and provision.

Positive Recognition

At all times, we encourage and reward positive behaviour, effort, perseverance and good learning behaviours. Teachers use a range of rewards within their classroom. This is adjusted based on the age of the children and the preference of the class teacher.

These may include, but are not limited to, the following:

- Verbal praise
- Non-verbal communication such as smiling.
- Verbal praise to parents about their children
- Smiley faces, Stickers or stamps
- Certificates
- Written comments in books
- Sending good work to other staff members for reward or praise
- Special responsibility jobs for pupils
- Golden Time
- House points
- Class rewards through collecting marbles in the jar
- MarvellousMe messages home
- Value badges
- Attendance rewards

On a weekly basis, in our celebration assembly, we celebrate children and their successes in the following way:

- Each class teacher nominates a pupil of the week in relation to our core values, they receive a special leaf which is displayed on our school tree in the West Hall
- A child in each Key Stage is selected to receive a token for our book vending machine. The book they choose is theirs and they get to take it home.
- An additional child is chosen by the Head Teacher & Deputy Head to receive a token for the book vending machine for demonstrating our school values.
- Each week the class with the highest attendance will receive an attendance award (Year R – 2: Attendance Ted and Year 3-6: Attendance Trophy) that can be displayed in their classroom to celebrate their collective achievement.

House Points

At Portsdown our house teams are named after the local Forts. They are:

- Purbrook
- Southwick
- Widley
- Nelson

Each child is allocated a house on arrival in the school, ensuring that families are in the same house and that there is an even distribution across each year group.

Children receive house points within classes for a number of things detailed below. These are collated within the classroom in a visual way. On a weekly basis, these are collected, counted and then collated and the winning house for the week announced in the celebration assembly.

House points are awarded either individually or as a collective house team for:

- Demonstrating the school values to be kind, be respectful, be inclusive, be safe and be your best.
- For exceptional work
- For going above and beyond Portsmouth's expectations

Each half term the winning house overall, is given a reward to have a non-school uniform on the last day of the half term.

Language around Behaviour

At Portsmouth, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

The adult who has witnessed the behaviour should conduct conversations around behaviour, in the first instance.

The member of staff that has witnessed the incident where appropriate logs incidents on CPOMS. SLT must be alerted to behaviour incidents reported on CPOMS.

Stepped Boundaries & Consequences

These outline the steps an adult should take to deal with poor behaviour in the classroom.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Appendix 2 includes micro-scripts for each step to ensure consistency in language and predictability for children, which, in turn, results in all children being treated fairly.

Consequences for poor choices and behaviours should be age appropriate, consistent for all children and must follow the stepped boundaries approach. Any previous positive reinforcements must not be removed in this process. Discussions with children about poor choices as a rule should take place outside of lesson times for example at break times and then would in effect be a consequence, as the pupil would be missing part of a break.

Whilst stages 1 – 4 may be used as incremental steps in supporting better behaviour choices, some behaviours might require a higher stage as an immediate response (these are set out under each stage heading).

Stage	Response
Normal practise	<ul style="list-style-type: none">• Use of rewards and praise to celebrate correct behaviour for learning as well as positive feedback on choices being made.• A private reminder, where needed about the school rules and expectations.• Additional reminders might be needed for children where reasonable adjustments due to SEND are necessary and appropriate.• Zones of Regulation tools are available for anyone who may need them and adults support with emotion coaching as needed.
Stage 1 (Lower impact)	<ul style="list-style-type: none">• Praise the positive behaviours you want to see.

<p>Redirection Behaviours seen include the child;</p> <ul style="list-style-type: none"> • Out of seat • Calling out • Interrupting the teacher • during the whole class • teaching • Deliberately making • distracting noises • Deliberately interrupting • other children's learning • Not listening 	<ul style="list-style-type: none"> • Private and low-key reminder given of expectations. • Self-regulation tools may be used at this stage (time limited)
<p>Stage 2 (Lower impact) Reminder Recorded in yellow behaviour logs</p> <ul style="list-style-type: none"> • Continued stage 1 behaviour • Not following direct instructions from adults 	<ul style="list-style-type: none"> • Private, low-key explanation of expectation not followed. Re-iteration of expected behaviour to the child. • Self-regulation strategies to be used to support being in the green zone (time limited) • Adult support if needed for either regulation or to problem-solve to help child achieve expected behaviour. • Adults to look for opportunities to catch the child making the right choices. • Adult & child to have a restorative conversation at end of lesson/start of break/lunch. If this occurs in the afternoon, the conversation should happen before the end of the day.
<p>Stage 3 (Higher impact) Stop & Think (Reset) Recorded on CPOMS Continued disruption to the learning of the class, either within the lesson or across the school day.</p>	<ul style="list-style-type: none"> • Reset Time to be given – partner class/phase leader/inclusion team/table outside classroom (adult to make decision based on their understanding of the child). • The child must be regulated before following this step - Self-regulation tools to be used to support returning to the green zone. • Once regulated work to complete can be given. • If this includes break time, then a member of staff should take the child out for a run-around for a maximum of 10 minutes. • A restorative conversation must take place between the child and the teacher. If this occurs in the afternoon, the conversation should happen before the end of the day. (The Phase leader, Welfare Team or member of SLT may support with this if needed). • Agreed adult to discuss with parent at the end of the day, either at pick up or on the phone.
<p>Stage 4 (Higher impact) Repair & Reflect Recorded on CPOMS</p> <ul style="list-style-type: none"> • Serious and deliberate rudeness to adults • Swearing at adults • Leaving the agreed area without permission and putting self at risk • Highly disruptive behaviour • Throwing objects • Continued refusal to engage despite level 4 intervention 	<ul style="list-style-type: none"> • The child must be regulated before following this step. • Restorative conversation with adult. The phase leader or member of the Welfare team or SLT may support with this if needed. • Whatever has gone wrong is put right – completing work, restorative/repair conversation with another child, fixing/clearing up, time doing something positive with the person they have upset. • The focus here is on repairing what has happened and following the original expectation. The repair must be relevant to the expectation that has not been met. • Consequences should relate to the behaviours displayed and could also include; <ul style="list-style-type: none"> ➢ Missing the next break/lunchtime ➢ Reflection with SLT the next day at lunchtime ➢ Time Out for the next session (with a member of the Pastoral Team)

	<p>If any of the above includes a break time, then a member of staff should take the child out for a run-around for a maximum of 10 minutes</p> <ul style="list-style-type: none"> • Agreed adult to discuss with parent/carer at the end of the day, either at pick up or on the phone. If this is a reoccurring issue, teacher to book a meeting with parents/carer and inclusion manager. Consider whether an Individual Behaviour Plan or Report Card is needed at this time.
<p>Stage 5 (Higher impact) Consequence & Repair (Time Out) Recorded on CPOMS</p> <ul style="list-style-type: none"> • Persistent offensive/abusive language • Throwing objects to hurt • Breaking/destroying class equipment or property • Deliberately physically hurting others • Racist/religious/homophobic incident <p>(Usually a purposeful wrong choice)</p>	<ul style="list-style-type: none"> • The child must be regulated before following this step. • Time out with Welfare team or SLT dependent on child and their needs. • Regulation time (using the normal activities) and should then complete their work for an appropriate amount of time. If this includes break time, then a member of staff should take the child out for a run-around for a maximum of 10 minutes. • Consequences should relate to the behaviours displayed and could also include; <ul style="list-style-type: none"> ➢ Time Out for a longer period of time (with a member of SLT) ➢ Alternative Exclusion ➢ Fixed Term Exclusion • A restorative conversation must take place between the child and the adult/pupils involved. If this occurs in the afternoon, the conversation should happen before the end of the day and may need to be supported by another member of staff. • Teacher and member of SLT to arrange meeting with parent/carer to discuss incident and recent behaviour. • An Individual Behaviour Plan may be put in place to support the child's individual needs, unless this is a one-off incident. • Provision and support for the child should be reviewed to ensure that we are either meeting their needs or working towards meeting their needs.

Where a child is regularly hitting stage 3 or 4 (more than 3 times in a day or 5 times in a week), meeting to be booked between the class teacher and parent/carer to discuss incident and recent behaviour to decide if an Individual Behaviour Plan needs to be put in place. A member of the Welfare & Pastoral Team can help with this meeting. Provision and support for the child should be reviewed to ensure that we are meeting or working towards meeting their needs.

Supporting Children in Crisis

We may at times have children that exhibit crisis behaviours and we recognise why these behaviours may occur. In this situation our priority is to always ensure that the child is safe and others around them are safe. It is important that we reduce the verbal interactions when a child is in crisis; a child will not be in the right place to have a conversation or be able to explain what has happened at this time. We will not have any negative conversations or relay the incident to other adults in front of the child. It is also important that we respond to the child's need at the point of crisis and if the child requires a change of adult then we will ask for help by saying I need to step out. This may also be the case if an adult is finding the situation tricky. A member of staff witnessing a child in crisis should ask 'Are you OK?' and direct the question to the adult. They will then need to respond with either 'Yes, I'm fine' or 'I need to step out.'

If another adult feels that the situation is in need of a change of face they need to say I'll step in. A child in crisis may require support from the pastoral team and may need time away from class in the quiet room. Further interventions may then be required, which will be planned with support from the SENCO, Welfare & Pastoral Team or other significant available adult.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions; some of these children will already have been identified as having a social, emotional, mental health need. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke de-escalation plans that detail additional support, strategies and expectations. It is the responsibility of all adults working with the child to make themselves aware of the content of the plan to ensure consistency.

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way, which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Boundaries in order to be dealt with more quickly. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Exclusions

Exclusions will occur following extreme incidents at the discretion of the headteacher. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include an internal exclusion with a member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss and all incidents and actions must be recorded on CPOMS.

The use of reasonable force

At our school we make sure, we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on CPOMS and reported to the head teacher and parents.

Our school follows the DfE Guidance, [Use of Reasonable Force in Schools](#).

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents.

See Use of Reasonable Force Policy

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Confiscation Any prohibited items (listed in section 3 of [latest guidance on searching, screening and confiscation](#)) found in a pupil's possession, as a result of a search will be confiscated. These items will not be returned to the pupil.

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Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession, as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is (or is potentially) harmful or detrimental to school discipline. This will include vapes and prescription or over the counter drugs and medicines where the school has not been informed about them. The school reserves the right to confiscate items including but not limited to toys, cards, electronic devices and magazines where these are harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised 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 the 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 an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search

- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- › Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Lockers
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- › What happened

- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any search including one that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a search

After any search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been searched more than once and/or groups of pupils who may be more likely to be subject to searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

Low impact incidents of behaviour are recorded in class behaviour logs. These are monitored on a weekly basis by the Welfare & Pastoral team to ensure possible needs of pupils are identified and supported if necessary.

Higher impact Incidents of behaviour are recorded on CPOMS. It is the adult who dealt with the situation's responsibility to ensure it is recorded, but the class teacher must also be informed. SLT must be alerted to behaviour incidents recorded on CPOMS. CPOMS behaviour records are monitored on a weekly basis by the SENCO and Welfare & Pastoral team to inform support and at times, further actions.

Off-site behaviour

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

The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy. In all circumstances the headteacher will consider whether it is appropriate to notify the police or antisocial behaviour officer in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher may also seek advice from the Portsmouth Local

Authority Designated Officer (LADO). The headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. If an SEMH need is identified a plan, do, review cycle will be put in to place and then where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Enhanced transition for some children will take place particularly for the move to high school.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- SEND & Inclusion Policy
- Anti-bullying policy

Appendix 1

Governing Body Written Statement of Behaviour Principles

At Portsdown Primary School we aim to create a caring environment where all in the school community feel valued, respected, and safe and are able to achieve their potential emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote positive learning behaviours. It is underpinned by the values of restorative approaches; kindness, tolerance, respect and with the understanding that behaviour is a form of communication.

We believe that every child should be recognised for their uniqueness as an individual.

The aims of our approach to positive behaviours are:

- To provide a calm, consistent restorative approach which is understood by the whole school community.
- To work with parents and carers to promote positive learning behaviour.
- To have high expectations and clear boundaries.
- To recognise the importance of pupil voice in restorative conversations.
- To provide an engaging curriculum which promotes an eagerness to learn.

By following these principles, we will enable our pupils to Grow, Care and Succeed.

Grow Care Succeed

Portsmouth Primary inspires every child to enjoy their learning, be compassionate and to believe they will achieve now and in the future. Working in partnership with our community we will give our children roots to grow and wings to fly.

Appendix 2

Stepped boundaries with micro-script

Stage	Response	Support	Micro-Script
<p>Normal practise</p>	<ul style="list-style-type: none"> • Use of rewards and praise to celebrate correct behaviour for learning as well as positive feedback on choices being made. • A private reminder, where needed about the school rules and expectations. • Additional reminders might be needed for children where reasonable adjustments due to SEND are necessary and appropriate. • Zones of Regulation tools are available for anyone who may need them and adults support with emotion coaching as needed. 	<ul style="list-style-type: none"> • Reminders for use of Zones of Regulation. • Check-ins for how child is feeling if necessary. • Use of non-verbal communication e.g. smile/thumbs up to reassure and praise. • If needed, give additional adult support e.g. sitting near an adult. 	<ul style="list-style-type: none"> •
<p>Stage 1 (Lower impact) Redirection Behaviours seen include the child;</p> <ul style="list-style-type: none"> • Out of seat • Calling out • Interrupting the teacher during the whole class teaching • Deliberately making distracting noises • Deliberately interrupting other children's learning • Not listening 	<ul style="list-style-type: none"> • Praise the positive behaviours you want to see. • Private and low-key reminder given of expectations. • Self-regulation tools may be used at this stage (time limited) 	<ul style="list-style-type: none"> • Give a suggestion to use a tool to help them remain in the Green Zone of Regulation. • Check-ins for how child is feeling if necessary. • Use of non-verbal communication e.g. smile/thumbs up to reassure and praise. • If needed, give additional adult support e.g. sitting near an adult. 	<p>"I can see/hear/feel you are... We need you to... I know you can do this because... If you need to use one of your self-regulation tools, then you can."</p> <p>"I wonder if... Shall we..?"</p>

<p>Stage 2 (Lower impact) Reminder Recorded in yellow behaviour books</p> <ul style="list-style-type: none"> Continued stage 1 behaviour Not following direct instructions from adults 	<ul style="list-style-type: none"> Private, low-key explanation of expectation not followed. Re-iteration of expected behaviour to the child. Self-regulation strategies to be used to support being in the green zone (time limited) Adult support if needed for either regulation or to problem-solve to help child achieve expected behaviour. Adults to look for opportunities to catch the child making the right choices. Adult & child to have a restorative conversation at end of lesson/start of break/lunch. If this occurs in the afternoon, the conversation should happen before the end of the day. 	<ul style="list-style-type: none"> Privately approach the child, use emotion coaching to support the child and direct them to use a tool to help them remain in the Green Zone. Accepting and validating the child's experience Setting clear boundaries calmly Adults to look for opportunities to catch the child making the right choices. Use of non-verbal communication e.g. smile/thumbs up to reassure and praise. If needed, give additional adult support e.g. sitting near an adult. Use of walk and talk as a proactive strategy if needed. 	<p>"I can see/hear/feel you are... We need you to... I know you can do this because... you need to use one of your self-regulation tools. Do you need support from an adult to do this?"</p>
<p>Stage 3 (Higher impact) Stop & Think (Reset) Recorded on CPOMS</p> <p>Continued disruption to the learning of the class, either within the lesson or across the school day.</p>	<ul style="list-style-type: none"> Reset Time to be given – partner class/phase leader/inclusion team/table outside classroom (adult to make decision based on their understanding of the child). The child must be regulated before following this step - Self-regulation tools to be used to support returning to the green zone. Once regulated work to complete can be given. If this includes break time, then a member of staff should take the child 	<ul style="list-style-type: none"> Reset time to take place in a different space to allow time for self-regulation. Use emotion coaching to support the child and direct them to use a tool to help them return to the Green Zone Use of walk and talk as a proactive strategy if needed. Accepting and validating the child's experience Setting clear boundaries calmly Adult support to go to reset time may be appropriate. 	<p>"I can see/hear/feel you are... We need you to... I know you can do this because... When I see you aren't making good choices, I am concerned/worried because... (you aren't keeping yourself safe/you are interrupting other people's learning/you aren't ready to learn).</p> <p>You need to have some time to help you be ready to learn/be in the green zone. You can have some reset time (partner class/the phase</p>

	<p>out for a run-around for a maximum of 10 minutes.</p> <ul style="list-style-type: none"> • A restorative conversation must take place between the child and the teacher. If this occurs in the afternoon, the conversation should happen before the end of the day. (The Phase leader, Welfare Team or member of SLT may support with this if needed). • Agreed adult to discuss with parent at the end of the day, either at pick up or on the phone. 	<ul style="list-style-type: none"> • Adult support to help self-regulation may be appropriate. 	<p>leader/inclusion team) to help you do this.”</p>
<p>Stage 4 (Higher impact) Repair & Reflect Recorded on CPOMS</p> <ul style="list-style-type: none"> • Serious and deliberate rudeness to adults • Swearing at adults • Leaving the agreed area without permission and putting self at risk • Highly disruptive behaviour • Throwing objects • Continued refusal to engage despite level 4 intervention 	<ul style="list-style-type: none"> • The child must be regulated before following this step. • Restorative conversation with adult. The phase leader or member of the Welfare team or SLT may support with this if needed. • Whatever has gone wrong is put right – completing work, restorative/repair conversation with another child, fixing/clearing up, time doing something positive with the person they have upset. • The focus here is on repairing what has happened and following the original expectation. The repair must be relevant to the expectation that has not been met. • Consequences should relate to the behaviours displayed and could also include; <ul style="list-style-type: none"> ➤ Missing the next break/lunchtime 	<ul style="list-style-type: none"> • Use emotion coaching to support the child and direct them to use a tool to help them return to the Green Zone. • Adult offers any appropriate support or problem solving to help child. • Accepting and validating the child’s experience • Setting clear boundaries calmly • Use of walk and talk as a proactive strategy if needed. • Adult support to help self-regulation may be appropriate. • Member of Welfare & pastoral team may be appropriate to support and offer alternative space for regulation. 	<p>”I can see/hear/feel you are... We need you to... I know you can do this because... When I see you aren’t making good choices, I am concerned/worried because... (you aren’t keeping yourself safe/you are interrupting other people’s learning/you aren’t ready to learn).”</p> <p>You need to leave the classroom and go to (safe space/partner class/the phase leader/welfare & pastoral team).”</p>

	<ul style="list-style-type: none"> ➤ Reflection with SLT the next day at lunchtime ➤ Time Out for the next session (with a member of the Pastoral Team) <p>If any of the above includes a break time, then a member of staff should take the child out for a run-around for a maximum of 10 minutes</p> <ul style="list-style-type: none"> • Agreed adult to discuss with parent/carer at the end of the day, either at pick up or on the phone. If this is a reoccurring issue, teacher to book a meeting with parents/carer and inclusion manager. Consider whether an Individual Behaviour Plan or Report Card is needed at this time. 		
<p>Stage 5 (Higher impact) Consequence & Repair (Time Out) Recorded on CPOMS</p> <ul style="list-style-type: none"> • Persistent offensive/abusive language • Throwing objects to hurt • Breaking/destroying class equipment or property • Deliberately physically hurting others • Racist/religious/homophobic incident <p>(Usually a purposeful wrong choice)</p>	<ul style="list-style-type: none"> • The child must be regulated before following this step. • Time out with Welfare team or SLT dependent on child and their needs. • Regulation time (using the normal activities) and should then complete their work for an appropriate amount of time. If this includes break time, then a member of staff should take the child out for a run-around for a maximum of 10 minutes. • Consequences should relate to the behaviours displayed and could also include; <ul style="list-style-type: none"> ➤ Time Out for a longer period of time (with a member of SLT) ➤ Alternative Exclusion 	<ul style="list-style-type: none"> • Use emotion coaching to support the child and direct them to a safe space. • Adult support to use a tool to help them return to the Green Zone. • Accepting and validating the child's experience • Setting clear boundaries calmly • Adult offers any appropriate support or problem solving to help child. • Use of walk and talk as a proactive strategy if needed. • Adult support to help self-regulation may be appropriate. • Member of Welfare & pastoral team or SLT may be appropriate to 	<p>"I can see/hear/feel you are... We need you to... I know you can do this because... When I see you aren't making good choices, I am concerned/worried because... (you aren't keeping yourself safe/you are interrupting other people's learning/you aren't ready to learn). You need to leave the classroom and go to safe space/Welfare & Pastoral team/SLT."</p>

	<p>➤ Fixed Term Exclusion</p> <ul style="list-style-type: none">• A restorative conversation must take place between the child and the adult/pupils involved. If this occurs in the afternoon, the conversation should happen before the end of the day and may need to be supported by another member of staff.• Teacher and member of SLT to arrange meeting with parent/carer to discuss incident and recent behaviour.• An Individual Behaviour Plan may be put in place to support the child's individual needs, unless this is a one-off incident.• Provision and support for the child should be reviewed to ensure that we are either meeting their needs or working towards meeting their needs.	<p>support and offer alternative space for regulation.</p>	
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Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At Portsdown Primary School, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings it might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty. We want children at Portsdown to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

What are the different Zones?

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

The ZONES of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

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One Page Behaviour Policy

School Ethos

- Every member of the school community feels valued and respected
- Each person is treated fairly and well
- Values are built on mutual trust and respect for all.
- Value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment
- Promote an environment where everyone feels happy, safe and secure and able to learn.
- Strong relationships between staff and pupils are vital.
- Being fair is not about everyone getting the same, it's about everyone getting what they need.



Core Values



Be Kind



Be Inclusive



Be respectful



Be safe



Be your best

Positive Recognition

- Verbal praise & non-verbal communication such as smiling.
- Stickers or stamps
- Certificates
- Special responsibility jobs
- Golden Time
- House points
- Class rewards/Marble Jar
- MarvellousMe messages
- Attendance rewards
- Celebration Assembly – special leaf, golden token.

Relentless routines

- Meet and Greet at the beginning of the day, after break and after lunch
- Visual timetables in class
- Portsmouth behaviour Curriculum: Fantastic Walking, Fantastic Entry, Fantastic Listening & Fantastic Speaking

Visible consistencies

- Staff will be calm, kind and fair in their treatment of children, parents and colleagues
- Staff will pay first attention to best conduct and will endeavour to catch children 'doing the right thing'
- Staff will give take up time to allow children time to process an instruction or question.
- Staff will not walk on by; if any poor choices are seen staff will intervene.
- Staff will not respond how they perceive; staff will not judge or inflict their own values on a situation.
- Staff will make it personal; and not take it personally. We understand that by building positive relationships we will develop positive behaviour choices.

Stepped Boundaries

1. Redirection
2. Reminder (Yellow Log)
3. Stop & Think (Reset) (CPOMS)
4. Repair & Reflect (Reflection) (CPOMS)
5. Consequence & Repair (Time Out) (CPOMS)

Restorative Questions

- What happened?
- What were you thinking/feeling at the time?
- How did this make other people feel? What should you do to fix this and put things right?
- How can you do things differently in the future?

Zones of Regulation

We aim to equip all children with the vocabulary and skills to identify their emotions and to self-regulate as needed. We use The Zones of regulation®, alongside other SEMH interventions and the work of our Pastoral Team to support this.



