

# Relationships and Behaviour Regulation Policy

Portsmouth Primary School & Early Years



Approved by:  
Portsmouth Governing  
Board

Date: September 2025

Last reviewed on:  
November 2025

Next review due by:  
September 2026

## Rationale

At Portsdown Primary School and Early Years, we aim to create a safe and happy environment where good behaviour enables all stakeholders 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 which is applied equally to all children
- ensure that all learners are treated fairly, shown respect and that good relationships are promoted in a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- 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, outlining the expectations and consequences of behaviour
- 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
- define what we consider to be unacceptable behaviour, including bullying and discrimination

## Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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.

## **Definitions**

See Appendix 5 for examples of misbehaviour and whether it is considered to be serious misbehaviour and bullying and its definition

## **Roles and Responsibilities**

### **The governing body**

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents**

Parents and carers, where possible, should:

- Get to know the school's relationships and behaviour regulation policy and reinforce it at home where appropriate

- Support their child in adhering to the school's relationships and behaviour regulation policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Relationships and Behaviour Regulation policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The welfare support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's relationships and behaviour regulation policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **School behaviour curriculum**

The school is committed to creating a culture that promotes excellent behaviour.

## **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.
- Staff will keep classrooms tidy and organised.
- Staff will support children moving around the school e.g. from intervention groups back to the classroom and when collecting their things at the end of the day.
- Staff in all year groups will meet children from the playground, field or quad at the end of break and lunchtime to support children coming in. This will allow the staff to discretely discuss any behaviour concerns from the break or lunch time with the staff from the classroom.
- Lunchtime supervisors will walk children in key stage 2 back to their classes at the end of lunch.
- A member of staff will walk the second class to PE and collect the first class, supporting the children at transition points.

### **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 for the 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 see Appendix 6)

**Entering school (Start of day, after break and lunch)** – 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 for children to stand still and regulate. It will then be blown again and children will be expected to line up (Fantastic Entry see Appendix 6)

**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.

**Lining up** – all classes will line up alphabetically (individual children may be moved if necessary).

At Portsdown Primary School and Early Years we support children's welfare through our Behaviour curriculum. This curriculum complements the Relentless Routines.

[Portsdown Behaviour Curriculum](#) – Fantastic Walking and Fantastic Entry These can be found in Appendix 6 and are used to support the children's entry

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

Our school culture focuses 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.

## **The role of oracy**

Portsdown Oracy Project (POP) is based upon best practice from Oracy 21. It develops pupils' speaking and listening skills through physical, linguistic, cognitive, and social-emotional strands. By explicitly teaching how to speak with clarity, listen actively, and respond thoughtfully, it equips pupils to communicate confidently in a range of contexts. This not only enhances learning across the curriculum but also fosters mutual respect and understanding. Strong oracy skills reduce misunderstandings, encourage positive peer interactions, and promote empathy, which in turn support good behaviour. When pupils can express themselves appropriately and listen to others, conflicts are less likely to escalate and classroom dialogue becomes more productive. Oracy thus underpins both academic success and a respectful, collaborative school culture at Portsdown Primary School and Early Years.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## **Positive Recognition and Responding to Good Behaviour**

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

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
- Individual agreed plans for year groups e.g. Year 2 reward time
- Marbles Year R to 6
- Individual agreed plans for year groups e.g. Year 2 reward time
- Marbles Year R to 6 (Yr 6 do names in jar due to nature of children)
- Attendance rewards for individuals who have consistently good attendance or improved attendance/punctuality.

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

- A child in each year group 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 headteacher and deputy headteacher to receive a token for the book vending machine for demonstrating our school values.
- Each class teacher nominates a writer of the week who receives a certificate and pen or pencil.
- Each class teacher nominates a reader of the week who receives a certificate and a small prize.
- 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 and have a certificate to take home.
- 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 -Green
- Southwick - Blue
- Widley - Red
- Nelson - Yellow

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 displayed 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 Portsdown'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.

The children in nursery and in Years R to 2 will mainly focus on the colours of their teams, with the names primarily used from Year 3.

Each house team will have 2 captains who will promote the school's values and be role models to the children in the school. The children wishing to be considered to be house captains will apply in writing for the role and will be selected ready for the start of Year 6.

There will be events linked to the house teams through the year, including the sports day, where the children will work together in their house teams.

## **Language around Behaviour**

At Portsdown Primary School and Early Years, 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 those in the script below 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 our Child Protection Online Management System (CPOMS). The SLT must be alerted to behaviour incidents reported on CPOMS.

## **Stepped Boundaries & Consequences**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

*Whilst the stages 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
<b>Normal practice</b> Reinforce positive behaviour and expectations through praise, rewards, and clear communication.	<ul style="list-style-type: none"> <li>• Use praise and rewards to acknowledge positive behaviour.</li> <li>• Provide private, low-key reminders of expectations when needed.</li> <li>• Ensure reasonable adjustments for children with SEND.</li> <li>• Offer Zones of Regulation tools and emotion coaching as required.</li> </ul>
<b>Stage 1 (Lower impact) Redirection</b> <ul style="list-style-type: none"> <li>• Misbehaviour e.g being out of seat, calling out, interrupting, making distracting noises, not listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Praise positive behaviours.</li> <li>• Give a private, low-key reminder of expectations.</li> <li>• Encourage use of self-regulation tools (time-limited and directed if needed).</li> </ul>
<b>Stage 2 (Lower impact) Reminder</b> <ul style="list-style-type: none"> <li>• Repeated Stage 1 behaviours.</li> <li>• Not following direct instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly explain which expectation was not followed.</li> <li>• Encourage self-regulation strategies tools (time-limited and directed if needed).</li> <li>• Provide adult support for regulation or problem-solving.</li> <li>• Acknowledge and reinforce correct choices.</li> <li>• Have a restorative conversation at the next appropriate break.</li> </ul>
<b>Stage 3 (Continued lower impact)</b> <ul style="list-style-type: none"> <li>• Repeated Stage 1 behaviours.</li> <li>• Not following direct instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Reset Time directly outside of the classroom on a quiet table.</li> <li>• Ensure the child is regulated before returning to learning.</li> <li>• Assign work to complete during this Reset Time.</li> <li>• If Reset Time includes break, allow at least 5 minutes of supervised outdoor movement.</li> <li>• Conduct a restorative conversation before the end of the day.</li> </ul>
<b>Stage 4 (Higher impact) Stop &amp; Think (Reset) Recorded in yellow books</b> <ul style="list-style-type: none"> <li>• Continued disruption despite previous interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Reset Time in a Partner Class</li> <li>• Ensure the child is regulated before returning to learning.</li> <li>• Assign work to complete during Reset Time.</li> <li>• If Reset Time includes break, allow at least 5 minutes of supervised outdoor movement.</li> <li>• Conduct a restorative conversation before the end of the day.</li> <li>• Inform parents/carers by telephone or face to face at the end of the day</li> <li>• Record in yellow book</li> </ul>
<b>Stage 5 (Higher impact) Stop, think, Redirect Recorded on CPOMS</b> <ul style="list-style-type: none"> <li>• Persistent disruption after Reset Time or inability to return within an appropriate timeframe.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Reset Time as needed, using Room 18 or 19 with a member of the Welfare Team. Where the welfare team are not available, then a member of the SLT may supervise. Where there is no capacity from SLT, a member of the year group team must stay with the child.</li> <li>• Supervise any loss of break in Room 18 or 19 (work completion and restorative conversation required). Provide a supervised 5-minute movement break afterward if break/part of lunch has been impacted by the Stage 5 response.</li> <li>• Request welfare team support for reintegration into class where appropriate.</li> <li>• Inform parents/carers at the end of the day (in person or by phone)</li> <li>• Assess the need for an Individual Behaviour Plan (IBP) or report card.</li> <li>• Record on CPOMS.</li> </ul>

<p><b>Stage 6 (Higher impact)</b>  <b>Repair &amp; Reflect</b>  <b>Recorded on CPOMS</b></p> <ul style="list-style-type: none"> <li>• <b>Serious misbehaviour (e.g., swearing at adults, leaving an area unsafely, highly disruptive behaviour, throwing objects, refusal to engage).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the child is regulated before proceeding.</li> <li>• Conduct a restorative conversation (welfare team or SLT support if needed).</li> <li>• Implement relevant repair actions (e.g., completing work, apologising, fixing damage, spending positive time with affected individuals).</li> <li>• Consider additional consequences and in discussion with the welfare team/SLT as appropriate: <ul style="list-style-type: none"> <li>➢ SLT Reflection Time at lunchtime.</li> <li>➢ Time Out for the next session with the welfare team.</li> <li>➢ 30+ minutes (where the child will be in another class or area such as Room 18 or 19 for an extended period of time).</li> <li>➢ After-school detention for children in Years 5 and 6 only unless this has been agreed with the parents as part of their individual behaviour plan.</li> </ul> </li> <li>• Provide a supervised 5-minute movement break if a break was missed.</li> <li>• Inform parents/carers and, if repeated, schedule a meeting with them and a member of SLT.</li> <li>• Assess the need for an Individual Behaviour Plan (IBP) or report card.</li> <li>• Record on CPOMS</li> </ul>
<p><b>Stage 7 (Higher impact)</b>  <b>Consequence &amp; Repair (Time Out)</b>  <b>Recorded on CPOMS</b></p> <ul style="list-style-type: none"> <li>• Persistent serious misbehaviour (e.g., offensive language, deliberate physical harm, property destruction, discriminatory incidents)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the child is regulated before proceeding.</li> <li>• Time out with the welfare team or SLT as appropriate.</li> <li>• Assign regulation time and ensure work completion.</li> <li>• Consider appropriate consequences: <ul style="list-style-type: none"> <li>○ Time Out with SLT (recorded as 30 + minutes on CPOMS: this is likely to be in Room 18 or 19 or one of the leadership offices).</li> <li>○ Alternative or fixed-term exclusion.</li> </ul> </li> <li>• Conduct a restorative conversation before the end of the day (staff support as needed e.g. from welfare team).</li> <li>• Provide a supervised 5-minute movement break if a break was missed.</li> <li>• Inform parents/carers and discuss the incident with SLT.</li> <li>• Implement or review an Individual Behaviour Plan (unless a one-off incident).</li> <li>• Review provision and support to ensure needs are being met.</li> <li>• Record on CPOMS.</li> </ul>



## Lunchtimes

**NB: For breaktimes, and because teachers are on duty, the previous stages will be used. At lunchtime, however, the following stages and responses will be used:**

Stage	Response
<b>Normal practice</b> Reinforce positive behaviour and expectations through praise, rewards, and clear communication.	<ul style="list-style-type: none"><li>• Use praise and rewards to acknowledge positive behaviour.</li><li>• Provide private, low-key reminders of expectations when needed.</li><li>• Ensure reasonable adjustments for children with SEND.</li><li>• Offer Zones of Regulation tools and emotion coaching as required.</li></ul>
<b>Stage A (Lower impact)</b> <b>Redirection and reminder</b> <ul style="list-style-type: none"><li>• Misbehaviour e.g. , not listening, over-zealous play</li></ul>	<ul style="list-style-type: none"><li>• Praise positive behaviours.</li><li>• Give a private, low-key reminder of expectations.</li><li>• Provide adult support for regulation or problem-solving.</li></ul>
<b>Stage B (Lower impact)</b> <b>Stop &amp; Think (Reset)</b> <b>Recorded in lunchtime supervisor books</b> <ul style="list-style-type: none"><li>• Continued disruption despite previous interventions.</li></ul>	<ul style="list-style-type: none"><li>• Provide Reset Time with the child standing next to the Quad fence or sitting out of the activities on a bench. This to be for no more than 3 minutes.</li><li>• Ensure the child is regulated before returning to playtime.</li><li>• Give a private, low-key reminder of expectations before they return to playing.</li><li>• Provide adult support for regulation or problem-solving.</li></ul>
<b>Stage C (Higher impact)</b> <b>Stop, think, Redirect</b> <b>Recorded in lunchtime supervisor books</b> <ul style="list-style-type: none"><li>• Persistent disruption after Reset Time or inability to return within an appropriate timeframe.</li></ul>	<ul style="list-style-type: none"><li>• Extended Reset Time for a period of 5 minutes.</li><li>• Ensure the child is regulated before proceeding.</li><li>• Conduct a restorative conversation (welfare team or SLT support if needed).</li><li>• Implement relevant repair actions (e.g., apologising, fixing damage, spending positive time with affected individuals).</li></ul>
<b>Stage D (Higher impact)</b> <b>Repair &amp; Reflect</b> <b>Recorded on CPOMS</b> <ul style="list-style-type: none"><li>• <b>Serious misbehaviour (e.g., swearing at adults, leaving an area unsafely, highly disruptive behaviour, throwing objects, refusal to engage) or repeated misbehaviour where Reset Time has not been effective (as seen by the number of incidents logged in the lunchtime supervisor books).</b></li></ul>	<ul style="list-style-type: none"><li>• Ensure the child is regulated before proceeding.</li><li>• Conduct a restorative conversation (welfare team or SLT support if needed).</li><li>• Implement relevant repair actions (e.g., apologising, fixing damage, spending positive time with affected individuals).</li><li>• Consider additional consequence of an SLT reflection at lunchtime. This can only be sanctioned by a member of the SLT and if the SLT member of staff informs the parents/carers of the reflection.</li><li>• Provide a supervised 5-minute movement break if a break was missed.</li><li>• Inform parents/carers and, if repeated, schedule a meeting with them and a member of SLT.</li><li>• Assess the need for an Individual Behaviour Plan (IBP) or report card specifically for playtimes.</li><li>• Record on CPOMS</li></ul> <p>NB: Where Stage D has been reached a number of times, alternatives may be sought for lunchtime. For example, the child may be supervised in a separate playground to the majority of their peers; they may be moved to a different playtime e.g. a child in Year 2 moving to Year 3</p>

	and 4 playtime; or a shortened playtime. Such decisions will be made in discussion with parents/carers.
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## **Guide to terminology used in the stages:**

### **Individual Behaviour Plan (IBP)**

An Individual Behaviour Plan (IBP) is a detailed, personalised plan that outlines strategies to help a student manage their behaviour and improve their learning and social-emotional development. They are designed for children who consistently exhibit challenging or concerning behaviours and they are created in collaboration with parents/carers, teachers and other relevant support staff, including the welfare team. An example of an IBP action would be that the child uses the adventure playground for reset time or that they do not attend a partner class and instead use Room 18. These IBPs are reviewed regularly and updated at least annually.

### **Partner Class**

Agreed class that the children will go to for Reset Time.

### **Reflection**

A Reflection is completed with a member of the SLT. Usually, they will be the next school day. They occur during lunchtime. The child will be provided with the opportunity to reflect on their behaviour and what they can do in order to improve their behaviour in the future.

### **Reset Time**

Reset Time is used to help ensure that the child's behaviour matches that expected at Portsdown Primary School. It will give the child the opportunity to 'reset' their behaviour away from the class. They are either outside the classroom (at a table) at Stage 3 to being in partner class or with a member of the welfare team/SLT for Stage 4 and above. At lunchtime, a child will be on Reset Time by standing around the outside of the playground or sitting on a bench.

### **Report Cards**

A report card is an intervention used for a short period of time (1 to 2 weeks). It should be used where a child is reaching Stages 3 and beyond on a regular basis. If, after a report card, behaviour continues, then an Individual Behaviour Plan will be considered.

### **Time Out (Inclusion)**

Time out is a period of time where the child is with a member of the SLT and/or the Welfare Team as appropriate. They will complete the work that they would have completed in class but will be with a member of staff away from their class. Stage 7 will require the permission of the headteacher as this is for a prolonged period of time whereas the Stage 6 Time Out will be for a short period of time

### **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (see Stages 4 to 7 above).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour or repetitive behaviour where other sanctions and interventions have not resulted in positive behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils

- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher (stage7)

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with welfare team.
- Use of teaching assistants.
- Short-term behaviour report cards
- Long-term behaviour plans.
- Pupil support units.
- Multi-agency assessment.

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal.

### **'What the law allows**

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;

b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff;

and c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one would consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.' ([Behaviour in schools: advice for headteachers and school staff 2024](#))

'Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;

- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school; • that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.'

### **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. Restorative conversations are a key part of this approach.

### **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 Welfare 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 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 are listed in Appendix 5

## Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## The use of reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

See Use of Reasonable Force Policy for further details.

## Searching, screening and confiscation

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) 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 harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 to try to 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 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, desk or locker.

‘Outer clothing’ includes:

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

### **Searching pupils' possessions**

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

- Desks and drawers
- 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/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether 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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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 strip search 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, entitlements 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 strip search**

After any strip 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 strip 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 whether, 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 strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Screening**

The school does not routinely screen pupils entering school.

### **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 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 team to inform support and at times, further actions.

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approaches to anticipating and removing triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of quiet spaces (calm zones or welfare spaces) where pupils can regulate their emotions during a moment of sensory overload
- Use of fidget tools, wobble cushions, ear defenders or weighted cushions to aid concentration and attention.
- Visual aids e.g. timetable, child friendly behaviour plans
- Work, reward structures to aid motivation and engagement

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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/carers to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **Pupil transition**

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **Preparing outgoing pupils for 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint and reasonable force
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## **Monitoring arrangements**

### **Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the SENCO and shared with SLT and Governors

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the school's Governors.

## **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
- Physical restraint policy
- Mobile phone 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**

Portsdown 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
<b>Normal practise</b>	<ul style="list-style-type: none"> <li>• Use of rewards and praise to celebrate correct behaviour for learning as well as positive feedback on choices being made.</li> <li>• A private reminder, where needed about the school rules and expectations.</li> <li>• Additional reminders might be needed for children where reasonable adjustments due to SEND are necessary and appropriate.</li> <li>• Zones of Regulation tools are available for anyone who may need them and adults support with emotion coaching as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders for use of Zones of Regulation.</li> <li>• Check-ins for how child is feeling if necessary.</li> <li>• Use of non-verbal communication e.g. smile/thumbs up to reassure and praise.</li> <li>• If needed, give additional adult support e.g. sitting near an adult.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Stage 1 (Lower impact) Redirection</b> Behaviours seen include the child; <ul style="list-style-type: none"> <li>• Out of seat</li> <li>• Calling out</li> <li>• Interrupting the teacher during the whole class teaching</li> <li>• Deliberately making distracting noises</li> <li>• Deliberately interrupting other children's learning</li> <li>• Not listening</li> </ul>	<ul style="list-style-type: none"> <li>• Praise the positive behaviours you want to see.</li> <li>• Private and low-key reminder given of expectations.</li> <li>• Self-regulation tools may be used at this stage (time limited)</li> </ul>	<ul style="list-style-type: none"> <li>• Give a suggestion to use a tool to help them remain in the Green Zone of Regulation.</li> <li>• Check-ins for how child is feeling if necessary.</li> <li>• Use of non-verbal communication e.g. smile/thumbs up to reassure and praise.</li> <li>• If needed, give additional adult support e.g. sitting near an adult.</li> </ul>	<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><b>Stage 2 (Lower impact)</b>  <b>Reminder</b>  <b>Recorded in yellow behaviour logs</b>  Behaviours seen include the child:</p> <ul style="list-style-type: none"> <li>Continued stage 1 behaviour</li> <li>Not following direct instructions from adults</li> </ul>	<ul style="list-style-type: none"> <li>Private, low-key explanation of expectation not followed. Re-iteration of expected behaviour to the child.</li> <li>Self-regulation strategies to be used to support being in the green zone (time limited)</li> <li>Adult support if needed for either regulation or to problem-solve to help child achieve expected behaviour.</li> <li>Adults to look for opportunities to catch the child making the right choices.</li> <li>Adult &amp; 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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Accepting and validating the child's experience</li> <li>Setting clear boundaries calmly</li> <li>Adults to look for opportunities to catch the child making the right choices.</li> <li>Use of non-verbal communication e.g. smile/thumbs up to reassure and praise.</li> <li>If needed, give additional adult support e.g. sitting near an adult.</li> <li>Use of walk and talk as a proactive strategy if needed.</li> </ul>	<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><b>Stage 3 (Continued lower impact)</b>  <b>Recorded in yellow behaviour logs</b>  Behaviours seen include the child:</p> <p>Repeated Stage 1 behaviours despite reminders.  Continued not following direct</p>	<ul style="list-style-type: none"> <li>Calm, private, and firm re-statement of expectations.</li> <li>Clear explanation of consequences if the behaviour continues.</li> <li>Use of self-regulation strategies encouraged (time-limited)</li> <li>Adult support for regulation/problem solving if required.</li> </ul>	<ul style="list-style-type: none"> <li>Privately approach the child using emotion coaching to validate feelings and guide them back to expectations.</li> <li>Direct the child to choose and use an appropriate regulation tool (Zones of Regulation).</li> </ul>	<p>"I can see/hear/feel you are... We need you to... I know you can do this because... If this continues, you will need to have some reset time away from the class. Let's see if you can use a tool now to help you stay in the Green Zone."</p>

<p>instructions. Ongoing low-level disruption that affects own and others' learning. Answering back/refusing to respond to adult direction in the moment. Showing signs of disregarding boundaries that have been set.</p>	<ul style="list-style-type: none"> <li>• Adults to continue to actively seek opportunities to “catch them being good” and reinforce positive behaviour.</li> <li>• Restorative conversation to take place at the next natural break point (end of lesson/start of break/lunch).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional adult support if needed for regulation or redirection.</li> <li>• Use non-verbal signals (thumbs up, proximity, eye contact) to reinforce positive engagement.</li> <li>• Provide structured choices (e.g. “You can either work here with support or move to this space to help you focus”).</li> <li>• Walk and talk may be used proactively to de-escalate.</li> </ul>	<p>“You have a choice: you can [expected behaviour] or you will need to [stated consequence]. I know you can make the right choice.”</p>
<p><b>Stage 4 (Higher impact)</b> <b>Stop &amp; Think (Reset)</b> <b>Recorded in yellow behaviour logs</b> Continued disruption to the learning of the class, either within the lesson or across the school day.</p>	<ul style="list-style-type: none"> <li>• <b>Reset Time to be given</b> – partner class/Welfare team/table outside classroom (adult to make decision based on their understanding of the child).</li> <li>• The child must be regulated before following this step - <b>Self</b>-regulation tools to be used to support returning to the green zone.</li> <li>• Once regulated work to complete can be given.</li> <li>• If this includes break time, then a member of staff should take the child out for a run-around for at least 5 minutes.</li> <li>• 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. (Welfare Team or member of SLT may support with this if needed).</li> </ul>	<ul style="list-style-type: none"> <li>• Reset time to take place in a different space to allow time for self-regulation.</li> <li>• Use emotion coaching to support the child and direct them to use a tool to help them return to the Green Zone</li> <li>• Use of walk and talk as a proactive strategy if needed.</li> <li>• Accepting and validating the child's experience</li> <li>• Setting clear boundaries calmly</li> <li>• Adult support to go to reset time may be appropriate.</li> <li>• Adult support to help self-regulation may be appropriate.</li> </ul>	<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/Welfare team) to help you do this.”</p>

<p><b>Stage 5 (Higher impact)</b>  <b>Stop, think, Redirect</b>  <b>Recorded on CPOMS</b>  Continued disruption to the learning of the class, either within the lesson or across the school day.  Reset time given but behaviour continues on return or unable to return within an adequate time (dependent on age of child).</p>	<ul style="list-style-type: none"> <li>● <b>Reset Time may need to continue</b> – partner class/Welfare team/table outside classroom/room 19 (adult to make decision based on their understanding of the child).</li> <li>● <b>Loss of break time – this must be supervised in the classroom or in room 19. During this time, any missed work to be completed and restorative conversation to take place with child and teacher.</b></li> <li>● <b>An adult should supervise child for a 5-minute break after the loss of break.</b></li> <li>● <b>A member of the Welfare Team can be requested to support child transition back into class.</b></li> <li>● Agreed adult to discuss with parent at the end of the day, either at pick up or on the phone.</li> </ul>	<ul style="list-style-type: none"> <li>● Additional Reset time needed to allow time for self-regulation.</li> <li>● Use emotion coaching to support the child and direct them to use a tool to help them return to the Green Zone</li> <li>● Use of walk and talk as a proactive strategy if needed.</li> <li>● Accepting and validating the child's experience</li> <li>● Setting clear boundaries calmly</li> <li>● Adult support to go to reset time may be appropriate.</li> <li>● Adult support to help self-regulation may be appropriate.</li> </ul>	<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 more reset time (partner class/Welfare team) to help you do this. We will talk about this more during break time so I can help you make better choices"</p>
<p><b>Stage 6 (Higher impact)</b>  <b>Repair &amp; Reflect</b>  <b>Recorded on CPOMS</b></p> <ul style="list-style-type: none"> <li>● Serious and deliberate rudeness to adults</li> <li>● Swearing at adults</li> <li>● Leaving the agreed area without permission and putting self at risk</li> <li>● Highly disruptive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● <b>The child must be regulated before following this step.</b></li> <li>● Restorative conversation with adult. A member of the Welfare team or SLT may support with this if needed.</li> <li>● 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.</li> <li>● The focus here is on repairing what has happened and following the original</li> </ul>	<ul style="list-style-type: none"> <li>● Use emotion coaching to support the child and direct them to use a tool to help them return to the Green Zone.</li> <li>● Adult offers any appropriate support or problem solving to help child.</li> <li>● Accepting and validating the child's experience</li> <li>● Setting clear boundaries calmly</li> </ul>	<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/welfare team/room19)."</p>

<ul style="list-style-type: none"> <li>● Throwing objects</li> <li>● Continued refusal to engage despite level 4 intervention</li> </ul>	<p>expectation. The repair must be relevant to the expectation that has not been met.</p> <ul style="list-style-type: none"> <li>● Consequences should relate to the behaviours displayed and could also include; <ul style="list-style-type: none"> <li>➢ Missing the next break/lunchtime</li> <li>➢ <b>Reflection</b> with SLT the next day at lunchtime</li> <li>➢ <b>Time Out</b> for the next session (with a member of the Welfare Team)</li> </ul> </li> <li>● <b>A member of the Welfare Team can be requested to support transition back into class.</b></li> </ul> <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 <b>at least 5 minutes</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Consider whether an Individual Behaviour Plan or Report Card is needed at this time.</li> </ul>	<ul style="list-style-type: none"> <li>● Use of walk and talk as a proactive strategy if needed.</li> <li>● Adult support to help self-regulation may be appropriate.</li> <li>● Member of Welfare team may be appropriate to support and offer alternative space for regulation.</li> </ul>	
<p><b>Stage 7 (Higher impact) Consequence &amp; Repair (Time Out) Recorded on CPOMS</b></p> <ul style="list-style-type: none"> <li>● Persistent offensive/abusive language</li> <li>● Throwing objects to hurt</li> <li>● Breaking/destroying class equipment or property</li> <li>● Deliberately physically hurting others</li> </ul>	<ul style="list-style-type: none"> <li>● <b>The child must be regulated before following this step.</b></li> <li>● <b>Time out</b> with Welfare team or SLT dependent on child and their needs.</li> <li>● 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 at least 5 minutes.</li> <li>● Consequences should relate to the behaviours displayed and could also include;</li> </ul>	<ul style="list-style-type: none"> <li>● Use emotion coaching to support the child and direct them to a safe space.</li> <li>● Adult support to use a tool to help them return to the Green Zone.</li> <li>● Accepting and validating the child's experience</li> <li>● Setting clear boundaries calmly</li> <li>● Adult offers any appropriate support or problem solving to help child.</li> </ul>	<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 team/Room 19/SLT."</p>

<ul style="list-style-type: none"> <li>● Racist/religious/homophobic incident (Usually a purposeful wrong choice)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Time Out for a longer period of time (with a member of SLT)</li> <li>➤ Alternative Exclusion</li> <li>➤ Fixed Term Exclusion</li> <li>● 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.</li> <li>● A member of the Welfare Team can be requested to support transition back into class.</li> <li>● Teacher and/or member of SLT to speak with parent/carer to discuss incident and recent behaviour.</li> <li>● An Individual Behaviour Plan may be put in place to support the child's individual needs, unless this is a one-off incident.</li> <li>● Provision and support for the child should be reviewed to ensure that we are either meeting their needs or working towards meeting their needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Use of walk and talk as a proactive strategy if needed.</li> <li>● Adult support to help self-regulation may be appropriate.</li> <li>● Member of Welfare &amp; pastoral team or SLT may be appropriate to support and offer alternative space for regulation.</li> </ul>	
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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

Zones of Regulation			
Blue	Green	Yellow	Red
			
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

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

## Appendix 4

### 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

#### Relentless routines

Meet and Greet at the beginning of the day, after break and after lunch

Visual timetables in class

Portsmouthdown behaviour Curriculum: Fantastic Walking, Fantastic Entry.

#### 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.

#### 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.

#### 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 WelfareTeam to support this.

Zones of Regulation			
Blue	Green	Yellow	Red
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space



## Appendix 5

### Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards learning, school or the school's community
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying (see below for further information on bullying definitions)
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism

#### Stepped Boundaries

	Redirection
	Reminder (Yellow
Log)	
	Stop & Think
(Reset) (CPOMS)	
	Stop, Think &
Redirect (CPOMS)	
	Repair & Reflect
(Reflection) (CPOMS)	
	Consequence &

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Mobile phones and similar devices being used on school premises during school time
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li></ul> Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The school has a number of measures that we have put in place to prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying). These are documented in the school's Anti-Bullying Policy.

## Appendix 6a: Fantastic Walking

# **FANTASTIC WALKING**

- Facing forwards
- Walking at a steady pace
- In a straight line
- With hands by your side
- Silently





**PORTSDOWN**  
Primary School & Early Years

## Appendix 6b: Fantastic entry

# FANTASTIC ENTRY



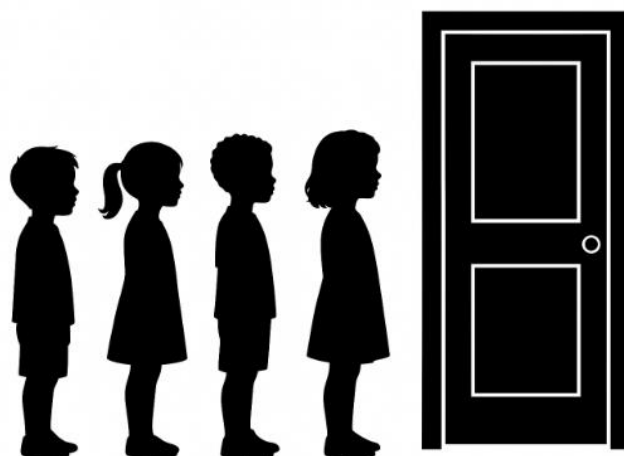
- Stop playing and talking on the first whistle
- Stand still
- Use Fantastic Walking to line up on the second whistle
- Line up silently with your hands by your side
- Use Fantastic Walking on the way in



# Fantastic Lining Up



- Line up silently in a straight line
- Hands by your side
- One person in front of you and one behind you (except the person at the front and back)
- Use Fantastic Walking on the way into the class, hall or other area when asked to do so



# Behaviour Quick Reference Guide

## School Values

All pupils and staff are expected to:

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

These values guide our ethos, relationships, and day-to-day practice.

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## Visible Consistencies for Staff

- Be calm, kind, fair, and professional.
  - Avoid shouting; model self-control.
  - Praise positive behaviour first.
  - Give children time to respond to instructions.
  - Intervene when poor choices occur.
  - Keep classrooms tidy and support transitions.
  - Meet and greet children at start of day and after breaks.
- 

## Relentless Routines

- **Meet & Greet:** Start each day positively.
- **Visual Timetables:** Display in class; support individual needs.
- **Walking & Lining Up:** Calm, orderly movement (see Fantastic Walking / Entry).
- **Getting Attention:** Use consistent visual/audible signals.
- **Transitions:** Staff support children moving between activities and classrooms.

## Teaching Positive Behaviour

- Equip children to self-regulate using **Zones of Regulation** and SEMH strategies.
  - Use restorative approaches for conflict.
  - Recognise individual differences; adjust support accordingly.
  - Encourage strong oracy skills (POP project) for communication and empathy.
- 

## Safeguarding

- Behaviour changes may indicate safeguarding concerns.
  - Follow child protection policy and refer to Pastoral Team or Children's Social Care if needed.
- 

## Positive Recognition & Rewards

- Praise (verbal/non-verbal), stickers, certificates, special jobs, Golden Time, house points.
  - Weekly **Celebration Assembly**: awards for values, attendance, reading, writing, and achievements.
- 

## House Points

- Houses: **Purbrook (Green), Southwick (Blue), Widley (Red), Nelson (Yellow)**
  - Points for demonstrating values, exceptional work, going above expectations.
  - Weekly and half-termly recognition; House Captains lead by example.
- 

## Language Around Behaviour

- Use professional, neutral language.
  - Discuss behaviours, not children personally.
  - Staff witnessing behaviour handle conversations and log incidents on CPOMS.
  - Inform SLT as needed.
- 

## Stepped Boundaries & Consequences (Classroom)

Stage	Behaviour Examples	Staff Response
Normal	Positive behaviour	Praise, rewards, adjustments as needed
1	Low-level disruption	Private reminder, encourage self-regulation
2	Repeated Stage 1	Reminder, adult support, restorative chat at break
3	Continued low-level	Reset Time outside classroom, restorative conversation
4	Higher impact	Reset in Partner Class, restorative conversation, inform parents, record in yellow book
5	Persistent higher impact	Extended Reset, welfare/SLT support, restorative, record on CPOMS
6	Serious misbehaviour	Repair & Reflect, SLT/welfare involvement, consequences as needed, inform parents
7	Persistent serious	Time Out with SLT, restorative, alternative/fixed-term exclusion possible, CPOMS record

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## Stepped Boundaries & Consequences (Lunchtime)

Stage	Behaviour	Response
Normal	Positive behaviour	Praise, rewards, low-key reminders
A	Low-level disruption	Redirection, support regulation
B	Continued low-level	Reset (max 3 mins), support, private reminder
C	Persistent disruption	Extended Reset (5 mins), restorative, repair actions
D	Serious/repeated	Repair & Reflect, SLT reflection if needed, movement break, inform parents, CPOMS



*Repeated Stage D incidents may result in adjusted playtime arrangements for the individual/individuals concerned.*

## Appendix 8 – Behaviour Quick Reference Guide (condensed version)

### School Values

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

### Visible Staff Consistencies

- Be calm, kind, fair, professional.
- Avoid shouting; model self-control.
- Praise positive behaviour first.
- Give children time to respond.
- Intervene on poor choices.
- Keep classrooms tidy; support transitions.
- Meet & greet children at start and after breaks.

### Relentless Routines

- Meet & Greet: Start each day positively.
- Visual Timetables: Class & individual support.
- Walking & Lining Up: Calm, orderly movement.
- Getting Attention: Visual/audible signals.
- Transitions: Staff guide children between activities/classes.

### Teaching Positive Behaviour

- Support self-regulation (Zones of Regulation, SEMH strategies).
- Use restorative approaches for conflict.
- Adjust support for individual needs.
- Build strong oracy skills to aid communication & empathy.

### Safeguarding

- Behaviour changes may signal safeguarding concerns.
- Follow child protection policy and involve Pastoral Team or Social Care if needed.

### Rewards & Recognition

- Praise, stickers, certificates, special responsibilities, Golden Time, house points.
- Weekly Celebration Assembly: awards for values, attendance, reading, writing, and achievements.

### House Points

- Houses: Purbrook (Green), Southwick (Blue), Widley (Red), Nelson (Yellow)
- Points for values, exceptional work, above expectations.
- Weekly & half-termly recognition; House Captains lead by example.

### Language Around Behaviour

- Use neutral, professional language.
- Discuss behaviours, not children personally.
- Witnessed incidents → staff handle & log on CPOMS.
- Alert SLT as needed.

## Classroom Behaviour – Stepped Consequences

Stage	Behaviour	Response
Normal	Positive	Praise, rewards, adjustments
1	Low-level disruption	Private reminder, encourage self-regulation
2	Repeated Stage 1	Reminder, adult support, restorative chat at break
3	Continued low-level	Reset outside classroom, restorative conversation
4	Higher impact	Reset in Partner Class, restorative, inform parents, record in yellow book
5	Persistent higher impact	Extended Reset, welfare/SLT support, restorative, CPOMS
6	Serious misbehaviour	Repair & Reflect, SLT/welfare, consequences, inform parents
7	Persistent serious	Time Out with SLT, restorative, alternative/fixed-term exclusion, CPOMS

## Lunchtime Behaviour – Stepped Consequences

Stage	Behaviour	Response
Normal	Positive	Praise, low-key reminders, rewards
A	Low-level	Redirection, support regulation
B	Continued low-level	Reset (max 3 mins), support, private reminder
C	Persistent	Extended Reset (5 mins), restorative, repair actions
D	Serious/repeated	Repair & Reflect, SLT reflection, movement break, inform parents, CPOMS

*Repeated Stage D → possible adjusted playtime arrangements.*