

Positive Behaviour Policy

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Owner	Senior Leadership Team

Our Vision:

It is our vision that Portfield School:

- **Inspire a passion and thirst for memorable lifelong learning.**
- **Provides our students with the best life chances to thrive and achieve.**
- **Equips all students with the skills for independence.**

We will achieve this by:

- Providing consistent education and therapeutic support throughout the school day with an integrated multi-disciplinary staff team.
- Ensuring all staff are committed to the philosophy of the school which inspires passion, values progress and celebrates difference.
- Providing a personalised curriculum that gives the knowledge, skills and values to succeed.
- Monitoring and recording progress – both personal and academic – through a range of assessments; support student’s ambitions to achieve externally accredited qualifications.
- Providing regular opportunities to develop independence and daily living skills.
- Meeting each student’s emotional and social development needs.
- Providing access to the creative arts and enrichment curriculum teaching communication, positive interactions and sensory self-regulation.
- Enabling every student to make a positive impact within the community and wider world.

Our positive behaviour policy has been informed by DFE guidance for Headteachers and school staff, January 2016 - Behaviour and discipline in schools.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Behaviour is a form of communication. At Portfield School, we always try to understand the message that the behaviour is trying to communicate to students/adults/staff. We use positive reinforcement strategies to motivate students to improve and change negative behaviour and believe that consistency is essential.

Our school values are:

- Respect
- Resilience
- Challenge
- Teamwork

Our school rules are underpinned by our school values. We expect all children and adults to follow the school rules in our school community, and beyond the classroom.

1. **We are responsible for our actions.**
2. **We work hard and aspire to be the best that we can be.**
3. **We treat everyone with respect.**
4. **We respect personal space and the environment.**
5. **We listen to each other and follow instructions.**

In order to achieve our vision, we recognise that these rules and values need to be:

- Reinforced and rewarded.
- Applied consistently.
- Explicitly taught in an age and stage appropriate way.
- Modelled and upheld by all stakeholders.
- Displayed for all to refer to.

We recognise that to achieve our vision, positive behaviour is essential and can be maintained only when:

- Relationships between adults and students are supportive of student's feelings and needs.
- The curriculum is engaging, relevant and matched to the needs of the individual.
- Classroom management has been carefully considered with student involvement and is clearly communicated.
- Whole school organisation is considered and reviewed as necessary.
- A shared system of procedures and techniques gives teachers the support they need.

Our Reward System:

Each class has a behaviour chart - see appendix 1. This is a visual tool that ensures shared expectations for behaviour. Every student starts the day on 3 points, if they are displaying positive behaviour and following our school rules their name remains on 3 points. If they are displaying highly positive behaviour their name moves up the chart. Each move up the chart is rewarded with an increase in points. If a student's name remains at the top of the behaviour chart at the end of the session, they receive 5 points on their individual point card - see appendix 2.

Each session or lesson lasts for 30 minutes and then the behaviour chart is reset; this gives every student the chance to improve their behaviour and improve the choices they make. A student cannot lose points that have previously been earned.

If a student chooses not to follow our school rules and/or demonstrate our school values, the adult will give them a verbal warning and 5 minutes to change their behaviour. If they choose to continue with the same behaviour their name moves down the chart. As a consequence, the student will have a reduction in the points that they earn in this session. If the student rectifies their behaviours during this session their name can move back up the chart.

However, if a student persistently chooses to not follow our rules and only achieves 1 point more than once per day, they will be referred to the Nurture Nest for time to reflect on their behaviour and the impact that their behaviour has on others.

If a student deliberately compromises the health and safety of students/adults, he/she will be immediately moved to 1 point. If the behaviour is a high-level incident - see appendix 3, the student is sent to the school office for Nurture and Behaviour support and parents will be contacted. The student will be expected to reflect on their behaviour at an appropriate time. We acknowledge that due to the specific needs of the individual students in our school this reflection time may take place sometime after the incident.

We believe it is vital for children to reflect on their behaviour; therefore, reflection time is an opportunity for children to discuss their behaviour and how this may have had an effect on others. As part of reflection time, students complete a reflection record - see appendix 4. We are developing a restorative culture where students learn to deal with conflict through discussions and understand the affect their behaviour has on others.

Intervention:

All members of staff are expected to employ the Conflict Resolution Approach.

1. Approach calmly.
2. Acknowledge feelings.
3. Find out information.
4. State the problem with help from the student.
5. Ask for solutions.
6. Offer support for the solution adopted.

Portfield Pence:

Each point that the students earn is worth one Portfield Penny. Portfield Pence are totalled at the end of each day based on the totals that the students have earned from each 30-minute session. Students can earn points for demonstrating the school values, excellent work, and positive learning attitude; and across the school day staff can award additional points for positive examples of behaviour and/or demonstration of the school values around the school and outside the classroom environment.

At the end of each session if a student is on:

- Light green (I am making the right choice), they receive 3 points.
- Medium green (I am showing the school values in everything I do), they receive 4 points.
- Dark green (my choices make everyone proud), they receive 5 points.

Students have a personal point card where they record their points - see appendix 2. At the end of the day, each student will be awarded the tokens to collect in their savings jar ready for spending on Friday.

Each week students will have an opportunity to total the number of personal points they have earned that week and 'buy' something from the Portfield Point Shop, these items will vary, for example, water bottles and pencils or larger ticket items such as cinema vouchers and Lego etc. Students can choose to save their points thus teaching students the Preparation for Adulthood skills of saving and money management. Although the Portfield Pence will have no monetary value or equivalent they have been designed to follow the legal currency of the United Kingdom where 1 point = 1 Portfield Pence and 100 Portfield Pennies = 1 Portfield Pound.

House Points:

Every child and staff member are placed into a house: Discovery, Endeavour, Pioneer and Voyager. Siblings are placed into the same house. Each week the personal points total that a student has earned will be added to their house total.

Each week in celebration assembly the house with the most house points for that week will be announced, the points will then be added to the half term's running total. At the end of the half term the house with the most house points will receive a house reward, for example, a film, extra lunchtime, or a special visitor etc. The purpose of a shared reward is to encourage everyone to support each other with making 'positive choices' and develop a shared community.

Half termly, if children have been awarded 1000 house points or more, they are invited to a special headteacher's event, for example, afternoon tea, pizza lunch or hot chocolate with the headteacher.

Weekly Celebration Assembly:

Every Friday, two assemblies are held to celebrate achievements, one for Primary Phase, and one for Secondary Phase. In these assemblies the following awards are celebrated:

- Star of the Week - this award is chosen by the teacher for being a star.
- Values Award - awarded to one child per class for demonstrating our school values.
- Attendance Award - awarded for the class with the highest attendance.
- Punctuality Award – awarded to the class with the best punctuality.
- Children can bring in achievements from outside of school e.g., swimming badges etc.

Exclusions:

At Portfield School we do not believe in exclusion as we recognise that this causes significant harm to the young person and gives rise to a further barrier to independence. However, the Headteacher with consultation of the Chief Executive Office reserve the right to exclude a student in exceptional circumstances. Exclusion is used only as a last resort. The Headteacher may exclude a student for a fixed period, but the exclusion will be kept as short as possible and reintegration with an appropriate support plan provided by the Nurture Nest would be the aim.

Exclusions are carried out following the guidance from the DFE: Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units and the SEND Code of practice 0 – 25.

<https://www.gov.uk/government/publications/school-exclusion>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Reasonable Force:

- Reasonable force may be used to prevent a pupil causing injury, damage or disruption to good order by any staff employed by the school.
- Such force should be proportion to the circumstances.

- It should be of the minimum type necessary to achieve the desired result.
- It would normally consist of firm restraint if a pupil is likely to hurt somebody, or themselves, and may include leading a pupil away.
- When possible, it should be preceded by a warning and will be carried out in a calm way.
- It must be reported to the Senior Leadership Team and recorded on School Pod as an RPI (Restrictive Physical Intervention) incident.
- Only members of staff that have been trained to use specific physical intervention techniques (e.g. TeamTeach) should be authorised to use these on students.

However, everyone has the right to use reasonable force to prevent an attack against themselves or others, whether they are formally authorised or not.

The use of reasonable force as described here, and its application to any individual students whose possible behaviour may necessitate it, will be in accordance with the DfE Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies July 2013. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Confiscation of Inappropriate Items:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a consequence, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the student's parent, at which time, a member of staff will explain to the parent why the property was confiscated. Staff also have the power to search without consent for prohibited items, including:

- Knives, weapons,
- Stolen items,
- Lighters, matches (including lighter fuel and propellants),
- Any article that could be used to commit an offence, damage property, or cause injury to self or another person,
- Any item banned by the school rules (e.g. mobile phones),
- Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies, e.g. Social Care Team.

Searching:

The DfE has published 'Screening, Searching and Confiscation' guidance (2011) which the school will refer to if a student or group of students are suspected of being in possession of banned items or stolen goods. The school is not required to inform parents before a search takes place and does not need to seek consent.

External Negative Behaviour:

Whilst the majority of students who attend Portfield School are brought to and collected from school by parents or local authority transport, it is important to note that teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises.

All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Racist Abuse and Bullying:

In common with all schools, we take particularly strong views on racist name-calling, teasing, cultural abuse (including religious abuse) and bullying. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all students attend school free from fear. Such incidents are logged on School Pod under a Racist Incident.