



PORTICO
ACADEMY TRUST

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Behaviour & Anti-Bullying Policy

Date Written/Reviewed: _____ January 2025
Next Review Date: _____ January 2026
Person Responsible: _____ E Kyndt



Agreed by Principal

Agreed by Trustee Ros Sanders

Behaviour Policy

This policy aims to increase children's ability to take responsibility for the management of their own behaviour. We believe the implementation of this policy is the shared responsibility of all staff, children, parents, carers, other adults, and any visitors who work with the school. The smooth running of our school depends on well organised classrooms and positive relationships with children. As a staff we try our best to be fair and consistent with children who are aware of the consequences, should their behaviour not meet our expectations.

Good behaviour leads to happy children, which leads to high achievement. As a school, we expect a good standard of politeness from and to all members of the school community. It is important for all adults to model a high standard of behaviour at all times, setting an example for the children. It is imperative that a calm, purposeful atmosphere is created by staff within the school resulting in a secure learning environment where self-esteem is raised.

The safe movement of children around the school is the shared responsibility of all and as such it is expected that all staff will praise children for good behaviour and remind others where necessary. The general guidelines for movement around the school are keeping to the left and walking quietly. These will need to be repeated to children at regular intervals.

Within the classroom, the individual teacher is responsible for the development of each child's social and emotional development, including building children's self-esteem, and for good standards of behaviour. The teacher has the most thorough knowledge of the children and can therefore decide how best to establish and maintain the expected high standards. A positive, consistent, firm but fair, approach has proven to be successful, which effectively communicates expected behaviours to all learners. It is also important to recognise that at certain times of the year, when there is heightened excitement and possibly less structure, such as Christmas, it will become necessary to remind the children about expected behaviour.

There may be occasions where children can benefit from a short time out or change of scene enabling them to re-focus and regulate their behaviour. Using an LSA or other adult to enable this may be a solution. Leaving the classroom should rarely happen, but the inclusion team are available to support this when necessary.

If it is necessary for children to stay in because they have not finished work, then the class staff must stay with them. This should be kept to a minimum as it is important for children to have a break.

Inappropriate behaviour is recorded in the behaviour log. In addition, serious incidents are recorded on a Serious Incident Form. (Incidents of bullying are recorded in the bullying log in accordance with the Anti-bullying policy (Racial incidents and sexual related incidents have their own forms.) It is the responsibility of all staff to complete the necessary log following an incident. These logs are used to analyse patterns of behaviour and to put arrangements in place to prevent further incidents.

If the behaviour of an individual gives cause for concern on the playground and/or in the classroom and the child has not responded to the positive behaviour management approaches, class expectations, routines, rewards and consequences, the class teacher needs to consult the Inclusion team.

A child causing concern may require a behaviour intervention plan. This will be written by the inclusion team in discussion with the class staff. Once agreed and shared with the child and their parents/carers, all staff must work to ensure it is consistently followed. Regular reviews will keep the plan effective. It may be necessary to refer a child for support from an outside agency. This is usually where a behaviour plan is not producing the desired outcomes.

Playground Behaviour

To ensure that opportunities for poor behaviour are minimised, children should be taken out to the playground in an orderly manner. At the end of each playtime, the class staff should be ready to meet the children and have a clear routine that settles them quickly to their learning.

During playtime, all staff on duty will position themselves in different areas of the playground and scan to check the children are safe and engaged. They support appropriate play and the development of social skills including turn taking, sharing and negotiation. Staff need to spot potential issues and prevent these from escalating by intervening and re-engaging children in play.

Where issues arise, staff will act promptly so the majority of issues will be minor. These are dealt with on the playground through talking to the staff to find a resolution or spending time with an adult on duty. If there is a more serious issue, then the children should be sent into the inclusion team or SLT.

If a child is finding it difficult to make good behaviour choices on the playground, then the class teacher is informed. The class teacher will then decide what course of action should be taken, as they know the children well and will be aware of any exceptional circumstances for that child. Decisions should then be made in partnership with the inclusion team so that all parties are informed.

Parents/carers should be notified of concerns about a child's behaviour. Before contacting parents/carers, please notify a member of SLT. It is often useful to work with parents/carers to improve a child's behaviour. It is important to provide parents/carers with a balanced view and inform them of improvements and positive achievements as well as concerns.

During the lunch break, children who are finding it difficult to be safe and happy on the playground will be offered an option of attending lunchtime club. This is a preventative measure not a consequence. It is designed to support children with their social and emotional skills.

Rewards

It is easier to promote good behaviour from a positive and encouraging stance, than by addressing negative behaviour. Praise good behaviour, have high expectations and communicate these effectively to the children. Ensure the children are aware of the consequences that could follow poor choices and that ultimately it is up to them to make good choices with guidance from us. Children must not miss learning time in any subject as a consequence as all children are entitled to a broad and balanced curriculum. The Porters Points system is a whole school reward system which can be used to reinforce positive behaviours.

Teachers will have their own ideas on rewards for use in classes; however, materialistic rewards should be avoided.

Consequences

Pupils are reminded regularly of expected behaviour and of the consequences of inappropriate actions.

Staff should have in mind the following process:

- 1) Ask
- 2) Remind
- 3) Consequence

When a pupil does not respond to reasonable reminders and warnings, they will be given a consequence. A consequence should be kept in proportion to the inappropriate behaviour. This process is flexible depending upon the needs of the pupil and the situation.

Children should be given opportunities to correct minor inappropriate behaviours before being given a consequence. They need to be regularly reminded of expected behaviour and warned that there will be a consequence for poor choices. Consequences are expected to be in proportion and, if possible, related to the behaviour shown. These could be:

- Missing part or all of break time or lunch time (to complete work or have time out)
- Time in another class/time out from the classroom
- Informing parents/carers
- Visit to Oasis/Coral Island
- Visit to SLT
- Curtailment of extra-curricular activities (clubs)

At all times staff can seek support from colleagues and turn to other people for advice, particularly the inclusion team and SLT.

If the pupil fails to respond to additional support and consequences given in class, a member of the Inclusion Team may be called. The pupil may be asked to leave the class for a short period of time.

The involvement of the Inclusion Team may lead to further consequences such as an internal exclusion/suspension/permanent exclusion – see below. There may be times when a child needs to calm down in a quiet place away from stimulation and other children. In these situations, a member of the inclusion team works with them in either oasis or coral island.

Pupils whose behaviour is consistently causing concern will be discussed with the Inclusion Team and may be given a behaviour intervention plan. Following a discussion with the SENCO, the pupil's name may be placed on the SEN register under the category of Social Emotional and Mental Health Difficulties (SEMH) if this is believed to be the primary cause of the pupil's difficulties. The school may seek the support of other professionals such as the Educational Psychologist or Family Support Services. A small number of pupils not on the SEN register may have a reasonable adjustments plan.

The electronic records of behaviour will contribute to the whole picture of a child and will support staff in making decisions on how best to support each individual child. Possible strategies include individual support plans (pupil passports, behaviour intervention plans, pastoral support programmes), nurturing intervention, support from the SENCO, additional literacy or numeracy intervention/support, alternative curriculum

provision, increased communication between home and school or outside agency involvement (including Children's Social Services if there are safeguarding concerns).

The school acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs under the Equality Act 2010.

Changes to the school day

In order for pupils to be successful, they may be offered a change in the times for their school day. This can provide pupils presenting inappropriate behaviour to attend school for a shorter period of time giving them an opportunity to demonstrate good behaviour and then build on that success. This is an interim measure and is only used during transitional periods. The decision to reduce time is never made lightly. Throughout this period, regular communication is had with parents/carers to provide them with progress information. The increase of time in school is under constant review with the aim of achieving full time as soon as possible. Where this is not possible, advice will be sought from the local authority inclusion team.

Racist incidents

In accordance with Local Authority procedures, all racist incidents should be reported to a senior member of staff. This includes verbal and physical insults related to race or religion. The member of staff who initially deals with the incident should complete a 'Bullying or discriminative Language Sheet' which will then be signed by the senior member of staff. Forms are kept in the inclusion room. Measures are then taken in regard to educating the child responsible for the incident in addition to putting in place consequences deemed appropriate. Parents will be contacted and behaviour monitored for repeat incidents.

Positive Handling/Reasonable Force

All staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. We have a number of staff in school who are trained in the use of the 'Team Teach' methods.

'Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.' (George Matthews – Founder)

In the event that a pupil requires positive handling, a parent/carer will be informed at the early possible convenience. Please see the school's positive handling policy for further details.

Searching, Screening and Confiscation

In a rare circumstance where the school has reasonable grounds to suspect a child may have a prohibited/banned item, the Principal or Vice Principal and any member of staff authorised by them, have the power to search pupils or their possessions, without consent. Prohibited items include: weapons of any type or any item that could be used as a weapon, drugs, alcohol, tobacco and cigarette papers, fireworks, pornographic images, stolen items, any item that could cause personal injury to, or damage to the property

of, any person. Any search which takes place will adhere to the government guidance and act in accordance with Article 8 of the European Convention on Human Rights.

School staff can seize any item found during a search, or any item they consider harmful or detrimental to school discipline. They can retain or dispose of the confiscated item as long as it is reasonable to do so.

All actions will be in line with [government guidance](#).

The power to discipline beyond the school gate

It is the discretion of the Principal, or staff authorised by the Principal, whether to discipline children regarding behaviour outside the school gates. If it is deemed necessary, then discipline will be applied in accordance with the school behaviour policy. The Trust strongly believes that for pupils of primary school age it is their parents'/carers' responsibility to ensure they are well-behaved outside of school hours and in particular on their way to and from school.

Action in the Event of a Malicious Allegation

If an allegation is unfounded or malicious, the Local Authority Designated Officer will be informed and will refer the matter to the Local Authority Children's Social Care Services to determine whether the child concerned is in need of services or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Principal or Vice Principal will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1977.

The disciplinary action taken against a pupil may include suspension or permanent exclusion. Any action will be discussed with the parent/carer of the pupil concerned at an early stage.

Exclusions

If, following the sanctions outlined above, behaviour does not improve, then a suspension may be considered. It is also possible that a suspension will be given for any incident if it is deemed to be sufficiently serious.

(As an alternative to a suspension, where the pupil is expected to be off site, pupils may be given an internal exclusion where the pupil will be educated in isolation at school.)

The following are examples of behaviour that could lead to a suspension:

- Acting in a threatening and aggressive manner towards staff or pupils;
- Fighting in or around school;
- Verbal, physical, sexual, or emotional abuse of another person;
- Acting in a manner likely to cause danger to themselves or others;
- Acts of vandalism;
- Any other situation where the Principal / Vice Principal considers a suspension appropriate.

After each suspension, SLT will call a post exclusion meeting with the pupil and their family to discuss their child's return to school. It may be deemed appropriate to provide support which may be in the form of a support plan.

The exclusion process is used for two main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school.
- To enable pupils to learn in a safe, calm environment

During each exclusion, the Principal will consider whether:

- Further investigation of the incident is needed;
- The pupil requires to be taught within different locations within the school;
- The pupil should have a managed change of school;
- Additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to 'early help' or other outside agencies;
- The pupil should be permanently excluded.

The following behaviour could lead to a permanent exclusion

- Serious incidents or assault, including using threatening behaviour, on or towards another pupil, member of staff or visitor;
- Endangering lives;
- Persistent unacceptable behaviour, including frequent refusal to follow school rules and regulations as outlined above which has not been modified by suspension;
- Possession of a weapon;
- Possession of an illegal substance.

Supervised education is provided from the 6th day of exclusion by the Local Authority. Work will be provided by school from the first day of exclusion. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the principal and cannot attend school events during this time.

For all exclusions we follow the Southend Local Authority guidance.

Trustees

The principal is required to report to Trustees on the effectiveness of the policy. Exclusions must be reported and in certain circumstances a pupil discipline committee may be convened to consider exclusion.

Parents/carers will be informed of their right to appeal the exclusion, and the Trustees disciplinary committee will consider any appeals on behalf of the Trustees.

Anti-Bullying

Ensuring that all young people enjoy learning free from fear of bullying is the responsibility of the whole school community – from trustees to learning support assistants, and parents and carers to young people themselves. It is a basic entitlement that all children learn in an environment which is free from humiliation, threat, or abuse. At Porters Grange Primary school we address any bullying which may take place as a whole school through staff awareness of this important issue.

Legal Framework

This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010 • Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998

Definition

For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: incidents are not one-offs; they are frequent and happen over a period of time
- Intent: the perpetrator(s) mean to cause verbal, physical or emotional harm; it is not accidental
- Targeting: bullying is generally targeted at a specific individual or group, e.g. because of race, religion, gender, or sexual orientation
- Power Imbalance: whether real or perceived, bullying is generally based on unequal power relations

Bullying can take place in the following ways:

- verbal (teasing, making threats, name-calling)
- physical
- emotional, hurting feelings
- silent, involving the isolation of the victim by ignoring him or her, or by excluding him or her from group activities
- deliberate damage to the victim's property or taking that property without permission.
- online (cyber) e.g. email, social networks, instant messenger, text messages

All forms of bullying are unacceptable, and reports are investigated and recorded by the school Senior Leadership Team. In common with our general behaviour policy, any incidents found to be of a racist, sexual, transphobic, or homophobic nature will be fully investigated and reported to the principal, relevant parents, trustees, and the Local Authority. All racist, homophobic, transphobic, discriminative incidents and those of peer-on-peer abuse and/or sexual harassment are recorded on an incident log.

Prevention

We aim to provide our children with the tools to deal with incidents of bullying through our curriculum rather than children relying on us to make the right choices for them. At Porters Grange Primary School we have a caring, co-operative whole school ethos which promotes successful social behaviour amongst our children. This is reinforced with the Friendship Five which encourages respectful interactions between our children. Posters of this are visible around the school. Our PSHE policy and delivery are annually reviewed with particular consideration to multi-cultural topics and equality issues. Children have engaged fully with the anti-bullying policy and have produced their own child friendly version, which has been shared with parents. PSHE lessons ensure that themes of friendship and tolerance are regularly addressed.

All staff are aware of the signs of bullying. These include, but are not limited to, the following:

- being frightened to travel to and from school
- asking to be driven to school
- unwillingness to attend school
- becoming anxious or lacking confidence
- drop in attendance
- saying that they feel ill in the morning
- decreased involvement in schoolwork
- returning home with damaged possessions or clothing
- missing possessions
- missing money
- asking for extra money or stealing
- cuts or bruises
- lack of appetite
- unwillingness to use the internet or mobile devices
- becoming agitated when receiving calls or text messages
- lack of eye contact
- becoming short tempered
- change in behaviour and attitude

Procedures

All reported cases of bullying will be challenged by a member of staff and are investigated. The children involved may be asked to write down what has happened. Such cases will always be followed up by staff in the hierarchical system and we will endeavour to make children involved feel supported.

If a pattern occurs with a certain child who is showing repeated evidence of bullying, having not responded to interventions from staff, the following procedures will take place:

- The bullied pupil may be asked to record all events in pictures/writing
- The perpetrator may be required to record all events in pictures/writing
- We will record all discussions with the perpetrator or bullied pupils in writing
- The parents will have been informed and will be made aware that any reports will be put on a child's file for a fixed period and encouraged to support the school and child.
- The parents will be asked to respond either in writing or by visiting the school where records of any discussions will also be kept in writing.

Sanctions

If the Senior Leader investigating is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Senior Leader informs the pupil of the type of sanction to be used in this instance (loss of lunchtime or

playtime, etc.) and future sanctions if the bullying continues. The bullying pupil is reminded that children can be deeply affected by the distress that they are causing and that they must change their behaviour. If possible, the Senior Leader will attempt reconciliation and will obtain a genuine apology from the perpetrator. Discretion is used here; victims will never feel pressured into a face-to-face meeting.

We understand at Porters Grange Primary School that bullying will vary in extent and degree, and we have a responsibility as a whole school staff to lead by example. A school which is caring and values both staff and pupils will have less bullying and will be far more aware of any problems that do occur.

Appendix 1

Our staff know and understand our children well and class teachers are in the best position to make decisions about the behaviour of individual children. The following grids set out some suggestions for the management of behaviour which will support a consistent approach across the school.

Behaviours within school		
Stage	Examples of Behaviour	Behaviour Management Strategy
1	Talking, time wasting, inappropriate use of resources, distracting peers, interrupting the teacher or other adult	Individual class behaviour systems, e.g. Non-verbal/verbal reminders, moved to new place in class, missing part of break to finish work, etc.
2	Repetition of stage 1 behaviour after warnings, disruptive behaviour, lack of engagement, unacceptable quality/quantity of work.	Should be recorded on the behaviour log. Continue individual behaviour systems e.g. Moved to work on own, missing break/ lunch, removal of child from whole class reward.
3	Bad language, hurting peers (minor), throwing resources, refusal to work, repeatedly getting out of their seat.	Move to partner class or time out. Sent to another year group. If pupil modifies the behaviour – return to stage 1. If the pupil escalates or continues the behaviour – move to stage 4. Parents/carers informed. All incidents and subsequent consequences will need to be recorded on the behaviour log.
4	Fighting, leaving the classroom, climbing, use of objects as a weapon, disruptive around the school.	SLT involved/Inclusion support team. Parents/carers informed. Should stage 4 not help modulate the pupil's behaviour then the Inclusion Team will move to stage 5.
5	Spitting, biting, stealing, bullying (including racism/homophobia), dangerous behaviour, absconding, hurting adults, damaging property.	Principal/Vice Principal/Inclusion Team. Parents/carers called to a meeting and informed and may be asked to come in and support their child in school.

Behaviours on the playground		
Stage	Examples of Behaviour	Behaviour Management Strategy
1	Squabbling/disagreements Name calling/unkind words Negative language Not following playground rules Snatching equipment	Verbal warning Reminder of playground /school rules Restorative practice
2	Rough play Refusal to follow instructions Repeated behaviours from stage 1	5-minute time out Restorative practice Redirect to an alternative activity or area Class teacher informed Parent/carer informed by class teacher
3	Persistent refusal to follow instructions Play fighting Hurting peers during play activities (minor)	Taken in to school for Time out – SLT informed. Parent/carer informed by class teacher/ SLT Referral to Inclusion Team for consideration of intervention.
4	Fighting Ongoing stage 2/3 behaviours Dangerous behaviour – (Throwing equipment, damaging property, hurting adults and peers.) Bullying/discriminatory behaviour	Removal from the playground by Inclusion Team/SLT. Parents/carers invited to meeting with SLT/Inclusion Team Consideration of behaviour intervention plan.

Appendix 2

Main Principles of Behaviour Management



Ask **Remind** **Consequence**

Maintain a calm, neutral but unwavering attitude and follow through on consequences.

Children don't respect or respond to anger. Authority doesn't come from aggression.

Process

