



PORTFIELDS PRIMARY SCHOOL  
RELATIONSHIPS AND BEHAVIOUR POLICY

Date	Review Date	Co-ordinator
September 2023	September 2025	Kelly Rae

### Rationale

At Portfields Primary School we recognise that this policy should relate to the behaviour of and relationships between all members of the school community. We feel that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation. The policy should be regarded as a "live" document; it should be readily available and be referred to as needed.

Values underpinning the policy are:

- All members of the school community are responsible for their own behaviour and for fostering positive relationships and communication with others. We firmly believe that children learn by example and adults must act as positive role models in their behaviour and relationships.
- We believe that we all respond better to encouragement and support than to a negative response. By focusing on positive behaviour and relationships and on the strengths and capacity that each member of the community brings to the school, we can support each other to make Portfields Primary School a truly inclusive school where all members are equally valued.
- We believe that learning and teaching and behaviour are inextricably linked. We strive to ensure all pupils have full and equal access to the curriculum and know that by teaching social and emotional skills to our pupils we will make it easier for them to achieve this.
- We are all members of a learning community and regard any adult or child asking for help in any area as displaying a strength rather than a weakness. We strive to create a community where all members feel safe to learn, whatever their role.
- This policy, along with all policies in school, will be applied equally to all members of the school community regardless of their gender, race, religion, sexuality or any disability. (Please refer to the school's Equalities Policy for further details).

## Portfields: The BRIDGE to your future!

*Our ethos is built around our school logo: the Tickford Bridge in Newport Pagnell, which is the oldest iron bridge in the world. This symbol of strength, connection and a pathway to enable growth is the core of our vision.*

- **Connect**

To deepen our positive relationships and partnerships with our Portfields School family and the local, national and global community.

- **Lead**

To lead and innovate initiatives for exceptional educational and personal experiences where all members of the Portfields family take ownership of their learning.

- **Strengthen**

Together, no challenge or situation is too big. We overcome obstacles by taking risks, supporting each other and building personal strength and resilience to face an ever-changing world.

- **Inspire**

Our curriculum and enrichment opportunities inspire learners and nurture talents to create aspirational goals and unique lasting memories.

## Rights and Responsibilities

At Portfields Primary School, all members of the school community have rights and responsibilities.

The following charter sets out what these are:

STAFF RIGHTS AND RESPONSIBILITIES	
RIGHTS	RESPONSIBILITY
to be appropriately supported by peers and managers	to support peers and managers in return to seek appropriate support when needed
to be listened to to professionally share opinions	to listen to others to respect others' opinions
to be treated courteously by all others in the school community	to treat others in the school community courteously to help children to learn to be tolerant
to be made fully aware of the school's systems/policies/ expectations	to make themselves fully aware of the school's systems/ policies/ expectations and to support them in their practice
to receive appropriate training to increase skills and knowledge in all required areas of professional life	to take up, disseminate and put into practice any training received to actively seek their own professional development opportunities

## CHILDREN'S RIGHTS AND RESPONSIBILITY

<b>RIGHTS</b>	<b>RESPONSIBILITY</b>
to be treated with respect	to treat others with respect and tolerance
to be actively taught social and emotional skills	to try and use these skills as they grow and develop
to be safe in school and be taught how to stay safe	to follow rules and the BRIDGE values and therefore work and play safely
to feel that they can safely tell adults about their worries and concerns	to tell adults about their worries and concerns so that they can be addressed
to learn in a positive and supportive atmosphere	to make the most of their learning opportunities and allow others to do the same
to make mistakes in an emotionally safe environment	to learn from their mistakes and support others when they make mistakes
to be listened to	to listen to others and allow others to listen

<b>PARENT/CARERS RIGHTS AND RESPONSIBILITY</b>	
<b>RIGHTS</b>	<b>RESPONSIBILITY</b>
to be treated with respect	to treat all others in the school community with respect
to be kept informed about their child's social and academic progress, be informed of any circumstances that may arise and have measures put in place to support their child	to attend parents' meetings, maintain 2 way communication, inform the school of any circumstances that may affect their child and support any measures put in place to support their child
to be listened to	to listen in return
to have access to information on the school's policies and practice	to read documentation provided and adhere to the school's policies and practice
to have concerns taken seriously, have them investigated and if necessary, have measures put in place to address them	to take the school's concerns seriously, find out the facts of any issues and support any measures that are put in place to address them

With rights come responsibilities. At Portfields Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We use a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through three simplified core responsibilities, the '3 B's': Be Ready, Be Respectful, Be Safe.

These are referred to and used consistently by all adults and pupils in school.

In collaboration with the pupils, we have designed a motto for Be Ready, Be Respectful and Be Safe. 'BuzzBee' reminds children of these core responsibilities



These responsibilities are put into practice by being:

- displayed in corridors, the hall, in all classrooms and in the playground
- exemplified in the form of pictures and communicated in printed symbols around the school
- discussed with all of the school community at the beginning of each school year so that everyone agrees, feels involved and committed to them
- discussed during assemblies, circle time, etc.
- actively referred to by all adults in the school to reinforce good behaviour

### **Promoting Positive Behaviour**

At Portfields, there is a strong emphasis on promoting and acknowledging positive behaviour choices by consistently giving praise and recognition when pupils take responsibility for their actions, follow the '3 Be's', the BRIDGE values and reflect on choices which have not had a positive effect on others. We aim to involve parents/carers in celebrating positive behaviour choices through a range of different rewards and recognitions.

### **Age Appropriate Sanctions and Reflection**

We recognise that there are many reasons why children may experience difficulties making the right behaviour choices and taking responsibility for their actions. If a child is experiencing difficulties, we will always speak to the child and parents/carers to find out if there is a problem and to identify how we can work together to support and guide the child.

If a child continues to not take responsibility for their own behaviour, we have a clear set of sanctions which will reinforce to pupils that there is a consequence to their behaviour. We will involve parents/carers in Level 2 and above.

There are some actions and choices that children make that we have a complete zero tolerance approach to and will not be accepted, such as; racism, homophobia, bullying, stealing and damage to property. All incidents will be referred straight to the Headteacher.

### **Exclusions**

Exclusion is always the last resort but the school insists on its right to exclude pupils whose behaviour is such that it becomes a health and safety risk for themselves and others, infringes upon the rights of children to learn and play in a safe environment and upon the rights of adults to carry out their jobs.

Exclusion may be for a fixed term or permanent. We always try to warn parents if we are considering excluding their child. Sometimes, however, we cannot do this. There is a school process for permanent exclusions which enables parents to appeal against any decision to exclude their child permanently.

### Flow of Intervention

The class teacher is central to the behaviour process and must always be aware of any incident and actions taken. If the incident is of a more serious nature or routinely repeated, it may be referred to the Head of Year or to a member of the Senior Leadership Team as deemed appropriate following the guidance within the Behaviour Policy (please see appendix 1).

**For a summary of rewards, recognitions and sanctions, please see Appendix 1.**

### SEND and Behaviour

As a school, we recognise that there are many children that may require additional support and intervention to help cater for their individual needs and that our Behaviour Policy may need to be adjusted to meet these needs. For any child that has raised concerns or been highlighted as having significant difficulties, it may be decided that these children need planned, individual and targeted behavioural support programmes and reward systems in place. This is part of their provision and SEND interventions. Their misbehaviour will be addressed and appropriate sanctions followed in accordance with their agreed intervention plan put in place by the class teacher and/or SEND Team. We will aim to identify the needs of the pupils early and work closely with parent/carers and external agencies to help support their needs and promote positive behaviour. We recognise the importance of identifying the SEND need underlying the behaviour and providing support to meet the need rather than addressing the behaviour as a separate entity.

### Lunchtime and Play-time procedures

Positive, exciting and stimulating playtimes are promoted and encouraged at all times. We recognise they are very important to enhance pupil's social, emotional and behavioural development.

For minor incidents at lunch and break times, children will be given a warning and informed clearly that they are making the wrong choice and that their behaviour may be inappropriate. If the incident is then repeated or the incident is more serious the child will then be reported to their class teacher, Head of Year. If they deem the incident to be serious or persistent then the child will be referred to a member of the Senior Leadership Team. In all incidents, the class teacher should be made aware at the end of playtime or lunchtime. Class Teachers will make the decision to inform the Head of Year and the year group team if appropriate.

### Recording and Monitoring of Behaviour

All behaviour incidents and consequences will be recorded using either the Behavioural Incident Report Form or directly recorded on to Class Charts. If children exhibit behaviours requiring an on-going record to be kept, the pupil will be placed on a Report Card. Any concerns surrounding general behaviour and/or individual children will be discussed in year group meetings to ensure a proactive

and consistent approach to situations. Whole school and year group patterns of behaviour will be monitored and analysed half termly, shared with SLT and governors, and will be used to inform current and future practice. It is the responsibility of the member of staff dealing with the behavioural incident to inform the Class Teacher or SLT member so that they can record it on Class Charts.

### **Positive Handling**

*Please view our Positive Handling (Physical Restraint) Policy for more information.*

### **Bullying**

At Portfields Primary School we consider bullying to be an anti-social behaviour. It is unacceptable and will not be tolerated.

*Please view our Child on Child Abuse and Anti-Bullying Policy for more information.*

### **Safeguarding**

At Portfields Primary School, safeguarding and child protection are paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that children have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy.

Any concerns will be referred to the Designated Safeguarding Lead (Sarah Folkard and Kelly Rae) Safeguarding Leads (Jack Dixon and Laura Dolan).

Our Safeguarding Governor is Georgina Thompson

*Please view our Safeguarding and Child Protection Policy for more information.*

### **Monitoring of the policy**

This policy will be evaluated every 2 years. Any changes required will be fully ratified by the governors.

## APPENDIX 1

### Rewards and Sanctions for Pupils at Portfields Primary School

We will always model, praise and reward positive behaviour choices and responsibilities. The procedures for rewards and sanctions are structured to ensure consistency and fairness for ALL.

Here are examples of how we reward or give recognition to our pupils:

- verbal and non-verbal acknowledgement from adults
- specific praise, both public and private
- personal, immediate positive feedback to parents/carers either at the start/end of the day or by telephone/email
- stickers and class rewards
- representing the school in special events such as open days or community events
- Positive Points:
  - Positive Points are given for a variety of achievements (including academic) such as outstanding work, overcoming a challenging, presentation, content etc. and non-academic such as exemplary behaviour, manners and sporting achievements
  - these are collected electronically through Class Charts and can be seen by parents/carers immediately through the APP
  - Positive Points can be given by all members of staff
  - SLT will monitor the 'average' amount of points periodically to ensure that the system is fair, consistent across the school and that work/behaviour has been appropriately rewarded
  - when pupils earn a given number of Positive points they will be able to visit the Class Charts shop and use them to purchase a reward of their choice such as a bookmark, extra play time with some friends or even lunch with the Headteacher.
- VIP Star of the Day is given each day to the pupil who demonstrates the BRIDGE values, shows responsibility 'Be Ready, Be Responsible, Be Safe' or any other personal achievement
- Portfields Star recognitions are chosen each week to reward a pupil from each class and are celebrated during Portfields Star assemblies when parents/carers are invited
- Portfields Stars are invited to the Headteacher's Tea Party on a Friday afternoon
- children are encouraged to bring in their home awards and achievements, these will be celebrated during class, year group or SLT assemblies



# Behaviour Flow Chart

Was the behaviour by accident or to protect yourself from harm?

Yes

We can restore relationships by saying sorry.



