



PORTFIELDS PRIMARY SCHOOL

RELATIONSHIPS AND BEHAVIOUR POLICY

Date	Review Date	Co-ordinator
September 2024	September 2026	Kelly Rae
<b>Rationale</b>		

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).

The Portfields vision:

## 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:

<b>STAFF RIGHTS AND RESPONSIBILITIES</b>	
<b>RIGHTS</b>	<b>RESPONSIBILITY</b>
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

## **Behaviour Responsibilities**

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 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.

## **Searches and Confiscation**

Our school's approach to searching, screening, and confiscation is rooted in the Department for Education's (DfE) latest guidance, ensuring the safety and well-being of all pupils. Procedures include explaining the search process to the pupil, seeking cooperation, and informing parents/carers and the Designated Safeguarding Lead (DSL).

## **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 (Kelly Rae) or Deputy Safeguarding Leads (Sarah Folkard, Jack Dixon and Laura Dolan).

Our Safeguarding Governor is Rebecca Hook

*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 eligible for an achievement certificate:
    - 200 points Bronze certificate
    - 500 points Silver certificate
    - 1000 points Gold certificate
    - 1250 points Portfields Badge
- House Points – Orange, Green and Purple House
 

Individual points will also be added to house totals and every half term the house with the most points will receive a prize of extra break time or coming to school in their own clothes. We will also use our house system for sports day and other events over the year.
- 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.



<b>Has someone's learning been stopped?</b>	<b>Were adult instructions not followed?</b>	<b>Has someone been spoken to rudely or laughed at?</b>	<b>Has something been thrown, broken or taken?</b>	<b>Was there any swearing that children heard?</b>	<b>Are your behaviours unsafe?</b>	<b>Was anyone hurt physically?</b>	<b>Was someone called a name or personally insulted?</b>	<b>Was there any discrimination?</b>
<ul style="list-style-type: none"> <li>Shouting out</li> <li>Moving their table</li> <li>Being too loud</li> <li>Interrupting the teaching input</li> <li>Distracting them with silly behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Not completing work</li> <li>Not coming to line up</li> <li>Not doing something you have been asked to do.</li> </ul>	<ul style="list-style-type: none"> <li>Talking back.</li> <li>Telling someone to 'go away' or 'shut up'</li> <li>Laughing at someone's misfortune</li> <li>Shouting at someone</li> <li>Being sarcastic towards someone to be mean</li> </ul>	<ul style="list-style-type: none"> <li>Throwing things across a room</li> <li>Throwing something at someone</li> <li>Knocking things onto the floor</li> <li>Snatching from people</li> <li>Breaking/ripping something</li> <li>Pulling things off displays</li> <li>Stealing</li> </ul>	<ul style="list-style-type: none"> <li>Any swearing at or about a person</li> <li>Any swearing that is within earshot of other children</li> </ul>	<ul style="list-style-type: none"> <li>Chasing after them when they try to move away from you</li> <li>Invading their personal space</li> <li>Behaving in a way that could make them think you might hurt them</li> <li>Spitting at them</li> <li>Shouting in their face</li> <li>Putting yourself in an unsafe situation</li> </ul>	<ul style="list-style-type: none"> <li>Kicking</li> <li>Pushing</li> <li>Hitting/Slapping</li> <li>Pinching/Grabbing</li> <li>Scratching/Biting</li> <li>Tripping up</li> <li>Barging into them</li> <li>Throwing something heavy/sharp at them.</li> <li>Pulling hair</li> </ul>	<ul style="list-style-type: none"> <li>Calling them names</li> <li>Making unkind comments about them</li> <li>Making unkind comments about their family or home</li> <li>Spreading rumours about them</li> <li>Stopping others from wanting to be their friend</li> </ul>	<ul style="list-style-type: none"> <li>Making unkind comments or jokes about their skin colour</li> <li>Making unkind comments or jokes about their accent</li> <li>Making unkind comments or jokes about their culture or ethnicity</li> <li>Calling people 'gay' to insult them or in anger</li> </ul>
		<b>Repeated blue behaviours</b>		<b>Repeated yellow behaviours</b>		Extreme behaviours may result in immediate escalation to a member of SLT		

**Stage 1: Warning**  
You will have a meeting with your Class Teacher to discuss the choices you are making and your next steps.

**Stage 2: Yellow**  
You will complete a behaviour reflection form with your class teacher during break / lunch  
  
This will be sent home to your parent / carer.

**Stage 3: Red (1)**  
Your parent / carer will be called and reasons for your red card will be discussed.  
Reflection with HOY

**Stage 3: Red (2)**  
Your parent / carer will be asked to meet with your Class Teacher and you will be placed on a Behaviour Report Card for 4 Weeks.

**Stage 3: Red (3)**  
Parent / carer called for a meeting with Phase Lead / SLT.  
A formal Behaviour Support Plan put in place.  
Further red cards could lead to an external fixed-term exclusion or permanent exclusion

Did the behaviour continue?

Did the behaviour continue?

Have there been repeated bullying behaviours towards this same person?

Was it sport related?

Reflection at break / lunch

Ban until end of next day

No

No

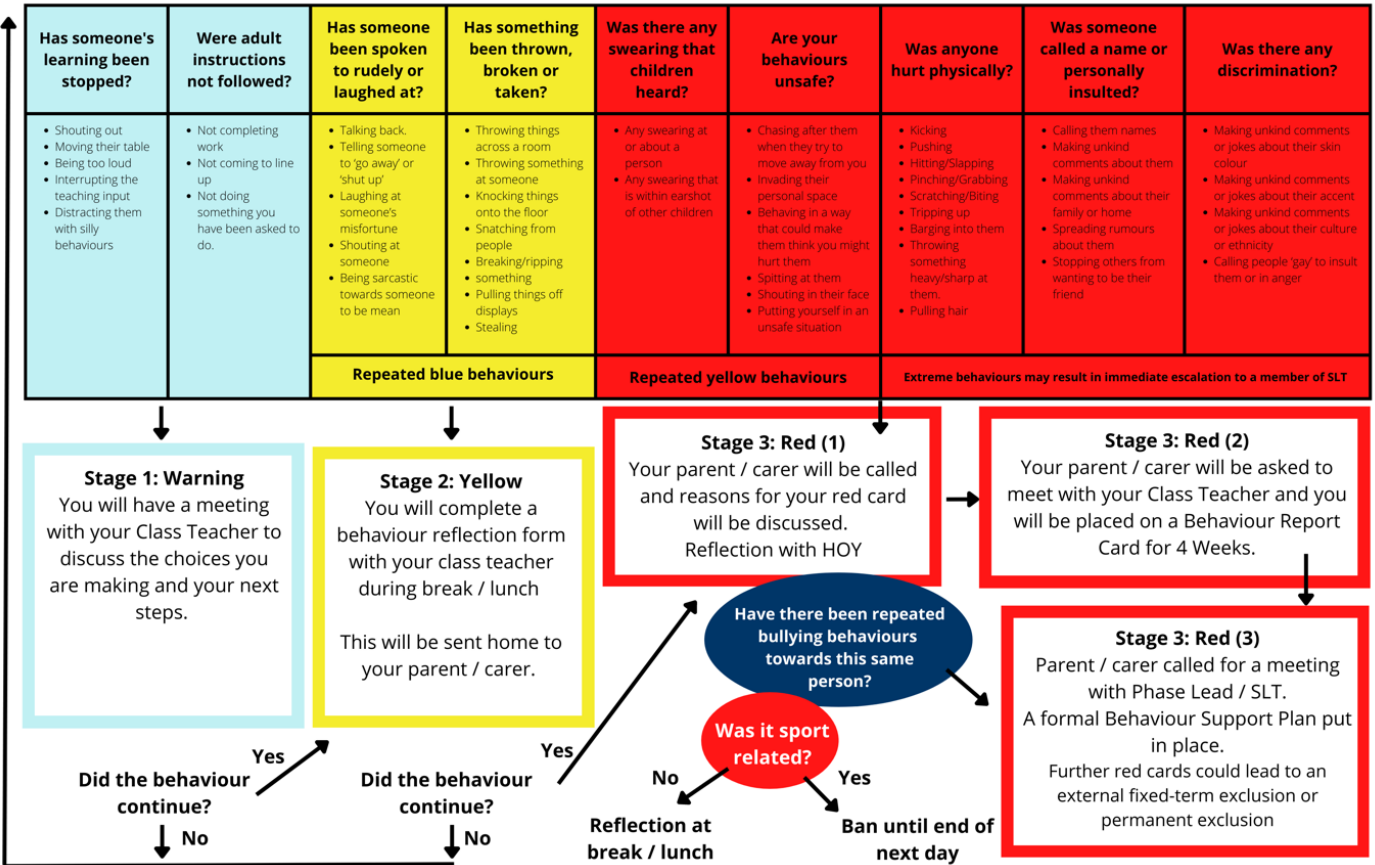
No

Yes

Yes

Yes

Yes



Behaviour Visual Chart



Be ready    Be respectful    Be safe



## Searching, and confiscation

Searching, and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (e.g weapons, drugs, vapes etc...) 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, 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, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions 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:

- 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 item.

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
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded on EduKey.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item. 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.