



# BEHAVIOUR MANAGEMENT POLICY

2024-25

**Potter Street Academy**  
Part of the Passmores Co-operative Learning Community

# Behaviour Management Policy

## 1 Introduction

At Potter Street Academy we strongly believe that every child and adult has a right to feel safe, a right to feel happy and a right to learn. Positive attitudes to learning and a conducive environment are essential for children to make maximum progress. The relationship between home and school is a strong factor in promoting and maintaining high expectations and positive behaviour. At Potter Street Academy we expect the highest standards of all our children. We encourage positive behaviour through high expectations and mutual respect between pupils, staff and pupils. We feel that the best way to encourage appropriate behaviour is through teaching children how to follow our core values of respect, resilience, relationships and responsibility that develop each individual child. Our approach has an emphasis on understanding the whole child, on consistency, on the teaching of internal discipline and on care and control. It uses techniques to de-escalate a situation and it adopts techniques to reduce the risk of escalation.

We believe in nurturing and understanding the whole child. Staff create a positive, happy and safe environment in all areas of the school through positive relationships, positive reinforcement and celebrations of children's successes and appropriate responses to inappropriate/antisocial behaviour.

## 2 Aims

In order to enable effective teaching and learning to take place, we seek to create a caring, safe and secure learning environment in the school by:

- Establishing and following our four core values; Respect, Responsibility, Resilience and Relationships
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Promoting children's ability to regulate themselves so they learn to control their emotions and behaviour
- Promoting a sense of pride in school
- Ensuring fair treatment for all
- Recognise that in order to ensure inclusivity we must teach students to be anti-discriminatory.
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging a positive relationship with parents and carers to develop a shared approach that involves them in the implementation of the school's policy and shared procedures.

### 3 School organisation

Our school ethos/philosophy is central to establishing and maintaining high standards of behaviour. In order to promote positive behaviour we will:

- Have a shared set of school values for the whole school community to follow, which are displayed, around the school, in each classroom and on our website
- Create positive relationships between adults and children in school
- Have a displayed reward chart in the classroom where positive behaviour is recognised.
- Communicate clear, consistent expectations throughout the school
- Recognise and reward positive behaviour;
- Create a caring, calm environment;
- Provide a stimulating and adapted curriculum;
- Promote the children's involvement and commitment to all aspects of school life;
- Involve the Leadership Team in policy development.

### 4 A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

|  |   |
|--|---|
| Behaviour is something to                        | Interpret   |
| Children and young people                        | are prone to make mistakes and highly responsive to the environment and the context   |
| Behaviour management is predominantly through    | relationships   |
| Children who don't manage should be              | understood and included   |
| Boundaries and limits are to                     | keep everyone safe and to meet everyone's needs                                       |
| Rules should be                                  | developed together and adapted where needed   |
| Consequences are                                 | only used within a process of restore and repair                                      |
| 'Inappropriate' behaviour is                     | a sign of unmet need, stress (difficulty in coping), lack of understanding and skills |
| The causes of the difficulties are               | mostly in the environment and within the context of relationships                     |
| The solutions lie in                             | understanding what the behaviour tells us about the child and their need              |
| Practice and policy effectiveness is measured by | wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs |

## 5 The Curriculum and Learning

We teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. We are proud to be a myHappyMind school and, through this, pupils are taught about their feelings and emotions. We also utilise everyday teaching opportunities and PSHE lessons to re-enforce these messages. A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is as conducive to good behaviour as it is to good learning. All children have the right to be treated sensitively; criticism should never damage self-esteem - focussing on the behaviour rather than the individual child. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class expectations. Individual strategies will therefore need to be implemented to support them. This may include the use of health and well-being services and/or clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

## 6 Routines

We believe routines are a crucial part of a child's learning experience and are opportunities for our children. We ensure routines are adhered to for different parts of the day, including; the start of the day, transition times, lining up, getting changed for PE, moving around the school and break and lunch times.

## 7 Encouraging Appropriate behaviour

At Potter Street Academy we believe in positive reinforcement of children's successes. Praise, celebration and rewards are important in encouraging and reinforcing positive behaviour. They

- Contribute to an ethos of friendly acceptance
- Reinforce right choices
- Promote intrinsic motivation
- Promote a positive self- image and raise self esteem
- Increase the children's confidence.

**7.1** At Potter Street Academy we use a range of positive reinforcements. These include:

### Praise

- Verbal praise and positive feedback
- Written comments in books
- Sharing work with the class
- Direct praise and positive feedback to parents at the end of the day
- Sharing work with the Head of School/Assistant Headteacher

### Celebration

- Displays of work around the school
- Showing work in sharing and class assemblies
- Sharing names of pupil's receiving 'Star of the Week' awards on displays and on the school website

## Rewards

- Stickers and stamps
- Children are rewarded in class using the classes reward system.
- Certificates for academic achievement
- Head of School certificate for progress in learning
- Trophies
- Roles of responsibility (House Captains, Health and Wellbeing Champions, Monitors, Play Leaders and School Leadership Team)
- House points
- Termly reward activities and trips

### 7.2 School House Point System

At Potter Street Academy all children belong to one of four houses and house points form our whole-school reward system promoting the school values between our children.

Children can be given **house points** for consistently showing Respect, Responsibility, Resilience and Relationships and also for achievements in their academic work. House points are awarded to children in class and recorded on a house point chart displayed so children can see how many house points they have collected on a regular basis. All members of staff in school can award children a house point. Children earn and collect house points, when they reach a certain amount they earn a certificate which are given to children to be taken home for children to share with their family.

Certificates that can be earned are different colours, relating to different benchmarks of house points and children are encouraged to set themselves goals to which colour certificate they want to work towards.

Certificate colours are as follows:

White certificate for 5 house points

Turquoise certificate for 10 house points

Magenta certificate for 15 house points

Amber certificate for 20 house points

Bronze certificate for 30 house points

Sapphire certificate for 40 house points

Emerald certificate for 50 house points

Silver certificate for 60 house points

Gold certificate for 70 house points

Ruby certificate for 80 house points

Diamond certificate for 90 house points

Platinum certificate for 100 house points

Head of School certificate for children that receive 120 house points

Children that have reached the 100 house point mark will join the '100 club' which will be displayed.

The House with the most points collected each week, has their house colour ribbon attached to the House Cup for the week and this is displayed with pride in the schools trophy cabinet. At the end of each term the house with the most points will receive an additional reward.

## **8 Responding to Inappropriate behaviour**

Although we wish to promote positive behaviour through the use of positive strategies, consequences are sometimes needed when there is a need to respond to inappropriate behaviour.

### **8.1 Initial responses to inappropriate behaviour**

When dealing with children all adults must act as positive role models for the children, always displaying the school values. We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

We need to:

- Separate the child from the behaviour -be disapproving of the behaviour not the child
- Reflect on the reasons for a child's inappropriate behaviour
- Treat children as we would want teachers/adults to treat your own children
- Think about the language we use, e.g. discuss how their choices do not reflect specific values
- Respond to problems in a calm and controlled manner
- Use of conflict resolution

### **8.2 Consequences**

Our school believes in the power of using restorative approaches. The processes do not shy away from using consequences, but they are designed to help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the inappropriate behaviour. Children may be given formal reminders and an escalating series of consequences if their behaviour does not improve.

#### **8.2.1 Initial Strategies**

Teachers are encouraged to use as many strategies as possible in helping children avoid being given reminders. These may include:

- Planned ignoring
- Light verbal disapproval referring to the school values
- Non- verbal disapproval
- Focussing on another child's correct choices – proximity praise
- Using humour to defuse a situation

- Reminding a child that continuing with that behaviour, not showing the school values, will result in a reminder
- Lunch time and break time reflection for not completing appropriate levels of work in class

If a child does not respond to these initial strategies, the following steps will be applied:

### 8.2.2 In class:

#### Step

1. An adult verbally articulates “This is a reminder”, that their behaviour is not acceptable. **(Reminder)**
2. If this is not sufficient for the child to focus on their learning they will be moved to another area of the class for thinking time to reflect on their actions. **(Move in Class)**
3. When this is still not enough to help the child make appropriate choices, they are sent with their work, to another class where they remain for a short period of time. They must ask to return to the classroom and apologise appropriately to the adult and talk through better behaviour choices. **(Partner Class teacher)**
4. If the child returns to class and continues to disrupt classroom learning or show inappropriate behaviour, they are sent, with work, to the a **Senior Leader for the rest of the morning or afternoon**. The class teacher will meet with the parents after school or contact the parent in a telephone message to discuss concerns in behaviour. **(Senior Leader)**

**All incidents at this stage will be recorded in the SLT behaviour log book by a member of SLT and recorded onto Arbor.**

5. After this, children who have reached this stage will be sent to the Assistant Headteacher if the undesirable behaviour persists. At all times a record is kept of the incidents using the SLT log book and recorded on Arbor. The Deputy Headteacher, Assistant Headteacher will decide if a longer internal exclusion of a day out of class or longer is needed, whether to contact parents or, if more serious, refer to the Head of School.
6. The Head of School will meet with parents of children who continue to struggle with school rules and discuss:
  - The need for a formal, **Consistent Support Plan** to be put into place for the child.
  - Need for a **higher level of outside agency;**
  - **Report card** – For persistent poor behaviour, a report card may be issued for a set period of time. During this the child we be expected to show the report card at set points throughout the day to a selected member of staff.

- **Internal exclusions** – These vary in length and are usually in place until a change in attitude is seen. It is for those children who find trouble being in class without repeatedly disrupting the learning of others. During internal exclusions the child is taught in a different class to their peers or spends time with a member of the Senior Leadership Team and they are not allowed on the playground during play and lunch times. In some cases, a child may be internally excluded in the partner schools, Purford Green, The Downs, Pear Tree Mead or Passmores Academy.
- **Suspension** – These vary from lunch time suspension for children with poor social skills who persistently get into trouble at unstructured times, such as playtimes, to half days, one day or several days. Multiple day suspensions may take place at Purford Green, The Downs, Pear Tree Mead or Passmores Academy.
- **Permanent exclusion/Alternative provision**– This is rare but is a potential consequence for children who have had several suspensions and/or the relationship between home and school has broken down and the school can no longer meet the needs of the child.

In all cases, staff will be mindful of the developmental level of the child and give opportunities to cool down, reflect on ways in which they can repair and resolve any harm or negative impact they may have had towards others. Children will be expected to work with the adult to consider ways in which they can be in control of themselves and exhibit more appropriate behaviours in future situations.

Some high level behaviours will require immediate action. If a child physically hurts an adult or child in class on purpose or swears at an adult they will automatically be sent to the most Senior Member of staff in school (Head of School/Assistant Headteacher) for the session and, in discussion with the Head of School, a consequence of a longer period out of class may be decided.

### 8.2.3 Challenging Behaviour

All staff have training in TPP conflict resolution and de-escalation strategies. Adults' responses to challenging behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing e.g
  - "Stand next to me"
  - "Put the toy on the table"
  - "Walk beside me"
- Limited choice e.g
  - "Put the pen on the table or in the box"
  - "When we are inside, lego or drawing"
  - Talk to me here or outside the classroom"

- Disempowering the behaviour e.g
  - “That’s fine. You can listen from there”
  - “Come and speak to me when you are ready”
- Use of a De-Escalation Script e.g
  - Use the person’s name – “David”
  - Acknowledge their right to their feelings -“I can see something is wrong”
  - Tell them why you are there – “I am here to help”
  - Offer help – “Talk to me and I will listen”
  - Offer a “get-out” (positive phrasing) – “Come with me and....”

#### **8.2.4 Playtimes and other Non-Structured times**

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have safe fun. Although the children are supervised, some children find these times difficult especially during the longer lunch times. However, for all children to enjoy this time and feel safe, we still have high expectations of behaviour underpinned by the school values.

At play and lunch times, in addition to the use of de-escalation strategies, three simple steps are followed:

1. Given a reminder referring to the school values not being shown
2. Being asked to go inside to see SLT for 5 / 10 mins to calm down at lunch time or, during playtime, remaining next to the school adult on duty to discuss and talk through inappropriate behaviour.
3. Being sent to the senior member of staff on duty for the rest of the play / lunch time

Children who deliberately physically hurt another child either as an instigator or in retaliation will be sent straight to a senior member of staff and they will be kept in instead of being allowed on the playground and will have reflection time.

At lunchtime, Midday staff will feedback any behaviour issues to teachers and the consequence given to the child could involve missing part of the next lunchtime if deemed serious enough. MDAs, will inform the member of staff on duty who, if decides the child needs to be in reflection, will write this in the behaviour book in the school office, which will subsequently be transferred on to Arbor. Should there be a more serious level of incident on the playground then the Deputy Headteacher will be consulted and if, necessary, the incident is referred to the Head of School. In this instance it is likely that the child will then spend a fixed amount of time inside school instead of the playground.

### **8.3 SEND and/or Consistent Support Plans**

We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these CYP, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

Some children may need additional support and strategies to maintain positive behaviour in school. If, despite the consistent application of the strategies and approaches set out above,

a child's behaviour does not improve, support may be needed from the school Inclusion Leader/SENCO and the Inclusion Team.

The Inclusion Team will work in partnership with staff, the child and parents to fully understand and analyse the underlying reasons for a child's behaviour. Based on this analysis, additional strategies and approaches will be agreed and a One Plan will be agreed upon. Support from outside agencies such as the school Educational Psychologist, Education Welfare Officer or Health professionals may also be sought for all children who offer consistently challenging behaviours.

#### **8.4 Internal exclusions**

Repeated inappropriate behaviour that does not improve following support plans implemented by the class teacher, or one-off incidents, may result in an internal exclusion.

These will be administered by a member of the SLT in consultation with the class teacher. These will take place in a time out area either in another classroom or another area of the school.

Re-integration into the classroom may include a daily report which is taken home each day to be shared with and signed by parents or carers.

#### **8.5 Suspensions and Permanent Exclusion**

Repeated inappropriate behaviour, including bullying and racist incidents, which does not improve following support plans, parental involvement or sanctions may result in suspension or permanent exclusion of the pupil.

Incidents of a more serious nature resulting in a suspension or permanent exclusion include:

- physical assaults on another person
- damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

The child's age and the nature of any disability will be taken into account when these decisions are made. The decision to exclude can only be taken by the Head of School, or in her /his absence by the Deputy Headteacher. Suspensions and exclusions will follow the Essex and DFE Guidance.

## **9 Unacceptable behaviour**

### **9.1 Bullying**

This school recognises and affirms the right of every child to learn in a safe and secure environment.

**Definition of bullying** - Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. e-bullying, spreading rumours, excluding someone from social groups).

We take a proactive approach to bullying as well as responding when an incident occurs.  
(See *Anti-Bullying Policy*)

## **9.2 Harassment**

Harassment including racial, sexual, and persistent teasing will not be tolerated. All incidents are considered serious and dealt with immediately according to the identified structures (See Equality policy and *Equality Plan*).

## **9.3 Truancy**

Absences and lateness are monitored by staff and persistent lateness or poor attendance is reported to the Head of School. The Head of School and Attendance Officer will monitor and liaise with parents as appropriate. If further action is necessary the Attendance Officer in conjunction with the Missing Education & Child Employment Service **MECES** will pursue it. The school is required to publish its numbers of authorised and unauthorised absence (See *Attendance Policy*).

## **10 Off-site Visits**

This policy also applies when children are off-site. If behaviour becomes unacceptable or is likely to bring the school into disrepute the child will be returned to school and the necessary action in accordance with this policy will be taken.

## **11 Off school premises**

This policy applies to children when they are on school premises. However, any incidents that are brought to our attention by a member of staff or a member of public, when the children are in school uniform, traveling to and from school, identifiable as a pupil of our school and their behaviour impacts on a member of the school community, affects the running of the school or adversely affects the reputation of the school, this policy will be followed in partnership with parent/carers.

## **12 Reasonable Force**

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

Before such action the staff will employ a wide range of strategies in order to avoid this action. This progression of actions in response to their negative behaviour should be clearly communicated to the child in an effort to distract the child.

Physical restraint is only used by members of staff trained in physical restraint or reasonable force using the appropriate measures outlined in the physical restraint policy.

All incidents of physical restraint will be recorded in the Register of Physical Restraint. (see Reasonable Force Policy)

## 13 Searching and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Any member of staff can search a pupil (outer clothes and pockets) and their possessions (bags, trays and desks) for minor issues such as stolen property, sweets, toys or mobile phones which are not permitted in the classroom or on the playground. However, only the Head of School or member of the senior leadership team have a statutory power to search a pupil or their possessions where we have reasonable grounds to suspect that the pupil may have a prohibited item, such as

- knives and weapons;
- alcohol;
- illegal drugs;

Or any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. However, on the rare occasion a pupil refuses to be searched the school may choose to follow sanctions as set out in this policy. Before any search takes place, we will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. Where possible parents will be informed prior to the search for prohibited items, however if this has not been possible we will notify them after the search. The parent will be told what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

All searches will follow DFE guidance: Searching, Screen and Confiscation, A Guidance for School July 2022

Any search for a prohibited item and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Records will include;

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search.

## 14 Behaviour of Parents / Carers

Developing effective partnerships with our parents is an important part of our work at Potter Street Academy and we welcome and encourage parents / carers to participate fully in the life of our school. So these partnerships can continue to flourish and progress, we remind parents that some behaviours are not acceptable, these include:

- Disruptive behaviour, which interferes with the running of the school in any way
- Use of loud, offensive language, swearing, cursing or displaying a temper
- Verbally or physically threatening a member of staff, Governor, visitor, fellow parent or pupil.
- Damaging school property
- Abusive or threatening texts/emails/voicemails or any other form of written or verbal communication
- Offensive or derogatory comments regarding the school or any of the pupils/staff/parents at the school on any social media site
- The use of physical aggression towards another child or adult
- Approaching someone else's child without the permission of the parent
- Smoking or consuming drugs or alcohol whilst on the premises
- Bringing a dog into the school grounds

If any parent has any concerns, they are able to talk to the class teacher or a senior member of staff so they can deal with anything in a fair and calm manner.

If any of the above behaviour is reported to the school, a senior member of staff will meet with the parent to discuss their behaviour and send a letter discussing the outcomes of the meeting. As it is an offence to cause a disturbance or nuisance on school premises, the school reserves the right to take necessary action to ensure members of the community are not subject to abuse. The school may prevent parents or carers from entering the school and/or contacting staff, and, in this situation, the parent will be responsible for organising alternative arrangements for their child to be collected.

## 15 Conclusion

Ultimately, we want the child to learn to be in control of themselves so they can be responsible for their own actions. We work to look at the holistic needs of every individual so they can make the right choices so that an optimum environment is achieved for the benefit of all.

## Review

All staff at Potter Street Academy are responsible for the implementation of the Behaviour Management Policy. This policy should be read in conjunction with the Behaviour Strategy and policies for:

- Anti-Bullying
- Safeguarding & Child Protection
- Mental health policy
- SEND policy

The policy will be reviewed annually by the Senior Leadership Team (SLT) following consultation with the staff, children, governors, parents and carers.

The SLT are also responsible for the induction of new members of staff and this is monitored through the completion of the induction pack.

Updated September 2024  
Ratified by the Governing Body: November 2024  
Next review September 2025