



PORTLAND  
SCHOOL

# Positive Behaviour Policy 23/24

Procedure Originator:	Joanne McKinney
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Approved By:	SET
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## Ethos and Intent

At Portland School we are committed to providing an environment where pupils with Social, Emotional and Mental Health difficulties feel safe and secure to learn. Staff work together with pupils and their families to remove barriers to learning, stemming from experiences in previous education settings, and develop a love of learning. It is our aim to provide an environment where everyone feels valued and respected and we expect everyone to behave in a positive way toward each other.

At Portland, we believe developing positive relationships is the key to helping our pupils feel safe and secure. These relationships are built on a foundation of mutual respect between staff, pupils and parents/carers.

This Policy outlines the high expectations we have for conduct, attitudes and relationships in school and expects us to take responsibility for our behaviour.

## Role and Responsibilities

At Portland School we all have shared responsibility for the positive behaviour management for all of our students.

**Governance (The Academy Trust)** is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

**The Headteacher and Senior Leadership Team (SLT)** are responsible for reviewing and communicating this behaviour policy. The Headteacher and SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

**The Senior Leadership Team** are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing guidance and support, when requested, to behavioural needs of students
- Providing guidance and support, when requested, to class teams or individual members of staff.

**Staff** are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Maintenance of Individual Support Plans and associated Risk Assessments
- Recording of behaviour incidents

**Parents/Carers** are responsible for:

- Supporting their child in following the school's behaviour expectations
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly

**Students** are responsible for:

- Following the School Rules
- Having good attendance.
- Being polite, respectful and having appropriate manners.
- Following the instructions of adults.
- Taking pride in their learning

## Portland Expectations

At Portland School we have a set of high expectations around conduct and behaviour, linked to our school values:

School Value	What we will see in class
Respect	<ul style="list-style-type: none"><li>• Listen to others</li><li>• Keep hands, feet and personal comments to yourself</li></ul>
Independence	<ul style="list-style-type: none"><li>• Being on time for school and lessons</li><li>• Hand in mobile devices at the start of day</li></ul>
Team Approach	<ul style="list-style-type: none"><li>• Share the space with others</li><li>• Follow instructions from staff</li></ul>
Responsibility	<ul style="list-style-type: none"><li>• Stay onsite for the whole day</li><li>• Leave prohibited items at home</li></ul>
Belonging	<ul style="list-style-type: none"><li>• Wearing school uniform</li><li>• Look after the school building, displays and equipment</li></ul>
Emotional Resilience / Mental Toughness	<ul style="list-style-type: none"><li>• Accept help from others</li><li>• Celebrate your success and that of others</li></ul>

## Reinforcing Positive Behaviour Responses

Staff will generally reinforce positive behaviours through:

- An approving look, smile or thumbs-up
- Verbal thanks or congratulations
- A positive note to take home
- A positive phone call home
- Certificates or stickers in class
- A visit to share success with another member of staff
- An invitation for parents/carers to come in to showcase the positives

More specifically, classroom staff will allocate Dojo points for pupils displaying the expected positive behaviours

### Dojo Points

- Dojo points will be allocated 3 times per day: mid-morning, lunch and end of day.
- Pupils will be awarded 1 point for each value they have displayed during the session. This equates to a total of 6 points at each reflection session.

- Pupils can earn 2 bonus points each day for exceptional work produced, in line with school expectations.
- This is a maximum of 20 points per day.

If pupils are awarded the maximum of 100 points during the week, a platinum certificate will be sent home.

The points earned can be saved to 'spend' in our Dojo Shop. This includes a range of items available on site, as well as the option to get a voucher. Parents/carers will be informed if pupils choose to purchase a voucher.

### **Non-Class based staff**

Our staff team who are not based in the classroom, including our office staff, would also like to be able to reinforce positive behaviour choices. They will be giving out raffle tickets for anyone who is displaying the positive behaviours, expected from our school values, around the school. At the end of each week, 2 winning tickets will be chosen on each site. The winners can either have a hot chocolate with the Head/Deputy or eat lunch in the Family/Rainbow room with a member of staff.

### **Personal Targets**

On entry to Portland, each an assessment is generated for each pupil, using Boxall, an SEMH assessment tool. Boxall is used to:

- Identify the current level of development for each pupil across 10 social/emotional areas
- Prioritise the areas for development
- Set a general objective – Where do you want them to get to?
- Set a SMART Goal – What specifically do you want them to do?
- Make a plan and implement it – How will you get them there?

Targets are reviewed half-termly together with the pupil and provide a focus for intervention, support and reward within the classroom.

### **Classroom Environment**

Each classroom within Portland, is set up to support and promote positive behaviour responses. It is the responsibility of the class teacher, together with their support team, to ensure an age-appropriate, positive environment is created. This includes displaying and using:

- Interactive / visual class timetable
- Pupil responsibilities, e.g. badges, rotas, job
- Reminders of positive choices
- Emotional ladder
- "What's gone well?" and "What do I hope for?"; positive psychology quotations
- Mindfulness and relaxation strategies

- Star / Student of the day
- Visual Imagery

In addition, we expect every classroom to have a quiet, relaxing zone within the classroom. This area should include, multi-sensory equipment, calming tools, cushions and blankets.

## Responding to Pupil Behaviour Choices

At Portland School, we aim to build strong and positive relationships with our Pupils and their parents/carers. Regular briefings and meetings in school, allow use to share important information from our behaviours management system between the staff team. Clear communication between the staff and parents/carers will support and promote positive behaviour and discipline within the school. Sharing information of events both inside and outside school, allows us to prepare for potential triggers or behaviours and support the pupil to make other choices.

It is not always possible to respond to negative behaviour in the same way for every child, however at Portland, we use a guiding framework of responses to ensure that every behaviour, positive or negative, will have some form of adult intervention.

<b>Responses to Positive Behaviour</b>	
<b>Meeting the school value expectations</b>	Verbal Praise Dojo Points awarded Parents/carers informed of consistent good behaviour
<b>Helping others outside of the classroom (other pupils / staff)</b> <b>Showing respect to visitors</b>	Verbal Praise Raffle ticket awarded Parents/carers informed of consistent good behaviour
<b>Excellent work</b> <b>Meeting a personal target</b> <b>Representing the school (Nurture Champion, School Council etc.)</b>	Verbal Praise Raffle ticket awarded Head Teacher's Award Award nomination for 'Special Award' Parents/carers informed

	Display of work around the school and online
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<b>Responses to Negative Behaviour</b>	
<b>Failing to follow the school value expectations</b>	<b>Classroom management</b> by the teacher and support team Dojo reward points not earned Raffle reward tickets not earned Form tutor informed (Secondary)
<b>Persistent failure to follow the Portland School Values Expectations</b>	Verbal warning from class team Phone call to parents/carers Referral to Pupil Welfare Forum Intervention put in place Deputy or Head of School informed
<b>Persistent lateness</b> <b>Unauthorised absence from lessons</b> <b>Smoking / vaping</b> <b>Vandalism</b> <b>Bullying, Racism, Sexism, Homophobia, Ageism</b>	Automatic home text or call Referral to Stoke City Education Support Services and/or Youth Offending Team (YOT) Letter home Confiscation of property Possible fixed term exclusion Parental meeting At this level incidents are dealt with by a Senior Leader (Deputy or Head of School)
<b>Refusal to leave the class or a building</b> <b>Physical or verbal abuse of staff</b> <b>Theft</b> <b>Possession of an offensive weapon</b> <b>Selling or using illegal substances</b>	Verbal warning (SLT, Police, YOT) where appropriate Internal, fixed term or permanent exclusion Parents invited in by SLT to meet the appropriate parties

**Portland School has a policy of 'Safe Touch' and 'Restraint' where learners present a danger to the building, themselves or other members of the school community.**

### **Classroom Management**

All staff work hard to uphold the high expectations set at Portland School, they will both teach and model behavioural responses which are socially acceptable. When the expectations are not met, a range of classroom management strategies will be applied fairly and consistently. These include:

- Visual reminders
- Verbal reminders
- Completion of unfinished task at break/lunch time (SLT must be informed at end of day)
- Repair damage or clear mess
- Time spent away from usual learning zone
- Completion of choices map or cycle
- Financial contribution to pay for costs of damage
- Phone call home
- After-school detention (agreed with SLT)
- Referral to Pupil Welfare Forum / SLT

### **Detentions outside of school hours**

Staff should not issue a detention where they know that doing so, could compromise a child's safety. When issuing a detention staff should consider the following points:

- The intention of the detention, is to support pupils to complete work they may have missed during the school day
- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- Informing parents in a timely manner about the detention
- Whether suitable travel arrangements can be made for the pupils

(Guidelines on detention taken from "DfE Jan 2016 Behaviour and Discipline in Schools – A guide for head teachers and school staff")

### **Search and Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:



- 1) The **general power to discipline** enables a member of staff to confiscate a pupil's property, if it is deemed as inappropriate, and protects staff from liability for damage to, or loss of, any confiscated items. Confiscated items should be locked away and therefore should be passed to the headteacher or deputy headteacher (or deputising member of staff in charge) as soon as possible. It will then be at the leadership team's discretion as to whether to retain, return or dispose of the pupil's property.
- 2) **Power to search without consent** for "prohibited items"  
(Section 550ZA of the Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012

including:-

- mobile phones
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school protocols which has been identified as an item that may be searched for.

### **Pupils Missing from Site**

As an SEMH school, many of our pupils display the Flight response when in emotional crisis. If a pupil chooses to leave the school grounds, the school follows this guidance:

- A member of SLT or a staff member directed by SLT will maintain line of site with the pupil.
- Staff are trained not to pursue the pupil, but to remain at a distance maintaining visual.
- Parents/carers are contacted immediately to inform them of the situation.
- Communication is maintained with the school office via radio or mobile phone.
- Support is provided by school if required, at the direction of a member of SLT.
- If a pupil is displaying dangerous behaviour in public or has gone out of sight, a phone call is made to parents/carers and to the Police.

### **At the Blythe Bridge site:**

- We will observe from the pupil from the external perimeter of the grounds unless a dynamic risk assessment deems further intervention is required.

- If a pupil takes themselves into the local shops, staff will not follow them inside.
- If a pupil advises they are going to walk home, a staff member will not follow.
- A phone call will be made to parents/carers to advise them of the situation.

In every situation a dynamic risk assessment is carried out to ensure the safety of pupils and staff can be maintained.

### **Recording Information**

Portland School uses the Class Dojo system for recording individual behaviour, in line with our school values. All parents have access to the free Class Dojo app, allowing them to observe their child's behaviour on an ongoing basis. Class Dojo is used to monitor and identify patterns of behaviour over time, leading to rewards, interventions and consequences.

Any behaviour considered to be of a more serious nature, are identified as Significant Events and are recorded on an online form on SIMS. A significant event is to be recorded in the following circumstances:

- A pupil behaves atypically
- A physical intervention is used
- Physical abuse, damage to property, theft, racial abuse, bullying, leaving site, dangerous behaviour, self-harm, substance misuse or sexualised behaviour occurs

When completing a significant event form, staff members are expected to:

- Identify and record the antecedent (what happened immediately beforehand)
- Record in full a clear description of the behaviour, incident or event
- Include the date and time of day, as this can help to identify patterns
- Ensure the additional notes feature is utilised to allow a full record to be made
- Avoid personal or emotional responses, stick to the facts
- Ensure that all those present during the incident are listed
- Make decisions and discuss with the pupil and home about the outcome and mark the incident as resolved. Where staff members feel unable to resolve an incident they should refer this to a member of SLT.
- Ensure a body map is completed and handed in to the office, if any physical intervention is used.
- Pupils should be given the opportunity to debrief what happened and add a comment to the record
- Staff involved should debrief any incident involving an emergency intervention or in which they felt unsafe or a pupil or staff were injured

## **Suspensions and Exclusions**

At Portland School, we aim to manage and resolve the majority of behaviour in school, however, there are occasions where a pupil is required to leave the school premises due to a suspension or exclusion.

Some serious behaviours stop our pupils from being able to learn and put others at risk and could result in a suspension or exclusion or a review of placement. These include, but are not limited to:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability or others
- Carrying an offensive weapon
- Use or sale of alcohol or other drugs
- Deliberate damage or theft of property
- Smoking or vaping in or around the building
- Refusing to leave the premises when asked

Portland School follows the Stoke Local Authority Exclusion Policy, which can be found on our website.

## **Staff Training**

In order to provide a therapeutic environment, where pupils and staff feels safe and secure, our staff are highly skilled in interventions to help pupils take responsibility for their choices, raise their self-esteem and encourage self-regulation and self-discipline.

Our staff training programme includes:

- Attachment and Trauma Awareness
- Emotion Coaching
- Relaxation and Self-regulation techniques
- Choices Map and Choices Cycles
- CPI - Crisis Prevention Institute (Theory and Physical Skills) (Please see our Physical Intervention Policy for further information)