

Portway Primary School: Behaviour Policy

Last updated: September 2025

Applies to: Portway Primary School, part of Newham Community Learning

Approved by: Portway Local Governing Body, September 2025

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1. Overview of the Policy Management Process

1.1. Document history

Date	Revision	Version number (substantive revisions are allocated a new whole number; minor revisions are designated by the addition of a consecutive decimal point)
Sept 2022	New behaviour management systems and processes in place at Portway. Reflective of the merger of the Leading Learning Trust with Newham Community Schools Trust to form Newham Community Learning, Behaviour has been determined to be a School Level Policy, reflective of local school practice.	v.1.0
July 2023	Amended Reactive strategies - Step 4 consequence expanded and repeated Step 3 incident procedure clarified. Added Nursery specific behaviour section around biting and the procedures for managing it. Consequences for more extreme and challenging behaviour added. Information on internal, external and fixed term suspensions added as well as information on physical intervention. Added a specific section on confiscation of items and conducting searches. Added a specific section on behaviour incidents outside of school. Reference to Anti Bullying Procedure added.	v.2.0

September 2024	Minor Updates regarding personnel.	V3.0
October 2024	2.13. Triangle System- Revised procedure	V4.0
February 2025	Amended Reactive Strategies - Step 3, Step 4 and Step 5 examples of unexpected behaviour incidents clarified. Information regarding personalised behaviour support plans added Added a specific section on use of mobile phones and the potential consequences	V5.0

1.2. Review and approval

The Behaviour Policy applies to Portway Primary School. It is reviewed by the School Leadership Team and is then presented to the Local Governing Body for approval.

School leaders are responsible for the review and updating of this policy.

2. Portway Primary School - Behaviour Policy

2.1. Ethos

At Portway, there is a shared understanding that all behaviour serves a function. We believe it is our role as educators to support our students to develop independent strategies and techniques to manage their own feelings and associated behaviours. We place an emphasis on embedding a nonjudgmental environment where behaviours are viewed with neutrality and empathy. We use a shared vocabulary that supports students to detach their behaviour from their sense of self, and grow into emotionally literate individuals.

2.2. Consistency

The changes to the behaviour policy are fundamentally based on adults being consistent. Research has shown that a consistent approach to managing behaviour makes for positive outcomes. The most effective learning environments are those that are predictable and secure, where pupils are responsive to the teacher (IES, 2008). Part of effective behaviour management involves setting clear rules and consistently reinforcing them (Coe et al., 2014; IES, 2008). The onus is on all adults at Portway Primary to consistently use the behaviour policy.

2.3. Proactive Strategies

The 5Cs are the qualities we want to develop for our students. These qualities are demonstrated through expected behaviours in and around the classroom and whole school environment.

The Five Cs are:

- Care
- Commitment
- Collaboration
- Communication
- Choice

2.4. Dojo [™] Points

ClassDojo [™] is an online platform that enables Dojo [™] points to be awarded for expected behaviours. Each student will have an assigned avatar (character) and all staff members will be able to give Dojo [™] points for students demonstrating the 5Cs.

Staff will be able to give 1 point per C demonstrated. When staff give a Dojo [™] point they will explicitly articulate why they are giving the point linked to the 5Cs. For example, well done you demonstrated great care/commitment/collaboration/communication/choices.

Dojo [™] points can only be awarded, they cannot, under any circumstances, be taken away. It is not a punitive system.

There are rewards associated with different amounts of Dojo [™] points as described in the table below.

Type	Number of points	Reward
Platinum	1000+	Prize
Gold	700	Postcard home
Silver	500	Certificate in Celebration Assembly
Bronze	250	Class Teacher Certificate

2.5. Unexpected and expected behaviours

The importance of viewing behaviour with neutrality is underpinned by the language choices we have made to describe behaviour. Behaviours are described as either expected or unexpected. This is because we recognise that the context of a behaviour is fundamental. For example, shouting and screaming during a school football competition may well be expected; however shouting and screaming in the dining hall would be unexpected. This understanding of behaviour is complimented by emotional literacy sessions as part of the RHSE curriculum, and the Zones of Regulation.

To further support understanding there will be clearly defined visuals on display around the school that will inform students and staff of what behaviours are expected - the table on the following page provides further detail.

<<move to the following page>>

Non-negotiables	Expected Behaviours		
	Classroom	Dining Hall	Playground
Walking around the school environment calmly and quietly. Sitting in our allocated seats/places in class and around the school. Putting our hand up to ask an adult a question.	Care: Treating the school environment and resources with respect. Commitment: Completing learning to the best of your ability Collaboration: Working cooperatively and kindly with peers and adults. Communication: Listening to and responding to class teacher instructions. Using a calm voice to participate in learning. Choice: Actively making expected choices and responding appropriately to teacher direction.	Care: Cleaning up after yourself calmly Commitment: Trying new foods or foods that are not our favourite Collaboration: Waiting for all our peers to finish Communication: Listening to and responding to midday supervisor instructions Using a calm voice Choice: Actively making expected choices and responding appropriately to the midday supervisors.	Care: Ensuring all rubbish goes into the bins. Asking friends if they want to play. Commitment: Trying to compromise when there has been a disagreement Lining up quickly after the second bell has gone. Collaboration: Sharing sports equipment fairly and kindly Taking turns Communication: Listening to and responding to adult instructions. Choice: Choosing to get water and go to the toilet before going back to lessons. Actively making expected choices and responding appropriately to adults on duty,

2.6. Reactive Strategies

As part of our policy, Portway has clearly defined reactive strategies to manage behaviour as well as proactive. These strategies provide students with guidance and opportunities to change their behaviour. If the student is unable to do this, then the consequence is that they lose part of their break and/or lunch time. During this time they will meet with an allocated member of SLT, and discuss the reason why they were sent to Time Away. The focus of this discussion is reflective and restorative. The SLT member will explicitly highlight what they did that was unexpected and how they can make a better choice when they return to their class. Weekly behaviour monitoring meetings held by SLT, will enable individual students to be discussed before moving to Step 4. Parents will be contacted and a meeting will be held with school and parents to discuss next steps.

Step 5 is reserved for very extreme behaviours that the school community does not tolerate like racism, homophobia, bullying and physical aggression. These behaviours require an immediate response and will be managed by the Headteacher.

The table below provides detail of how behaviour at our school is understood and managed consistently.

Step	Location	Examples of Unexpected Behaviours	Adult action	Key Language	Who leads the Consequence?
Step 'Look'	Classroom	-Interrupting teacher when talking to whole class -Wandering about -Calling out -Interrupting other pupils -Bringing inappropriate items to school, eg sweets -Deliberately creating a disturbance -Annoying other children	Discreet prompting from an adult that a certain behaviour is unexpected and the child needs to demonstrate an expected behaviour for the context.	Unexpected Expected Choice Script 'Student x at the moment you are being really unexpected by calling out. I would like you to show an expected behaviour and show me that you are ready to learn'	Class teacher and Learning Support
	Playground	- Running in corridors - Unauthorised access - Not being friendly/sharing - Not playing by rules			Break - Class Teachers Lunch - Mid-day
Step 1	Classroom	-Not completing learning. -Not being positive towards adults.e.g. Answering back, ignoring instructions -Use of unexpected language e.g. name calling	Warning Given	Unexpected Expected Choice Script 'Student x I have already made my	Class teacher and Learning Support

Step	Location	Examples of Unexpected Behaviours	Adult action	Key Language	Who leads the Consequence?
		-throwing items in the classroom (e.g. pencils)		<i>expectations very clear, you need to demonstrate an expected behaviour'</i>	
	Playground	-Running in corridors - Unauthorised access - Not being friendly/sharing - Not playing by rules			Break -Class Teachers Lunch- Mid-day
Step 2	Classroom	-Not being positive towards adults.e.g. Answering back, ignoring instructions -Not completing learning. -Use of undesirable language e.g. name Calling -Repeated step 1 Behaviours	Final verbal warning with consequence clearly outlined	Script <i>'I have given you 2 opportunities to show me you can behave in an expected way. This is your final opportunity to take control of your body and mind and be expected. If you cannot, you will have time away at break or lunch'</i>	Class teacher and Learning Support
	Playground	-Repeated play fighting -Repeated playing in toilets -Refusal to cooperate -Deliberately trying to damage school/other child's property			Mid-day
Step 3	Classroom	-Repeated step 1 & 2 Behaviours -Intentional physical harm (e.g. fighting) -leaving the classroom without permission	Time Away Zone (max 10 minutes)	Script <i>'This is now the third time I have spoken to you. As a consequence of not being able to demonstrate expected behaviours, you are going to Time Away at break/lunch'.</i>	Nominated CT
	Playground	-Using unexpected language (swearing) -Throwing or damaging play equipment purposefully -Being purposefully dangerous on the climbing equipment -Leaving the playground -Repeated step 1 & 2 Behaviours	Time Away Zone (max 10 minutes)		Nominated Mid-day and SLT
Step 4	Classroom	Persistent Step 3 behaviours recorded (minimum of 6 within a half-term)	Meet with Phase AHT	Could result in: - Being put on report and behaviour monitored for 2 weeks Behaviour Report Or	Phase TLD Reports will need to be signed hourly by teachers, and daily by AHT.

Step	Location	Examples of Unexpected Behaviours	Adult action	Key Language	Who leads the Consequence?
	Playground	Persistent Step 3 behaviours recorded	Meet with Phase AHT	- An escalated consequence from Step 3 due to the nature of the incident. For example losing break/lunchtime play, writing a letter of apology etc, decided by the Headteacher after an investigation has been concluded.	Phase AHT Reports will need to be signed by middays after lunch, and daily by AHT.
Step 5 Immediate Response	Anywhere	-Harming another child intentionally with force -Throwing or damaging large and/or costly items purposefully -Racism, homophobic language -Intentional and purposeful damage of school / other's property -Attempting to leave school unsafely -In possession of a mobile phone during the school day -Bringing dangerous and inappropriate items onto the school premises -Threatening behaviour - Bullying - Theft or vandalism -Fighting with others - Sexual actions or statements - Extreme violence/danger	Suspension (internal or external fixed term)		These behaviours are under no circumstances tolerated in school and as such will be dealt with immediately by Headteacher with support of SLT.

2.6.1. Repeated Step 3 Consequence

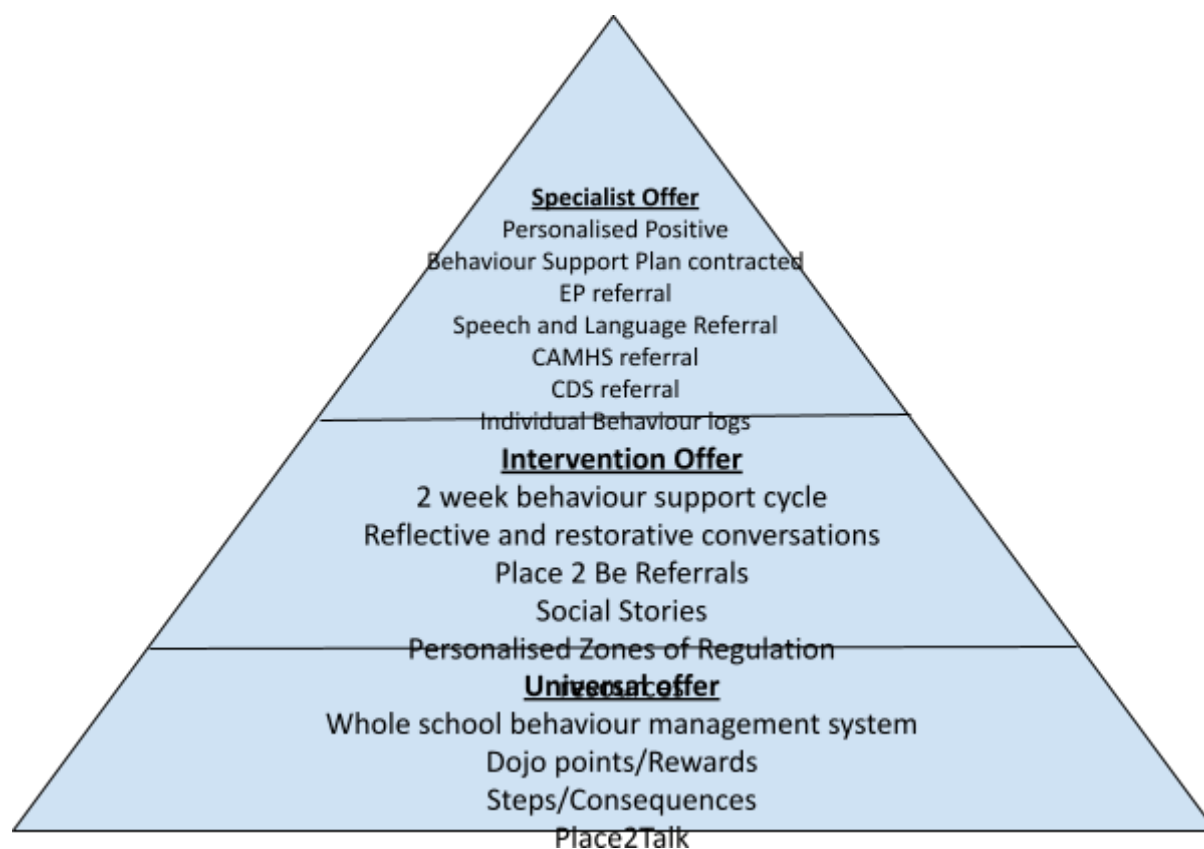
If a student receives more than two Step 3 consequences in 1 week, the Class Teacher will arrange a meeting with parents to discuss barriers to learning and agreed strategies to support the pupil. The meeting will be logged on Arbor and minutes shared with the AHT for that year group.

2.7. Pupils with SEND or additional needs

The new behaviour policy is our universal offer to all pupils to support them to manage their feelings and actions. As a school we recognise that these strategies may not support everyone and that some of our learners will need additional input or alternative models. As a result, personalised specific behaviour support plans will be implemented for pupils with additional needs, where necessary, to assist them with meeting Portway's behaviour expectations.

If the universal strategies have limited impact, then the student will access the Intervention Offer. This will be triggered when a student has had persistent Step 3 incidents which have not improved in frequency and duration. A two week plan will be created and the student will access personalised and individual resources and reflective conversations around their behaviour. They will also be put on the waiting list for Place2be with parental consent. Individual resources will be created to support the student to manage their behaviour. If there is little to no impact following a period of time at the Intervention Offer stage, then more specialist input will be sought to really understand the function of the behaviour and explore other possible barriers that could be causing it.

The way in which our universal, intervention and specialist offers work together is outlined in the graphic on the following page.



2.8. Behaviours in Nursery

At Portway Pre-School we follow a positive behaviour policy to promote positive behaviour at all times. However, we understand that children may use certain behaviours, such as biting to communicate their feelings and needs. Biting is a common behaviour that some young children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

2.8.1. Our Nursery Behaviour Procedures

The nursery uses the following strategies to help prevent biting including individual, one-to-one and small group times so that each child is receiving positive attention. Creating areas for children who are feeling overwhelmed to go to, including stories to talk about emotions. We also support social and emotional development by providing activities and stories that help children to recognise feelings and empathise with characters and events.

For children who have oral stimulation needs, resources will be provided to fulfil this requirement including sensory activities such as biting rings. Staff will be vigilant to identify when children need more stimulation or quiet times. Adequate resources will be provided and, when possible, more than one toy to minimise conflicts.

At Portway Pre-School, every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone, if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.

- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.
- If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out. In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with Hepatitis B vaccine for all staff and children.

2.9. Lunchtime and managing behaviour

There will be a clear, consistent and universal approach to managing behaviour at lunchtime. All staff will have appropriate training to ensure they are clear of the lunchtime expectations.

Midday Supervisors are expected to:

- Line up children and transition them calmly and quietly to the dining hall in register order.
- Tell children to sanitise hands
- Show where to sit (see seating plan)
- Wait for the majority of children to finish eating before transitioning to playground/class.
- Ask children to line up to put their box/plate away
- Supervise children in their allocated zone until the end of the lunchtime.

Class Teachers are expected to:

- Liaise with their midday supervisor and facilitate conversation with identified students. Ensure any behaviour incidents over lunch are logged.
- Collect their students from the playground promptly and on time
- Have an awareness of students that have been seen by first aid over the lunch period.
- Transition their class back to the classroom calmly, quietly and in register order.

Learning Support Assistants are expected to:

- Go to and from their breaks promptly and on time
- Support identified pupils with behaviour difficulties over the lunch period
- Support midday supervisor where appropriate especially when lunch has finished to get classes lined up quickly and efficiently.
- Communicate to class teachers about the pupils they were supporting
- Support class teachers to transition pupils through the school.

Senior Leadership are expected to:

- Manage the Time Away space and hold reflective conversations with identified students who have not behaved in expected ways
- Be responsive to red triangles over lunch and support where necessary
- Monitor behaviour data over lunch time and liaise with staff in identifying antecedents and next steps for persistent unexpected behaviour.
- Responding to Step 5 behaviours

2.10. Lunch Times

Time	Session
11.45am-12.30pm	KS1 lunch
12.30-1pm	Midday handover
1-1.45pm	KS2 lunch

The handovers will ensure that midday supervisors have adequate time to communicate effectively with class teachers about expected and unexpected behaviours over lunchtime so that class teachers can hold reflective conversations with their class and identified individuals.

2.11. Transitioning around the School

All classes will be expected to transition and travel around the school calmly and orderly. To support this, all teachers will use a standardised script so all students are aware of the expectations.

Instruction 1. Teacher stands at the front of the class and waits for students to get into register order using non-verbal signals.

Instruction 2. Teacher tells students to turn their voices off. Teacher waits until the class is silent.

Instruction 3. Teacher reminds students that they are walking and in single file.

Instruction 4. Teacher leads the line.

Teacher will regularly stop and turn to face the class if students do not demonstrate expected behaviours and will reiterate instruction 2-3.

2.12. Logging of Behaviour

All Step 3 behaviours and above will be logged on Arbor (the school's pupil management information system) and monitored by SLT. It is the responsibility of the classroom teacher to ensure that all behaviour is logged accurately and timely. If SLT has responded to a red triangle, the class teacher will

still need to log the incident. During the lunchtime Time Away, a register will be kept to monitor those students who display Step 3 behaviours or above over the lunch period. The member of SLT who is on duty will be responsible for logging the students who are in Time Away.

2.13. Triangle System

Step 4 or above behaviours that could be potentially dangerous to the student, class or adult need to be responded to using the school's red triangle system. The red triangle system notifies the Senior Leadership Team, and a member of SLT and/or another member of staff will come to the area to support.

If a child is physically challenging or displays extreme dysregulation, in order to ensure the safety of all children and the staff member:

1. Use the red triangle system to alert SLT/ Staff member. Get another adult or a responsible student to take the red triangle to the Front Office. All the Red Triangles have their location printed on them, so the Front Office knows where to send the SLT member/ Staff member. The office staff will accompany the children back to their class to be an additional adult to support whilst calling SLT.
2. Where possible, the class teacher should move the other children into a safe space (this may include evacuating the classroom to an alternative room or corridor area).
3. Where possible, the class teacher should ensure the dysregulated child is in view of an adult at all times. Keep physical intervention to a minimum and wait for SLT/staff members.
4. Upon arrival, the arriving adult will begin a dynamic risk assessment (considering staff wellbeing/emotional state, safety of the children, potential hazards in the physical space, pupil context, resources available). Dialogue between adults based on the risk assessment carried out in order to inform next steps.
5. If physical intervention is used, record this in the bound and numbered book. Inform the family that physical intervention has been used. (This would form part of the family meeting outlined in step 6).
6. Class teacher to log the behaviour incident appropriately onto Arbor. SLT and/or the TLD and class teacher will hold a meeting with the family to discuss the overall incidents, ways forward and whether any physical intervention has been used.
7. Carry out a reflective discussion/debrief with all adults involved.

2.14. Movement around the school

Please ensure that pupils leave and enter the building at break times in an orderly and considerate manner. Class teachers should be positioned around the middle of the line and have the front and back

of the line in their view at all times. Pupils should only be taken into the building when they are lined up and quiet. It is the class teacher's responsibility to ensure that the pupils are quiet when in the building. At the end of playtimes and lunchtime, teachers need to collect pupils from the playground, line them up and bring them quietly into school. Pupils and staff should walk on the left-hand side of the corridors and stairs at all times.

2.15. Suspensions (consequences of serious unexpected behaviour)

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify his/her behaviour. We see suspension as a last resort, but there are incidents or circumstances where it will be the only appropriate step. For example, in line with Local Authority Guidance, there will be a minimum of a 5-day Fixed Term External suspension for bringing an offensive weapon to school.

2.15.1. Internal Suspensions

A child will receive an internal suspension if they have engaged in a step 5 unacceptable behaviour. An Internal Suspension means that a child will complete their set work either in another classroom or in the office with a member of the Leadership Team for at least half a day. The duration will be dependent on the circumstances and history of behaviour. The child will not be permitted to be in the playground at break or lunchtime, nor be able to attend an educational visit on that day. Repeated internal suspensions could result in a fixed term external suspension.

2.15.2. Fixed Term External Suspension

Fixed term external suspension is deemed appropriate, the school will endeavour to obtain a place at Phoenix, the Local Authority's alternative provision specialising in supporting children who have behavioural difficulties. Attendance at Phoenix provides the opportunity for children to explore the events that led to the suspension and identify different choices which could have been made. If a place at Phoenix is not available, it is expected that the child remains supervised at home for the day and completes the work there. The letter which is issued when a child is suspended explains clearly the responsibility that a child should not be in a public place during the period of the suspension.

If an incident is deemed to be serious enough to consider a fixed term suspension, the school will endeavour to contact the parents/carers on the day of the incident to inform them an investigation will take place. A letter will be sent home outlining the reasons for the suspension and the measures parents/carers can take in relation to them. If a Phoenix placement has not been provided, the school will provide work for the length of the suspension. It is expected that this is returned to be marked. On return to school, the parents/carers and child will meet with a member of the Leadership Team at a reintegration meeting to discuss future actions to ensure the behaviour does not recur.

2.16. Physical Intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However, the Education Act 1996 allows all teachers to use reasonable force to prevent a child from:

- assaulting or injuring another person;
- injuring themselves;
- putting himself/herself into danger (e.g. attempting to run away), or
- damaging property.

Any physical handling will be recorded in a secure, bound book and then communicated to parents.

2.17. Confiscating Items

Unapproved items brought into school by children (e.g. sweets and electrical items) may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of weapons or other illegal items, the police will be informed and the item released only to them until further guidance is given.

The Headteacher can authorise a search without consent for items (including stolen property) – such a search would occur with the child present. All searches and confiscation arrangements follow the [DfE June 2022 guidance in this area](#). This would only be used as a final resort and parents/carers of children affected would be informed as soon as is reasonably possible.

2.18. Mobile Phones

Children will not be allowed mobile phones during the school day and if they are found in possession of one, it will be confiscated. This device will then not be returned until a parent or carer can come and collect it from the school. Repeated breach of this rule could lead to further sanctions including suspension from school as highlighted in the 'Reactive Strategies' section.

Only children (in Years 5 and 6) who walk home alone may bring their phone to school and this must be handed to their class teacher at the beginning of the school day. Please note that the school does not take any responsibility for lost or damaged mobile devices.

2.20. Incidents Outside of School

In accordance with the information published by the Department for Education entitled "Behaviour & Discipline in Schools", the school has a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006, gives Head teachers a

specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable."

Examples of such unacceptable behaviour include:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform or in some other way identifiable as a child from Portway Primary School.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

2.21. Bullying

Portway has a zero tolerance policy for bullying. Our detailed anti-bullying policy can be found on the Behaviour Page of our school website.