



# Behaviour Policy

Anglo-Portuguese School of London

**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due by:**

## Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	5
6. Pupil code of conduct.....	5
7. Rewards and sanctions.....	6
8. Behaviour management.....	7
9. Pupil transition.....	11
10. Training.....	11
11. Monitoring arrangements.....	11
12. Links with other policies.....	12
Appendix 1: written statement of behaviour principles.....	13
Appendix 2: staff training log.....	14
Appendix 3: behaviour log.....	15
Appendix 4: letters to parents about pupil behaviour – templates.....	16

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school.](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The Full Governing Body

The Full Governing Body (FGB) is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log).

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'.

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the isolation room in response to serious or persistent breaches of this policy. Pupils may be sent to the isolation room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the isolation room.

The isolation room is managed by TBD.

### **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement.

At APSOL, we will implement the Good to be Green behaviour management system and adapt it to each age range and the needs of our children:

#### Whole School Behaviour Management System: Good to be Green



All pupils start on green

Negative choices

Positive choices

Class behaviour chart:

- All pupils have a pocket with their name on.
- All pupils start with a green card in their pocket every day.
- If pupils make negative individual choices the teacher or TA inserts the appropriate card: yellow is a warning, red is a consequence.
- Red cards will need to be recorded on CPOMS for behaviour monitoring purposes.

#### Adaptation of use according to children's age group:

**EYFS and Year 1** children will require more verbal reminders before their card is turned to yellow or red. They should be encouraged to choose the right behaviour. If the child receives a yellow card, the child has to be encouraged to get back to green and be shown what the positive behaviour choices are. If the child continues to red, they will need some reflection time with their keyworker/assigned adult.

#### Rewards

##### Individual

The following colours are positive reinforcement:

Green – Recorded on a class display, praise and green points to contribute towards the end of day reward based on amount of points awarded as stated below:

Instant daily reward	EYFS / KS1	KS2
Bronze Sticker	4 points	6 points
Silver Sticker	8 points	9 points
Gold Sticker	10 points	12 points

### **Whole Class**

Each class will have a hundred square (see appendix) for which they will need to work well together as a class to get a whole class reward by the end of term. Teachers and TAs can award whole class ticks on the hundred square if all the children are following school rules, including in the outdoor environment. If the class reaches 100 ticks by the end of the term, the teacher can reward the class collectively with 'Green time' including; special activities, outside playtime, classroom games.

### **Whole School**

Each week children can be awarded star of the week, or a certificate for demonstrating School values. Classes also receive rewards for good attendance or punctuality.

### **Sanctions:**

The following are consequences of negative behaviour choices (also see flow chart).

verbal warning - yellow card - red card (consequence: Reflection Time in the classroom at lunchtime - with SLT for Y2-Y6 - with letter sent home. On successful completion of the Reflection Time the pupil is given the opportunity to go back to green.)

Red cards are recorded in the class log book. (3 red cards in a half-term leads to meeting with parents/ 6 red cards in a half term leads to internal exclusion.)

Staff are always looking for opportunities to move pupils back to green.





Sanctions will be a consequence of a child's failure or refusal to follow any one of the school rules including but not exclusively:

- Refusal to do work
- Being disrespectful to an adult
- Refusing to follow an adult's instructions respectfully and promptly
- Damage to school property
- Being disruptive in a lesson
- Using inappropriate language
- Causing, or risking causing harm to themselves or others
- Acting aggressively towards others, or fighting
- Any form of bullying, racism or homophobia

**Notification of red card and reflection time with a member of SLT (Year 2 – Year 6 pupils) See appendix 4 and 5 for templates to use.**

## **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log).

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development. A staff training log can be found in appendix 2.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and FGB every year. At each review, the policy will be approved by the Principal.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy.

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The FGB also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

[www.angloportugueseschool.org](http://www.angloportugueseschool.org)

[info@angloportugueseschool.org](mailto:info@angloportugueseschool.org)

### Appendix 3: Red Card Behaviour log – what to enter on CPOMS (digital)

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police):</b>	

## Appendix 4: letters to parents about pupil behaviour – templates

### First behaviour letter (1<sup>st</sup> Red card)

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Second behaviour letter (2<sup>nd</sup> Red card)**

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Third behaviour letter (3<sup>rd</sup> Red Card – next steps for example: personal behaviour plan before escalating to internal exclusion).**

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Principal, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Internal Exclusion Letter (Issue of 6 red cards, not complying with positive behaviour plan)**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given an internal exclusion on this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this internal exclusion are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Internal exclusion letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

