



Behaviour Policy

Behaviour at Manor Primary School

We believe that all children have the right to experience an atmosphere conducive to learning, during their education at Manor Primary School. The purpose of this document is to outline steps taken to ensure that the Ethos and Aims of our school are upheld.

We believe in creating an environment where children learn how to behave well, in a variety of contexts and situations rather than being cycled through a loop of behaviour management practice. An environment whereby a purposeful and positive attitude is fundamental ensures a sense of belonging, pride and respect whilst fostering positive relationships between all partners; this will be reflected in mutual respect and trust.

Promoting Good Behaviour

- 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 Head Teacher, Governors and Staff at Manor Primary School place a huge emphasis on eradicating low level disruption when learning. This will ensure that our belief in providing a learning culture can be created. It is crucial for all involved with the school, from staff to parents, understand and promote this culture day to day. Children will then learn the importance good behaviour has on their learning and future life.

Good behaviour means that all children follow the rules without explicitly being asked to do so. Good behaviour means that children understand the impact their behaviour has on their learning and therefore behave well to benefit themselves rather than because they are told to do so.

We expect everyone from children to staff to promote high standards of behaviour at all times.

Manor Primary School's School Rules are

- Always try your best
- Be kind and polite
- Listen carefully
- Value the things around you.

Ultimately, children are expected to respect and value the world around them. This may be seen day to day in children,

- Looking after each other,
- Listening to one another and caring about how they feel,
- Valuing the school and resources within it,
- Presenting their work to the best of their ability,
- Being confident in their approach to work and play,
- Being safe and recognising potential risks or dangers,
- Not doing or saying anything that will hurt someone else.

How we plan to achieve this learning culture

Staff will endeavour at all times to be positive and model our behaviour expectations.

Positive systems in place

The children are divided into four houses each school year. These houses are:-

Mercury – Yellow Venus – Blue Jupiter – Green Neptune – Red

- Every week house points may be awarded to the children by staff.
- House Points are awarded for all the qualities we seek to encourage at Manor Primary School.

Individual and class records are kept of house points awarded. The class house points are collected on a weekly basis, announced each week and added to our school website.

Once ten House Points have been achieved a Star Award Certificate will be awarded. These will be given during PSHE time in class.

Earning of 50 House PointsBronze Certificate
Earning of 100 House Points Silver Certificate
Earning of 150 House Points Gold Certificate
Earning of 200 House Points Outstanding Certificate
These certificates will be presented to the child.

Each week achievement certificates will be presented for each class. In addition, one 'golden' piece of work will be selected by the teacher to be shared.

Shades of 'BLUE'

We are always on the look-out for a positive attitude to learning. The children's effort will not go unnoticed with our shades of blue. A child can achieve all of these awards in one day.

1. house point – 'you are working well'
2. praise pad slip to take home – 'awesome attitude'
3. gold Head Teacher sticker – 'gold award'

Our reception children are awarded 'awesome attitude' for positive behaviour and learning.

Consequences of not following school rules

The teacher makes it clear to the class what is expected at the start of each lesson.

Reminder maybe required – 'What have I said I want in this lesson?' – reinforce to whole class.

If then a child chooses not to follow this, the class teacher will discuss the behaviour issue with the child and a behaviour form will be completed with the child as a record. The teacher may use the emotional coaching approach.

If then a child chooses not to follow your expectations a second time, the class teacher will again discuss the behaviour issue with the child and complete s second behaviour form.

*The pupil will then be sent, **with work** and behaviour form, to the Head Teacher.*

If this continues the same process will be followed:

Points 1 and 2 are repeated

The Head Teacher may send a letter to parents explaining what the child has done and the next steps. **Behaviour forms will be filed at the end of the day for monitoring.**

In Early Years we use the conflict resolution approach as part of their learning and there may be times when sitting away from the situation may be required.

The DfE states that the following consequences are acceptable measures and may be used when appropriate, at Manor Primary School.

- A verbal reprimand,
 - Extra work or repeating unsatisfactory work until it meets the required standard,
 - The setting of written tasks as punishments, such as writing lines or an essay,
 - Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
 - Missing break time,
 - Detention including during lunch-time, after school and at weekends,
 - School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti,
 - Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring,
 - In more extreme cases schools may use temporary or permanent exclusion.
- (DfE: Behaviour and Discipline in Schools, 2014)

All children have an entitlement to a full curriculum and sanctions should not be imposed that a child missing a subject e.g. if a child misbehaves in English, it is not acceptable that they 'miss their P.E.' If however they are very disruptive in P.E. the sanction may be that they are prevented from further participation in the lesson.

Behaviour at lunchtime

All Lunchtime Supervisors are responsible for the well being, safety and behaviour of the children during the Lunchtime period.

When a child displays unacceptable behaviour at Lunchtime, this will immediately be dealt with and then communicated to the class teacher on handover, Serious incidents will be reported to the Head Teacher immediately.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

Extreme cases

Some children in school may display extreme behaviours and usual methods may not be appropriate. Where possible, these needs are managed on an individual basis in light of the many varying factors that may affect behaviour.

These could include those children on the SEND register and there may be support from other agencies in place e.g. CAMHS, Ed Psych, Children's Services.

Practise we may use;

- Time out with support member of staff,
- Use of intervention room,
- Use of work stations to support behaviour and learning in class,
- Use of reasonable force.

The Governing Body has taken into account advice provided by the DfE – Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence,
- injuring themselves or others,
- causing damage to property, including their own,
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.

- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Following any extreme the parents or carers will be informed and details of the incident will be recorded.

Contacting the Police or other Agencies

Any behaviour that has criminal implications may result in the police becoming involved. The Head Teacher will decide on the appropriate course of action in this case.

Behaviour linked to radicalisation and extremism should be brought directly to the attention of senior staff who will decide the best approach. This could involve Police or Social Services

Responding to Bullying

“Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else.”

Bullying can be emotional, physical or verbal. Bullying is an on going situation i.e. more than a single incident. It is a major problem when a single child is deliberately targeted or preyed upon by an individual or group

At Manor Primary School, we endeavour to create a culture where this behaviour is not acceptable on any level.

We believe that as a school, we can do something about bullying in that we will:-

- Look after the welfare of all pupils by providing a safe and secure environment,
- Being open to any concern a child may have,
- Take notice of issues of concern that are expressed by staff, parents or pupils. These concerns will be investigated, monitored and, if appropriate, an agreed course of action will be formulated, recorded and implemented,
- Following such action, the outcomes will be monitored e.g. daily contact with the Head Teacher after lunch break,
- Name a person to whom the individual, group or class can go for help,
- A positive course of action is promoted through Collective Worship, P.S.H.E/Citizenship, School Council and when suitable opportunities arise.

Exclusions

The Government supports Head Teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. (DfE: Exclusion from maintained schools, academies and pupil referral units in England, 2017)

Exclusions will not take place until the Head Teacher has explored all the facts and consulted with all the parties involved. Parents have the right of appeal to the Governing Body of Manor Primary School.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Please refer to our child protection and safeguarding policy for more information.

Equal Opportunities

At Manor Primary School, equal opportunities is given a high profile and implicit in this is our belief that discrimination of any kind should not be tolerated, either in word or deed. We actively promote a positive, caring atmosphere for all the children in our school and aim to ensure that all abilities, genders, races and religions are equally respected.

All incidents of racism or prejudice are taken very seriously and are dealt with immediately. The Head Teacher will be informed and will reinforce the fact that racist behaviour and prejudice are totally unacceptable at our school. (See separate Guidance re. Racist Incidents).

Evaluation

This behaviour policy will be reviewed and updated when appropriate in light of changes in legislation.