



## **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**

Many parties and educational research states that children are more receptive to learning when they receive no distractions. Ofsted currently have a focus on 'low level disruption' which they state to include; 'low-level disruption such as: calling out without permission; being late to lessons, or slow to start work or follow instructions; showing a lack of respect for each other and staff; not bringing the right equipment; pupils chatting when they are supposed to be working or listening to the teacher; using mobile devices inappropriately in lessons; time wasted through teachers having to deal with inappropriate uniform; packing up well before the end of the lesson' (Ofsted: Guidance for Inspectors, 2015)

The Head Teacher, Governors and Staff at Manor Primary School place a huge emphasis on eradicating low level disruption in line with Ofsted expectations. 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 for use in Celebration Assembly.

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 Points .....Bronze 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 in Celebration Assemblies.**

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

## **Consequences of not following school rules**

If a child chooses not to follow school rules, the following practise is in place;

1. Name to be written on board and behaviour sheet part 1 completed
2. Teacher to complete part 2 of behaviour sheet. The pupil must be sent, with work and behaviour sheet, to the Head Teacher.
3. Points 1 and 2 are repeated
4. The Head Teacher will send a letter to parents explaining what the child has done and the next steps.

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, the Principal Supervisor will be informed and the child concerned will be sent to the Head Teacher.

## **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, 2012)

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.

## **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.