



Behaviour Policy

Manor Primary School

Written	October 2023
Review Date	October 2024

Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.'

1. Rationale

At Manor Primary School, we believe that positive behaviours are essential for children's effective learning and for their happiness, safety and wellbeing. We expect everyone to be respectful, caring and well-mannered. We also want children to take responsibility for their behaviours in preparation for their lives beyond primary school.

We know that high expectations for positive behaviours have to be understood and applied with visible consistency by all adults at all times. This must be underpinned by agreed values and clear, straightforward guidance as detailed in this policy.

2. Aims

- To create a calm, positive environment throughout each school day.
- To model and support respectful relationships and interactions.
- To proactively teach positive learning behaviours, courtesy and good manners, and recognise and praise children where these are seen.
- To be clear and relentlessly consistent in our expectations and in our management of inappropriate behaviour.
- To value the work, effort and behaviour of all children, using targeted approaches for individual children where needed.
- To encourage parents and carers to work in partnership with the school

3. The School Rules

Our School Rules underpin all behaviour expectations. They take high profile, with regular verbal reminders within the classroom and in assemblies, and visual reminders around the school. They are reinforced throughout each day with positive verbal messages e.g. 'I've noticed how beautifully you just walked along the corridor', 'Well done for working so hard on that activity', 'Thank you for your lovely manners...' etc, and through the award of 'Star of the Week' certificates in our whole-school assembly.

- *Be friendly, caring and polite to others.*
- *Take good care of everyone and everything.*
- *Always try our best.*

4. Creating a Culture of Positive Behaviour

Our aim is to create and embed a positive culture of high behaviour standards so that sanctions for poor behaviour are rarely needed. We aim to achieve this through: **establishing and embedding relentless consistency in our expectations, adult behaviours and core routines.**

Our core routines are predictable, comforting and familiar rituals. Their consistency gives children a clear and well-understood framework in which to operate. It removes doubt and uncertainty, and allows children to feel safe and ready to learn.

In order to embed our Culture of Positive Behaviour, all staff will:






- Model, promote and uphold our high expectations consistently throughout each day, giving children complete certainty about our high standards;
- Build strong, positive and caring relationships with children through being relentlessly 'bothered' about them – showing them in small, kind and caring ways that they are important to us, and that they belong.
- Develop **5 set routines** which sit at the centre of classroom practice:
 - Meeting and greeting children each morning at the classroom door with a smile and a personalised welcome which makes them feel valued;
 - Securing the silent and full attention of the whole class with 'count down from 5, eyes on me'
 - Moving children within the classroom quickly and silently, one group / table at a time.
 - Insisting on smart, silent lining up in preparation for and throughout transitions, e.g. at break and lunch times, going to assembly etc.
 - Insisting that inside the school building we only walk, and we never make any loud noise.
- Use **5 steps of reward** to recognise great behaviour:
 - Catch children being good and give immediate positive and public recognition. This may be non-verbal (such as a smile or a thumbs-up), or simple verbal feedback;
 - Award Dojos for behaviour linked to our 3 School Rules which goes 'above and beyond'; children may also be sent to the Headteacher to share their success.
 - Certificates for 25/50/75/100 Dojos will be given out in assemblies, and the House with the most Dojos will receive the House Cup.
 - 'Star of the Week' certificates for each class will be given out in assemblies – again, focused on success in following each of our 3 School Rules.
 - The Headteacher will hold an Afternoon Tea for all the children who have received their Gold Certificate (100 Dojos) during each half term.

In order to embed our Culture of Positive Behaviour, we ask parents /carers to:

- Read, understand and promote this Behaviour Policy;
- Respect the disciplinary authority and professionalism of staff;
- Work with the school to support their child's positive behaviour;
- Ensure staff are aware of children's additional needs or circumstances;
- Attend meetings with the teacher or senior leaders to discuss their child's behaviour should this become necessary, and work with them in the best interests of the child.

5. Sequential Steps to Behaviour Recovery

- All steps to recovering good behaviour must be carried out quietly and calmly. Adults will be assertive and in control, but will not show emotion or raise voices.
- These steps will be carried out with complete consistency by all adults across all classes. Children will understand them and know what to expect.
- On some occasions, a more serious 'one-off' incident may warrant intervention at a later step in the process, bypassing earlier steps.
- On rare occasions, an extreme behaviour incident may necessitate a more immediate resolution, whereby the following process will be by-passed completely. This is explained in the next section.

Step	Action	Notes
1 	A non-verbal reminder A look or gesture to engage and re-focus the child's attention.	This could be preceded by overtly praising a nearby child who has made a good behaviour choice.
2 	If behaviour is not yet recovered: A verbal reminder <i>'You need to...'</i> <i>'I need to see you...'</i> <i>'What do you think...'</i> <i>'Thank you for...'</i>	Remain calm and quiet Connect before correct – make eye contact. Keep it short
3 	If behaviour is not yet recovered: Time Out Reflection Time Out for 15 minutes in the next break. The child will sit with an adult who will support them to complete a reflection and discuss the behaviour changes expected.	Parents are alerted to this via Class Dojo
4 	If behaviour is not yet recovered: Support of Senior Leaders The AHT or SENDCo (HT if neither available) is alerted and reflects with the child.	A phone call will be made to the child's parents to inform them and an email sent if contact can't be made
5 	If behaviour is not yet recovered: Support of Headteacher All teachers must include a summary of children who have reached Stage 3 or 4, in their weekly feedback to KD. Where a pattern emerges the HT will phone the child's parents to ask them in for a meeting together with the teacher.	KD to CPOMS and meet with parents. If routine behaviour management strategies have been exhausted, then in exceptionally rare situations, suspensions or exclusion may become necessary.

6. Extreme Behaviours

On rare occasions, extreme behaviour may be detrimental to the school's calm, safe and orderly environment. On these occasions the following process will take place:

- The incident will be managed by the Headteacher or, in her absence, the Assistant Headteacher. She will make an immediate assessment of the situation, including gathering the voice of the child and any other people involved.
- The Headteacher will decide whether the behaviour warrants internal seclusion such as missed break/lunch times; or whether a fixed-term suspension is required.
- In either instance, the child's parents will be contacted and asked to attend school for a meeting with the HT/AHT and class teacher. The incident will be recorded on CPOMs.
- Extreme behaviours may include:
 - Fighting with or hurting other children or adults.
 - Leaving or attempting to leave the premises without permission.
 - Possession of harmful or unsafe substances or items.
 - Vandalism or stealing
 - Racist or misogynistic incidents.
 - Exceptional rudeness towards an adult.

7. Inclusion and Support

Our children have a range of needs, and consistently following our behaviour expectations will be too challenging for some. This may be due to developmental delays, adverse childhood experiences or complex special needs. For these children, we have individual, bespoke Behaviour Plans which incorporate reasonable adjustments, appropriate de-escalation strategies and risk assessment. These plans are crafted in partnership with parents/carers, and with the input of outside agencies and professionals where appropriate.

8. Behaviour at Lunchtimes

All classes have a nominated MTA who is well known to the children. This member of staff has responsibility for managing the behaviour of children in their class. If a child misbehaves they will be warned by the MTA not to repeat this behaviour and may be removed from the situation for a short time. For repeated misbehaviour, the child will be sent to the HT or AHT who will follow the behaviour policy as outlined above. MTAs will report back to teachers at the end of that lunchtime.

Children who need support at lunchtimes may be nominated by their Class Teacher or the SENCo to use a quiet space for either all or part of the lunch break.

9. Bullying

Bullying can be physical, psychological, social, verbal or cyber. We define bullying as STOP – Several Times on Purpose. This type of behaviour is considered as a safeguarding concern and is not tolerated under any circumstances. Staff and children are expected to report bullying promptly, and we respond quickly and effectively in line with our Safeguarding Policy. We involve parents at an early stage and we work closely with them to ensure that the problem is quickly resolved.

10. Support for staff

We recognise that supporting a child who is frequently dysregulated and not always able to manage their own emotions can be both disruptive to the class and impactful on the teacher's mental health. Staff should make sure they let SLT know and that all possible avenues of support for the child are in place. Senior staff will check in regularly and de-brief significant incidents

11. Evaluation

- WeST and the Local Advisory Board have responsibility for setting guidelines on standards of discipline and behaviour. They review the effectiveness of individual school policies and support Headteachers in their implementation.
- Behaviour / pastoral issues are a standing item for discussion at fortnightly SLT meetings.
- Behaviour is regularly assessed during planned classroom monitoring and the outcomes discussed with individual teachers.
- Questions related to behaviour are included in pupil and parent surveys.
- The progress of children with Individual Behaviour Plans is measured at regular intervals. These are working documents with all relevant staff aware of and supporting the targets. They also incorporate any risk assessment required.
- Serious behaviour incidents are monitored through our online recording system – CPOMs. These entries are seen and reviewed by senior leaders.
- Feedback about individual behaviour issues is given to parents verbally or in writing as necessary.

12. Sharing the Policy

This policy is available on the school website and any parents may request a paper version from the school office. The policy will be regularly discussed with the children and its key messages reinforced through school assemblies and in class discussions.