



'Learning Together, Achieving Our Best'

Behaviour & Relationships Policy

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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

We believe that positive behaviours are essential for children's safety, happiness, wellbeing and academic success. We expect everyone, children and adults alike, to know and understand our 'way of being' – that at Manor Primary School, we are always respectful, caring, well-mannered and polite.

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 and Purpose

- To create a warm, welcoming and caring environment where children feel a true sense of belonging.
- To build trusting, respectful relationships between adults and children, with adults acting as calm, professional and compassionate role models at all times.
- To understand that children have diverse backgrounds, experiences, home lives and needs, and to value the work, effort and behaviour of all children, using targeted approaches to support individuals where needed.
- To proactively teach positive learning behaviours, courtesy and good manners, and recognise and praise children where these are seen; to set children up for success – not catch them falling.
- To help learners take control and responsibility for their own behaviour.
- To be clear and relentlessly consistent in our expectations and in our management of inappropriate behaviour.
- To encourage parents and carers to work in partnership with the school, creating a trinity of 'school – home – child' where each supports the other.

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. '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 Ready*
- *Be Respectful*
- *Be Safe*

4. Creating a Culture of Relational Practice and Positive Behaviour

NB – This policy should be read in conjunction with our Mental Health and Wellbeing Policy (2024) which outlines our approach to relational practice in more detail.

Our aim is to create and embed a positive culture of high standards so that sanctions for poor behaviour are rarely needed. We aim to achieve this through **adopting high quality and consistent relational practice, and 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, secure and ready to learn.

All adults will do all of the following:

- Consistently build strong, positive and caring relationships with children through being relentlessly ‘bothered’ about them – showing them in small, kind and caring ways, all the time, that they are important to us and that they belong.
- Consistently adopt a calm ‘PACE’ approach – being routinely playful, accepting, curious and empathetic.
- Consistently model, promote and uphold our high expectations throughout each and every day, giving children complete certainty about our high standards;
- Consistently plan lessons which challenge, engage and meet the needs of all learners;
- Never ignore or walk past children who are behaving inappropriately.
- Support and enact 5 set routines which sit at the centre of classroom practice:

5 Set Routines	
1	Meet and greet children every morning at the classroom door with a smile and a personalised welcome which makes them feel valued.
2	Secure the silent and full attention of the whole class with “3-2-1, eyes on me”.
3	Move children within the classroom quickly and silently, one small group or table at a time, using “1 (stand up silently), 2 (move to tables), 3 (sit down)” or “1 (stand silently) 2 (push chairs in) 3 move as required”.
4	Insist on ‘lightning lining up’ in preparation for and throughout transitions, e.g. at break and lunch times, going to assembly etc.
5	Around the school we use ‘Wonderful Walking’.

Use **5 steps of recognition and reward** to recognise great behaviour:

We prioritise recognition and positive noticing over reward, and we do not over-reward minimum standards of behaviour. We aim for children to benefit from praise rather than ‘payment’.

5 Steps of Recognition and Reward	
1	Catch children being good and give immediate positive and public recognition and praise. This can be non-verbal (such as a smile or a thumbs-up), or verbal feedback (e.g. <i>“super, quiet walking in the corridor – well done!”</i>) Recognition and praise may also include explicit feedback to parents – in person at the end of the day or via a note or phone call home.
2	Award Dojos for behaviour linked to our 3 School Rules which goes ‘above and beyond’ ; children may also be sent to the Headteacher or Deputy Headteacher to share their success. 1 Praise Postcard to be awarded daily by class teacher which equates to 5 Dojo points.
3	Certificates for 100 Dojos are given out in Key Stage assemblies, and the House with the most Dojos receives the House Cup. Certificates for 50 dojos are given out in class.
4	‘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. Equates to 10 Dojo Points.
5	The Headteacher will hold an Afternoon Tea at the end of each term for all children who have received a Gold Certificate (100 Dojos) or a Growth Mindset award nomination during that term.

The Headteacher and other senior leaders will:

- Meet and greet learners at the top gate at the start of each day with a warm, friendly and personalised welcome.
- Be a visible presence around school, especially at break, lunch and transition times.
- Regularly share good practice through inset, assemblies etc.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Support teachers and TAs in following this policy, and in managing learners with more complex behavioural needs, for example in planning and designing suitable adaptations and designing individual behaviour plans.
- Use behaviour data to ensure that interventions are successful and that sanctions are not disproportionately affecting vulnerable groups.







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 – Connect, Correct, Reflect

- We will not sanction children for behaviour which is outside their control. We will not sanction children for not doing homework, or for forgetting something that they need such as a PE kit – in these situations, we may contact the child's parents if appropriate.
- We will follow standard scripts (see Appendix 1). We will land tough messages softly with a focus on de-escalation. Steps will be carried out quietly, calmly, and as privately as possible. Adults will be assertive and in control, but will not show anger or emotion, and will not raise their voices (unless to be heard over other loud voices or noise).
- We will never talk about a child to another person in sight of the child or their peers, whether within or beyond earshot.
- We will always use respectful language when discussing children, both privately and publicly.
- The following steps will be carried out with complete consistency by all adults across all classes, including consistency of language (see Appendix 1). 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.

5 Steps to Behaviour Recovery

Step	Action	Notes
1 	Refocus Non-verbal reminder	<ul style="list-style-type: none"> ➤ 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 	Warning 1 Verbal reminder	<ul style="list-style-type: none"> ➤ Remain calm, quiet and respectful. ➤ Connect at the same level, with appropriate body language and eye contact if appropriate. ➤ Follow the script in Appendix 1 ➤ Remain firm - do not engage in discussion or 'cul de sac' conversation ➤ Walk away with an assumption that the child will comply; allow them time for this. Ignore secondary behaviours, but write them down and follow up later.
3 	Warning 2 Correct	<ul style="list-style-type: none"> ➤ The child will be asked to sit alone in the classroom to reflect on their behaviour.
3 	REFLECT & RESTORE Time Out Reflection	<ul style="list-style-type: none"> ➤ At the earliest opportunity, the child has 'time out' with an adult who supports them in reflecting upon what happened and agreeing behavioural changes expected. ➤ Parents are alerted to this by the office via email.
4 	REFLECT & RESTORE Senior Leaders	<ul style="list-style-type: none"> ➤ The DHT or SENDCo (HT if neither available) is alerted and reflects with the child. ➤ A phone call is made to the child's parents to inform them and an email sent if contact can't be made.
5 	RESTORE Headteacher	<ul style="list-style-type: none"> ➤ HT to CPOMS and meet with parents. ➤ If routine behaviour management strategies have been exhausted, then in exceptionally rare situations, suspensions or exclusion may be considered. ➤ All teachers must include a summary of children who have reached Stage 3 or 4, in their weekly feedback to the Headteacher. Where a pattern emerges, the HT will phone the child's parents to ask them in for a meeting together with the teacher.

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 Deputy Headteacher. She will make an immediate assessment of the situation, including gathering the voice of the child if appropriate, 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/DHT 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 – Reasonable Adjustment

We will always act fairly and proportionately, complying fully with the Equality Act 2010 in relation to SEND and disability.

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 becomes 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 DHT 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 the Nurture Room for either all or part of the lunch break.

9. Bullying (Also see the Anti-Bullying Strategy)

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.

Appendix 1 – Scripts and Sentence Stems

Script for Behaviour Recovery

“I have noticed that... (you are talking when you should be working)”

“This means you aren’t following our school rule... (we always try our best)”

“I need you to... (work quietly so you are not distracting yourself or your friends)”

(If necessary) “If you continue, you will need to have time out for reflection”

Sentence Stems for Support – ‘WINE’

W	<ul style="list-style-type: none">- "I wonder if..."- "Could it be...?"- "Can you help me understand...?"- "Is there a part of you that...?"- "Does this make any sense...?"
I	<ul style="list-style-type: none">- "I would imagine..."- "I’m trying to think how that must feel for you..."
N	<ul style="list-style-type: none">- "I can see that..."- "I can hear that..."- "It looks like you’re really be struggling with..."-
E	<ul style="list-style-type: none">- "I am so sorry to see that you are feeling like this..."- "That must be very difficult for you..."- "I am so proud of you for..."