



Behaviour Policy

Reviewed & updated
February 2024

Introduction:

At Manor, we are committed to enabling all pupils to access education successfully. This is an inclusive process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

We aim to create an atmosphere where pupils are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

We recognise that high standards are best promoted when everyone (staff, parents and pupils) has a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour, we can build esteem and encourage good personal relationships.

The new Ofsted Framework recognises the importance of personal development, behaviour and welfare as being fundamental to a pupil's success in education and includes this as one of the fundamental Grade Descriptors when judging a school's effectiveness.

Outstanding behaviour should be a consistent expectation across the school at any time of the school day and will be rewarded and celebrated in a variety of ways. Behaviour outside of lessons should be as good as it is in lessons.

All staff (teachers, TAs, lunchtime staff, support staff and SLT) should have equal and shared responsibility for this, supporting each other. Pupils need to be fully aware of our high expectations and adults in school work together to ensure this happens.

Any inappropriate and poor behaviour should be challenged, recorded; actions noted and followed up with parents if necessary.

Policy Aims:

- Promote a relaxed, pleasant, well-ordered and safe environment, in which pupils are able to give of their best in all things;
- Promote self-discipline and personal responsibility;
- Discourage the negative in all things, and encourage the positive, thereby raising self-esteem;
- Ensure consistency of approach in matters relating to behaviour and discipline, especially the application of rewards and sanctions;
- Ensure that pupils understand the reasons for rules, which will be regularly discussed by teachers and pupils.
- Promote a community atmosphere in which parents will be fully involved and informed of their child's behaviour on a regular basis.
- Ensure all staff in the school community help to establish an environment in which good staff/pupil relationships can develop, by understanding how they can influence behaviour through their attitude, character, example and teaching skills.

Code of Conduct

At Manor, we believe all members of our school community have the right to be treated with respect and have the responsibility to treat others in the same manner.

We expect language and actions which value:

- Tolerance (Accepting diversity and physical, racial, linguistic, cultural, gender and religious differences)
- Caring
- Resilience
- Respect
- Cooperation

We actively challenge injustice such as racism, sexism and other forms of stereotyping; bullying, victimisation, fighting, vandalism and abusive language and behaviour.

When all members of the school community agree to this code of conduct:

Pupils can expect

- to feel safe and secure in school
- their efforts to be encouraged, recognised and valued by staff and their families
- to feel positive about themselves, their work, their friendships and their families
- that their problems and concerns will be listened to and dealt with appropriately
- that rewards and sanctions will be applied fairly and consistently

Parents and Carers can expect

- that their children will be safe at school
- that their child's learning and physical needs will be addressed
- that their child's progress will be viewed as a partnership between home and school
- that problems and concerns will be listened to and dealt with appropriately

Staff can expect

- a safe working environment
- to work with pupils who attend school regularly and on time
- to work with pupils who are ready to learn.
- to work with pupils who are polite and respectful.
- to work with parents, colleagues and Governors who are encouraging and supportive
- that problems and concerns will be listened to and dealt with appropriately

Whole School Behaviour Plan

Responsibility for 'school wide' behaviour is not just passed to the Headteacher or Senior Leadership Team; it is dealt with by everybody when the need arises.

- Immediate behaviour recovery is by the adult who is directly involved.
- If this is not satisfactory, involve your Team Leader who will then work in partnership with you to deal with the behaviour. It may be necessary to involve parents.
- If unacceptable behaviour continues it may be necessary to involve the Deputy Head, Head of School or Headteacher.

The principle of good behaviour management is that the adult that sees the incident deals with the incident.

At lunch time, the same process applies. If necessary, the Midday Assistant will deal with behaviour primarily, then the Class Teacher, Team Leader, Deputy Head, Head of School, Headteacher (as above).

Staff should refer to the rules when discussing consequences with a pupil. Pupils should know which rule they have not followed and must be encouraged to think about the impact it has on them and other pupils.

Pupils who have been professionally diagnosed with severe learning difficulties and/or with complex needs may require the behaviour rules and consequences to be adapted for them.

Whole School Rules

Each class designs their own version of the School Rules using the following guidelines and these are displayed in the classroom and around the school.

- Being kind and helpful
- Not hurting others
- Caring for school, equipment and belongings
- Listening to adults
- Following instructions
- Walking quietly around school
- Doing your best
- Taking pride in good behaviour

Golden Rules

- 1. We are kind, considerate and respectful. (orange)**
- 2. We are always ready to learn and try our best. (blue)**
- 3. We listen and value everyone's contributions. (yellow)**
- 4. We look after our school and everything in it. (green)**
- 5. We keep ourselves and others safe by behaving responsibly. (red)**

Ways of Reinforcing Positive Behaviour:

- Approval, non-verbal or verbal
- Praise
- A “Thank you”
- Coloured stickers
- Merit awards
- Headteacher awards
- Special lunch (Top Table)
- Showing good work to another teacher by prior arrangement with that teacher
- Visit to the class by member of the SLT
- Partner work
- Play buddy system
- Giving pupils responsibilities (e.g. dinner monitor)
- Older pupils work with younger pupils by arrangement
- Encouraging pupils to make the right choices
- Staff modeling and promoting positive behaviour
- Informing parents in presence of the pupil
- Positive reinforcement of good behaviour
- Recognising good behaviour and praising it
- Student mentoring (KS2)
- Stay on Green – Please refer to **Appendix 1** Stay on Green Policy

Rewards

- Verbal praise
- Coloured stickers - Pupils will be given coloured stickers which correspond with the colours of the whole school behaviour rules. We should aim to give as wide a range of coloured stickers as possible.
- Merit assemblies - Individuals, groups or whole classes may be rewarded with a certificate. These awards are in recognition of positive classroom learning or attitude. Every pupil should receive at least one certificate a year and teachers will keep a record to ensure that this happens.
- Star of the Week – At the end of each week, every class teacher nominates a pupil to be Star of the Week as a result of their outstanding learning and/ or behaviour. The pupil will take home the class mascot (usually a soft toy) and a certificate. The pupil will share special things they did over the weekend with their class on Monday.
- Special lunch - On a designated day, class teachers choose a pupil who has consistently followed the school rules and who is a good role model for their peers. They are invited to special lunch with the Headteacher.
- Values tickets - Pupils will be awarded Values tickets for consistently showing any of the values taught in school. Tickets will be added to their year group value box. During Wednesday assemblies a winning ticket will be chosen at random. The chosen pupils will then have a chance to choose a prize from the Values Cabinet on display in school.
- Class systems – e.g. Golden Time on Friday afternoons.

Sanctions for dealing with unacceptable behaviour

- Disapproval – nonverbal and verbal
- Use of tone of voice
- Withdrawal of privileges e.g. missing playtime/lunchtime
- Home/School Book
- Class Behaviour Log/ Serious Incident Book
- Parents informed
- Informing Team Leader/SLT/SENCO
- Removal from the classroom
- Referral to relevant agencies
- Exclusion

In situations where we need to reprimand a pupil or pupils for their behaviour, we will endeavour to praise a pupil or pupils who are behaving according to expectations. This provides the group of pupils who are misbehaving a chance to see acceptable ways of behaving.

Our aim is to move towards a situation where pupils' good behaviour results from their enjoyment of school life and their desire to take responsibility for their own behaviour and learning.

Consequences run across the day including: lesson time and break/lunchtimes.

These consequences are for behaviour and not for unfinished work. Staff should ensure that a pupil has been provided with every opportunity to complete work. If it is felt that a pupil has chosen not to work, despite being able to do so, then the teacher is responsible for keeping the pupil in and discussing the problem with them. Further action may be taken if a pupil continues to break the blue rule at this stage.

Staff will ensure that they have done all they can to encourage positive behaviour.

Break time and Lunchtime

Break time and lunchtime are very important for pupils. These are also the times when bullying, fighting and other forms of unacceptable behaviour are more likely to occur. It is of the utmost importance that all staff take pupils' concerns seriously.

In situations where a pupil complains about another pupil, the two pupils should be brought together and given the chance to explain what has happened. Where possible this should be dealt with in the playground by staff on duty, but if necessary the pupils can be sent to the class teacher to resolve the issue. It is important that the pupil feels that their point of view has been heard and that they are aware of action that will be taken.

The school rules and consequences apply at break times.

Recording Behaviour

Both positive and negative incidents of behaviour will be recorded in class behaviour logs. Behaviour logs will be reviewed regularly and positive behaviour will be celebrated, poor behaviour will attract consequences.

It is important to remember that pupils who have specific SEMH (Social, Emotional and Mental Health) needs may require further support and specific strategies to manage their behaviour. In such cases teachers should liaise with the SENCO. Such strategies could range from a behaviour reward chart to a BSP (Behaviour Support Plan). The class teacher, SENCO, parents and pupil, work together to devise targets designed to help the pupil improve their behaviour. The BSPs are reviewed half termly and new targets developed.

Challenging behaviour either verbal or physical will not be tolerated. SLT will intervene and if need be, pupils may be removed from class and parents called.

Challenging behaviour may be defined as those issues likely to cause a risk to health and safety, damage to self or other persons or property, or which contribute to a break down in school discipline.

Dealing with repeated serious behaviour

The school inclusion team will consider issues such as:

- Have the parents been informed?
- Does the pupil require a Behaviour Support Plan?
- Is the pupil being made aware of increase/decrease in number or type of offences?
- What information has been given to SLT?
- Has outside agency involvement been considered?
- Is the pupil at risk of exclusion (fixed term or permanent)?
- Is there an exceptional circumstance?

Further consequences or extreme behaviour may result in External Exclusion at the discretion of the Headteacher.

Exclusion

Internal:

This is where pupils are removed from class and placed away from their peers in a different classroom under supervision of a senior leader. Pupils are provided with relevant tasks by class teachers as well as having the opportunity to work with a member of the inclusion team to develop solutions-focused targets.

External:

The school follows the local authority policy on exclusions. A pupil may be excluded for a fixed term or permanently. A pupil may also be excluded for part of the day, e.g. the lunchtime. All cases of extreme behaviour will be investigated and considered individually and may result in exclusion.

On return to school, parents will be expected to attend a meeting with the pupil before he or she re-enters. This meeting will be with a member of the inclusion team and/or a member of SLT. The aim of this meeting will be to minimise the risk of further exclusions and/or permanent exclusion.

Exclusion is seen as a last resort and part of the remit of the school's inclusion team is to look for solutions to avoid it. Part of this process involves looking to services available from outside agencies to support pupils in need.

Positive Handling

Guidance on the use of positive handling

In reference to the **DCFS 'Use of Reasonable force' guidance (July 2013)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Also refer to the school's **Positive Handling Policy** for further information.

Ideally, staff should never be required to use force.

All staff should always try to maintain a non-confrontational manner. Whenever possible, they should avoid physical contact if they do find themselves in a confrontation situation with a pupil.

Physical contact and the use of force cannot at times be avoided. Any force should be **reasonable, proportionate, and necessary.**

Force should be kept to a minimum to achieve the objective. It should be seen as a matter of care and control and not seen as a punishment.

Situations where physical intervention may be needed.

Reasonable force may become necessary to prevent any of the following:

- Harm to another pupil
- Harm to him/herself
- Harm to staff
- Deliberate damage or vandalism
- Injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- Risk of a pupil absconding from class, leaving the school
- When a pupil is seriously disrupting a lesson

The use of physical intervention should be the last resort. Other strategies should be used in the first instance e.g:

- allowing space
- cajoling
- talking
- reasoning
- listening
- humouring
- distraction

Physical intervention may be used only when a teacher or authorised person is:

- on the school premises
- in charge of pupils elsewhere – educational visits

Acceptable physical intervention

- Intervening between pupils pushing or pulling
- Blocking a pupil's path to ensure their safekeeping
- Leading a pupil by the hand or arm
- Shepherding by placing your hand at the centre of the back
- In extreme circumstances, using more restrictive holds to ensure safety

Reporting incidents which have required positive handling

Any incident requiring the use of reasonable force must be reported to the Headteacher, Head of School, Deputy Head or Senior Leadership Team.

A written record of any incident requiring the use of reasonable force must be made in the Serious Incidents Book. Parents will be informed by a member of the SLT. For restrictive holds, a letter detailing the incident and use of physical restraint will also be given to parents.

Reports should take the form of:

- the names of pupils and staff involved, time and place and names of any other witnesses
- how the incident began and progressed, with details of behaviour and what was said
- what steps were taken to diffuse the situation
- the reason force was necessary e.g. to ensure the safety of the pupil, to prevent injury to the pupil/others
- the degree of force used, how applied and for how long
- outcome of the incident
- details of any injury and of any damage to property

Parents of the pupils need to be informed by letter and telephone within 24 hours.

All recorded incidents should be reviewed afterwards to determine what lessons can be drawn from the incident.

Summary of General Principals for the Use of Physical Restraint

- Physical restraint can only be used in circumstances where there is immediate danger of injury to anyone involved.
- Physical restraint is a "last resort" course of action when other forms of intervention are impracticable, or obviously not working.
- It is important that pupils are helped to recognise that physical restraint is a non-punitive measure solely used to prevent them injuring themselves or other people.
- Wherever possible, a clear verbal instruction to stop the dangerous or threatening behaviour should always precede physical interaction.
- Only the minimum amount of force for the shortest possible time can be used.
- Restraint must not involve deliberately painful or dangerous procedures.
- A written record must be of all cases involving use of physical restraint.

Bullying and Racist Incidents

Definitions

Racism - Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin.

Bullying – The definition is very varied as individuals have different experiences. However, all members of the school community need to be vigilant and able to recognise bullying behaviour.

The anti-bullying alliance has described bullying as having 3 constituent parts:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- It involves an imbalance of power leaving the victim feeling defenceless

Bullying should be countered, recorded and monitored.

Procedures for dealing with victims and perpetrators should be consistent with those used as part of the overall behaviour policy in the school. Some bullying is racially motivated and the procedures for dealing with, and recording, racist incidents should be followed up.

Characteristics of Bullying Behaviour

- Relying on power or domination, often with group support
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it
- Social codes making victims feel they should not tell
- Name calling
- The isolating of victims
- Prolonged bullying over a long period of time. (This does not just sort itself out or cease with the natural passage of time)
- Victim's distress caused by anxiety about future attacks.
- Social ostracism, malicious gossip, exclusion, mental cruelty as well as physical abuse
- Intimidation and rude gestures
- Threats and extortion
- The "Look". Pupils have been heard to refer to a "look" as being a form of non-verbal bullying
- Demonstrating cultural insensitivity when they are aware that what they are doing may be interpreted as being offensive

Reference should be made to the school's Anti Bullying Policy for further information.

Cyber Bullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their pupils who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

We will ensure that our pupils are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

If a bullying incident directed at a pupil occurs using email or mobile phone technology either inside or outside of school time.

Reference should be made to the school's Anti Bullying and E-Safety policies for further information.

1. Advise the pupil not to respond to the message.
2. Refer to the E-Safety policy which includes specific rules regarding e-safety.
3. Secure and preserve any evidence.
4. Refer the information to a member of the Senior Leadership Team who will inform the senders e-mail service provider and notify the parents of the pupils involved.
5. Consider police action depending upon severity or repetitious nature of the offence.
6. Inform the ICT co-ordinator and Local Authority e-safety officer.

If any malicious or threatening comments are posted on an internet site about a pupil or member of staff, speak to a member of the Senior Leadership Team who will secure and preserve any evidence, remove the comments from the site, inform the Safeguarding Lead and inform the Local Authority E-Safety Officer. The Police will be informed if deemed necessary.

All pupils need to know and understand the e-safety rules. (Please refer to the E-Safety policy).

Procedures for Dealing with Bullying and Racist Incidents

It is important that:

- Staff respond quickly to pupils when they say they have been bullied or racially abused.
- Pupils's concerns are acted upon in every case, according to an agreed procedure.
- Incidents are recorded.
- Every incident is followed through.
- All pupils are aware, for example through planned assemblies, of the procedures for reporting bullying and racist incidents and to whom they can report.
- Pupils are encouraged to report bullying and racist incidents, in the confidence that such reports will be taken seriously by staff. This can include reports of adults bullying or racially abusing pupils.

Information for Pupils - BULLYING – DON'T SUFFER IN SILENCE

When you are being bullied

- be firm and clear – look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away

If you have been bullied:

- tell a teacher or another adult in school
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking up until someone listens
- don't blame yourself for what has happened
- When you are talking about bullying with an adult, be clear about:
 - what has happened to you
 - how often it has happened
 - who was involved
 - who saw what was happening
 - where it happened
 - what you have done about it already

Recording incidents

All racist / bullying incidents will be recorded as serious incidents and will be entered into the Racist / Bullying Log Book.

Recording the incident should include information on:

- The names of everyone involved, time and place and names of any other witnesses
- How the incident began and progressed, with details of behaviour
- What everyone said, as near as possible
- What steps were taken to deal with the situation
- The pupil's response
- The outcome
- Details of any injury and of any damage to property

You must:

- Report to the Head teacher, Deputy Head or SLT
- Inform parents of the incident

You are advised to:

- Refer to the SEN policy and individual behaviour support plans for pupils requiring regular/frequent positive handling.

Individual arrangements and procedures for SEN pupils are followed and information regarding these pupils is held by the SENCO. Key staff are aware of these particular pupils's needs.

Weapons and Knives within Schools

Possession of a weapon is a criminal offence. The law provides the police and schools with specific powers to deal with incidents involving weapons.

As young people develop into maturity they naturally experiment with their behaviour and test boundaries. The younger they are the less capacity they will have for restraining themselves, resisting temptation or resisting peer pressure.

None of this excuses poor or criminal behaviour. It actually increases the need to intervene as early as possible, to show that actions have consequences, and that harm is being caused.

Police and partner intervention should assist in one or more of the following ways:

- Confront young people with the consequences of offending
- Help young people to develop a sense of personal responsibility
- Manage risk to young people within the community
- Reinforce the serious nature of weapon-related crime
- Strengthen factors that reduce the risk of re-offending
- Encourage reparation
- Encourage the restoration of relationships of trust
- Define, agree and reinforce the responsibilities of parents

Incident Reporting

Where an immediate police response to an incident at the school is required, dial 999.

For example: a student has been detained in possession of a knife on school premises and poses, or is likely to pose, a risk of:

1. Danger to life.
2. Use or immediate threat of use, of violence.
3. Serious injury to a person.
4. Serious damage to property.

When there isn't such an immediate risk, schools should report incidents to the police non-emergency number by dialling 101.

For example, a student has been searched and found to be in possession of a knife which has been seized, and the student does not pose any further risk as detailed above.

Due to the serious nature of weapons possession and potential consequences, contact should be prompt in order that future risk is managed and behaviour confronted.

When reporting incidents of weapons possession to 101, schools should always request and record the incident log reference number. This will facilitate further contact in relation to the incident.

Possession of a weapon is a criminal offence. The law provides the police and schools with specific powers to deal with incidents involving weapons.

Possession of an Offensive Weapon on School Premises

Section 139A of the Criminal Justice Act 1988 creates the offence of possessing an article with a blade or sharp point or an offensive weapon on school premises.

Meaning of Offensive Weapon

Any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him, or by some other person.

Confiscation of Inappropriate Items

Detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in “Screening, Searching and Confiscation – advice for head teacher, staff and governing bodies”

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

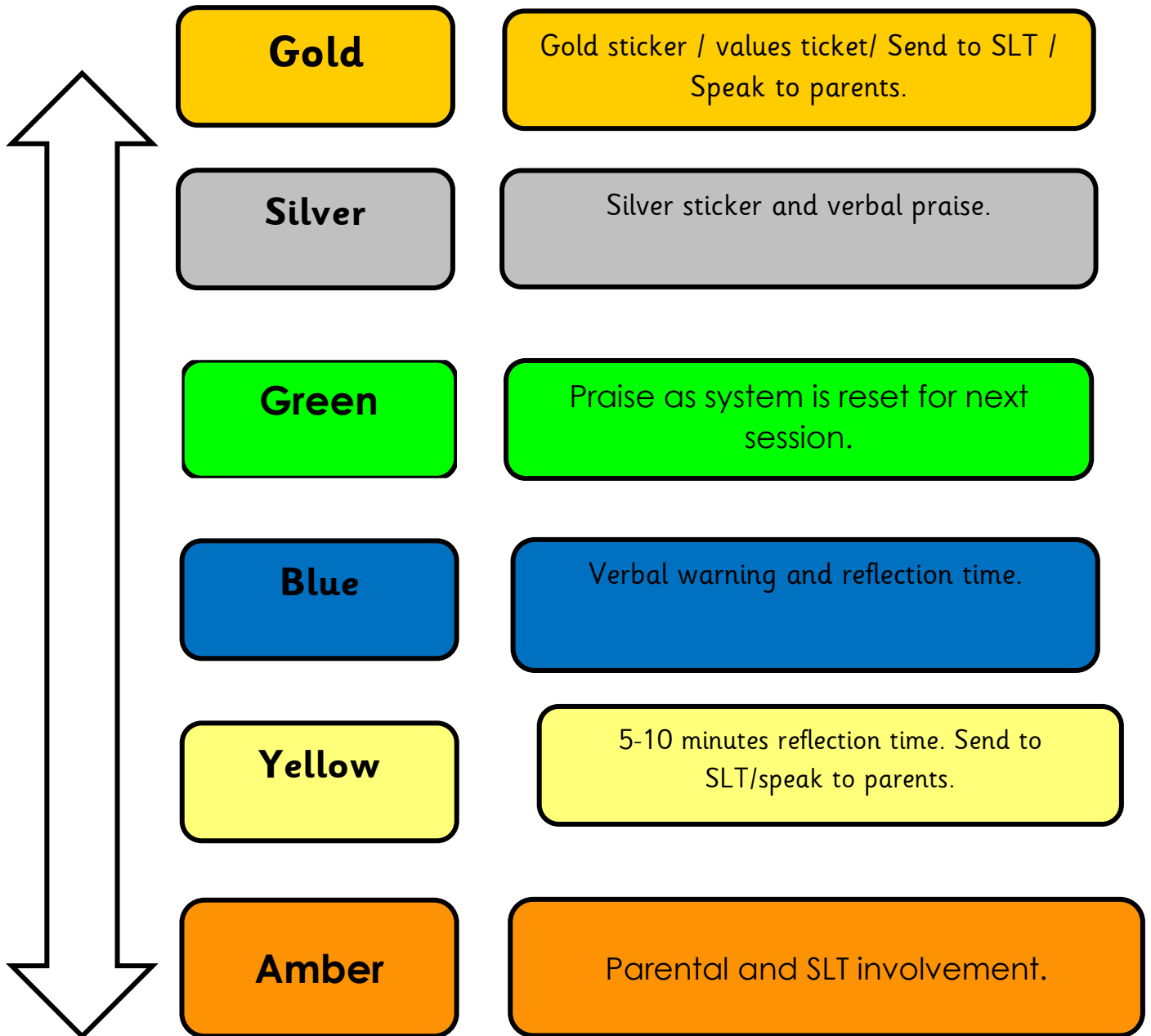
What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- (1) The **general power to discipline** (as outlined in key points on page 4 of this document) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- (2) **Power to search without consent** for “prohibited items” including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Schools are asked to retain the weapon in a safe place until police attend and seize the weapon for evidential purposes. Once it is established that a weapon is unlawful, a crime record will be created and a proportionate investigation will ensue.

Stay on Green – Visual Guide KS1

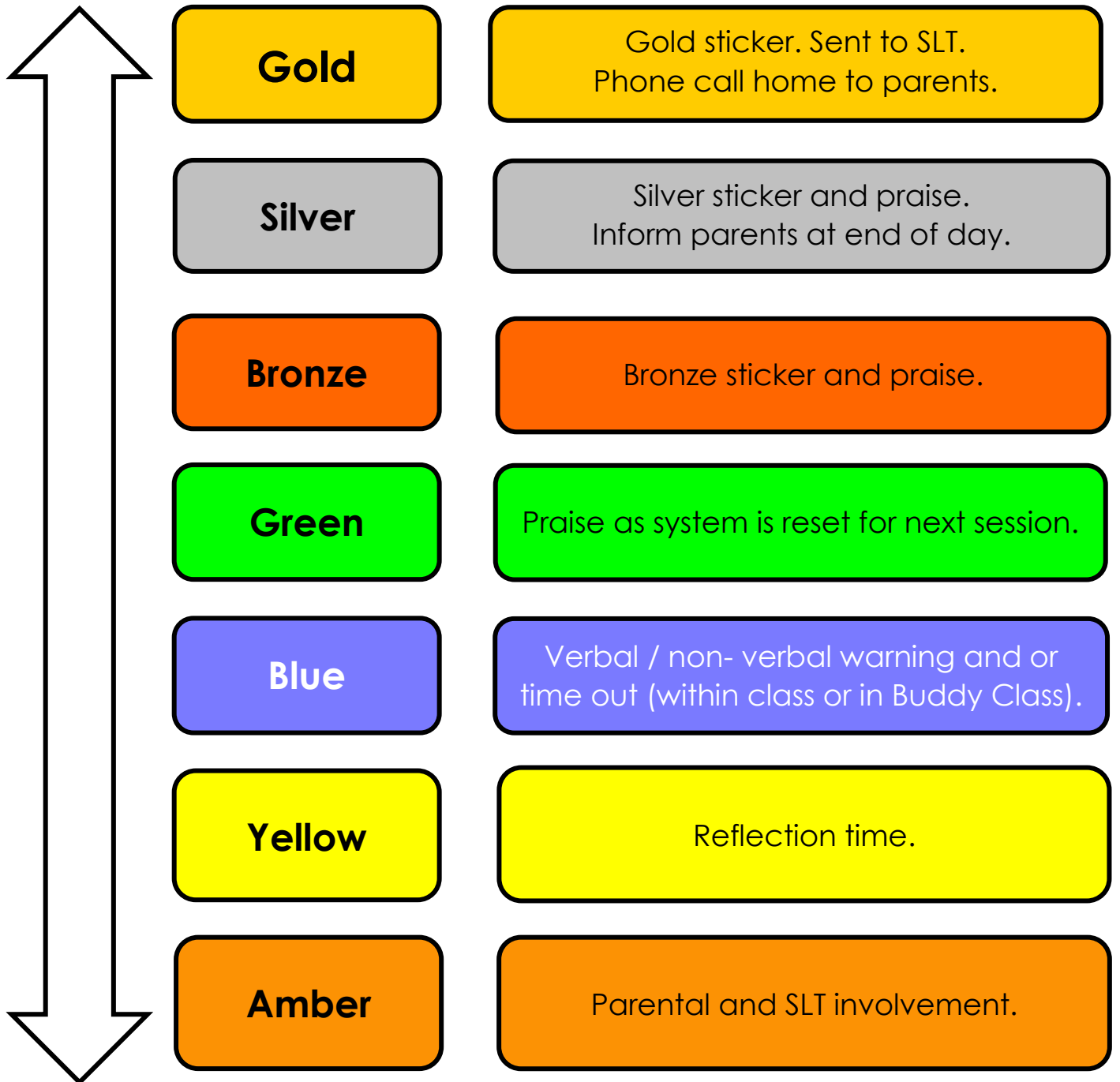


Between each stage, time is given for reflection and opportunity to change your behaviour.

Think about what you can do to get back to green and towards gold.

Colour	Examples of behaviours
BLUE (Step 1)	<ul style="list-style-type: none"> • Shouting / calling out & disruption / distracting others • Repeatedly out of seat • Talking over others • Poor participation or work on an accessible task • Not co-operating with others • Having a negative or argumentative attitude
YELLOW (Step 2)	<ul style="list-style-type: none"> • Repeatedly not following instructions • Taking or damaging other people's property • A continuation of the above. • Throwing things • Refusal to work • Serious incidents on the playground
Amber (Step 3)	<ul style="list-style-type: none"> • A continuation of the above. • Aggressive behaviour / lashing out • Repeatedly out/walking out of class • Racism • Intimidating behaviour • Bullying • Stealing • Theft

Stay on Green – Visual Guide KS2



Between each stage, time is given for reflection and the opportunity for you to change your behaviour.

Think about what you can do to get back to green and towards gold.

Colour	Examples of behaviours
BLUE (Step 1)	<ul style="list-style-type: none"> • Shouting / calling out & disruption / distracting others • Repeatedly out of seat • Talking over others • Poor participation or work on an accessible task • Not co-operating with others • Having a negative or argumentative attitude
YELLOW (Step 2)	<ul style="list-style-type: none"> • Repeatedly not following instructions • Taking or damaging other people's property • Repeated name calling / tormenting other children • Throwing things • Rudeness • Refusal to work • Serious incidents on the playground • Aggressive behaviour / lashing out
Amber (Step 3)	<p>A continuation of the above.</p>
RED (Step 4)	<ul style="list-style-type: none"> • Walking out of class • Racism • Intimidating behaviour • Bullying • Fighting • Swearing • Stealing <p>Continuation of yellow behaviours (more than 3 in a week)</p>



Manor Primary School Behaviour Policy

Staff Signature

I confirm that I have read and understood the Behaviour Policy for Manor Primary and agree to abide by its contents.

Signature.....Date.....

Full Name..... (print)

Position.....