



Manor Primary School Policy Document

Behaviour Policy

Written	April 2014
Approved by Governors	May 2014
Reviewed	May 2017
Review Date	May 2019

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.'

Rationale

We believe that children need to feel happy, safe and confident in the school environment before they can be challenged to achieve their potential. We want our children to be respectful, caring, friendly and confident. We also want our children to feel that they take responsibility for their behaviour which will prepare them for continuing responsibility when they venture into the world beyond primary school. The term ‘behaviour’ throughout this policy encompasses both conduct and learning behaviour.

Aims

- To create a calm positive environment throughout the school day
- To encourage and reinforce positive behaviour, courtesy and good manners
- To be clear and consistent in our approaches to rewarding good behaviour and applying sanctions when appropriate
- To value the work, effort and behaviour of all children
- To encourage parents and carers to work in partnership with the school

For these aims to be reflected in the life of the school, fair and clear guidance needs to be established, understood and put into practice. Staff treat children with respect and model positive behaviour and good manners at all times, and the expectation is that they are treated respectfully in return. Children are expected to behave courteously to each other and to be aware of safety considerations at all times.

The school is an inclusive community. Children are taught about each other’s differences and learn to respect each other. Children in the school have a range of needs, sometimes complex, and we recognise that some will come from challenging home backgrounds. This means that staff use their discretion on occasions and manage behaviour using this policy in a flexible manner. Through careful education, children understand that the needs of their peers may be different.

We expect staff to be proactive and prompt at dealing with any incidents of bullying or unkind behaviour. In this way we ensure that bullying is rare. We involve parents at an early stage if we believe that there is a behaviour concern and we work closely with them. We also try to support parents’ management of their children’s behaviour at home, offering advice and the involvement of the LA’s behaviour support team or CAMHS where appropriate.

Evaluation

- Behaviour / pastoral issues is a standing item on the weekly SLT agenda.
- Governors regularly monitor and evaluate behaviour through their visits to the school.
- Behaviour is regularly assessed during lesson observations and the findings reported back to individual teachers.
- Questions related to behaviour are included in pupil and parent surveys.
- The progress of ‘Thrive’ children is measured at regular intervals.
- The progress of children in the CAIRB is measured at regular intervals.
- Feedback about behaviour issues is given to parents verbally or in writing, as necessary.

- Significant incidents of poor behaviour are recorded in the Behaviour Log, held centrally in the Deputy Headteacher's office. This is reviewed termly by the Headteacher and a summary included in the Headteacher's report to Full Governors.

The School Rules

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

These are displayed at various points around the school. They are also reinforced by positive verbal messages by adults, e.g. 'Thank you for walking along the corridor.'.... 'Thank you for working so hard on that activity...', and through the weekly assemblies.

All children agree to abide by the School Rules through the Home – School Agreement, through which parents also agree their support.

Class Guidelines

Classrooms may have their own rules drawn up by the class each year. These reflect the school rules and circumstances of the class e.g. age and situation. They need to be reviewed with the children at least once a term so that the children and teacher can evaluate their impact. All children sign up and take ownership of their rules.

Sharing the Policy

The 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.

Rewards

Day to day praise and reinforcement	<p>Actioned throughout the school by all adults as appropriate. This may include:</p> <ul style="list-style-type: none"> • Verbal praise • Stickers • Individual teachers' rewards e.g. 'In it to win it' • Sending the child to show their work to the HT/ DHT • Displaying examples of work where children have tried their hardest • Giving children areas of responsibility, e.g. taking the register to the office
Communication with parents	<ul style="list-style-type: none"> • Teachers may comment in contact book on children's positive behaviour. • 'Praise pad' notes may be also be used to ensure that positive feedback is being given on a regular basis. • House points are recorded in the contact books and therefore available for parents to see and discuss with their children. • Annual reports also give parents feedback on their children's behaviour and conduct.
House points	<p>Children can be given a House Point at the discretion of any adult in the school. This may reflect good conduct, particular attention to the school rules, hard work and good effort and showing a growth mindset. The House Point may be given in combination with any of the rewards above.</p> <p>Usually, one House Point will be awarded, but adults may award two or more as appropriate to mark particular recognition. They may be given verbally or when marking written work (i.e. 1HP, 2HP etc)</p> <p>Children will record their house points in their contact books. They will also be added to a chart within the classroom. When a child receives denominations of 10, 25, 50 and 75 House Points they will receive a certificate in whole school assembly.</p> <p>When a child has received 100 House Points they will receive a 'Gold Certificate' in whole school assembly. Their parents will be invited to attend and this will be reported in the school newsletter.</p> <p>Each week, the House with the most points will be awarded a cup in Friday's assembly, to be collected by the relevant House Captain.</p>
<p>Enrichment Afternoons</p> <p>(Replacing 'Golden Time')</p>	<p>All children will take part in Enrichment Afternoons every Friday. Children will not be excluded from enrichment as a sanction for poor behaviour.</p>

Sanctions

Unacceptable behaviour includes:

- Talking when the child is expected to listen
- Shouting out / interrupting
- Not working as hard as we expect / being off task (considering ability /age)
- Running where children should be walking
- One-off incidents of unacceptable language

Sanctions for any of the above unacceptable forms of behaviour escalate as follows:

1. A 'look' from the teacher or other adult when appropriate, ensuring the child is aware.
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2. A verbal warning is given.
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3. The child's name is written on the board and they lose 5 minutes of the following break time.
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4. The child is removed to the link class taking work with them. A standard letter is sent home to inform parents (attached)
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5. If the behaviour persists on subsequent days, the Team Leader is advised and the child's parents invited to school to discuss the situation. This meeting may involve the class teacher alone, or they be joined by the Team Leader according to circumstances. The teacher will feed this information back to the Headteacher in their weekly update, and the Team Leader will pass it on at the weekly SLT meeting.
6. Children who do not complete homework or class work to an acceptable standard may be asked to complete this during break or lunchtime under the supervision of an adult.

Severe unacceptable behaviour includes:

- Persistent 'unacceptable' behaviour as above
- Rudeness towards or refusing a request by any adult
- 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
- Bullying

All incidents of severe unacceptable behaviour must be recorded in the school's Behaviour Log, which is kept on the shelf in the Deputy Headteacher's office. Records must be made on standard forms, clearly written with all details included.

Sanctions for any of the above unacceptable forms of behaviour are as follows:

1. Removal to the link class if appropriate.
2. The Headteacher or Deputy Headteacher is informed and will contact the child's parents to inform them of the incident and invite them to school to discuss this.
3. The child loses breaktimes and / or lunchtimes for up to a week at the discretion of the HT / DHT, who may also exclude the child from school clubs and / or extra-curricular activities during this period.

Exclusions

The school works very hard to avoid exclusion. However, there are occasions where the health and safety of other children, staff or the individual child is at risk or where the well-being and progress of children is being significantly affected, in which case exclusion may be necessary. The pupil may be excluded for a set period of lunchtimes or a fixed period of days. In the case of the latter, homework will be set and the school will follow the guidance from the LA and DfE.

Should a pupil be excluded for a total of 15 days in one term, the Governors' Discipline Committee will meet to decide whether or not to reinstate the pupil.

In the event of further serious behaviour, a pupil may be permanently excluded. Procedures outlined in DfE guidance will be followed whereby the Governors' Discipline Committee will decide whether or not to uphold the Headteacher's decision. Parents have the right to appeal.

Risk of Exclusion

There may be pupils who repeatedly display inappropriate or unacceptable behaviour over a period of time which results in them being at risk of exclusion. In these cases a "risk of exclusion" is drawn up by staff, pupils and parents at a formal meeting. The aim of the agreement is to agree the boundaries for behaviour for individual pupils in order to prevent future exclusions. The agreement will set out the particular inappropriate or unacceptable behaviours and the sanctions to be applied. All parties will be required to sign the agreement.

The local authority exclusions team will be notified of children at risk of exclusion and of the steps taken to prevent exclusion. If a pupil is excluded the local authority exclusions team will be notified.

Following any exclusion there will be a re-integration meeting involving school staff, pupil and parents to discuss the pupil's behaviour and plan for the future. Other agencies may be invited to attend this meeting if deemed appropriate.

Children Who Have Behavioural Special Needs

Whilst most children can follow the School's Behaviour Policy, there will be a minority who will find it difficult to maintain self-discipline because of their behavioural special needs. We expect these pupils to follow the policy but a Behaviour Support Plan, devised by the SENCo and made known to all who work with the child, will break down the policy in manageable and realistic targets including curriculum modifications. Parents and the child must be involved in designing this programme of support.

For children who cannot maintain good behaviour, the class teacher works with the Headteacher and SENCo to discover whether support from the Behaviour Support Team or Educational Psychologist is required. The School's SEND Policy is followed in this case. A risk assessment is written for all children who have behaviour difficulties.

When children do not have correct PE kit or uniform

Children who forget or have incorrect PE kit or school uniform will take home a letter from their teacher informing their parents. Parents will need to complete a return slip and give appropriate comment. If this remains ongoing, the teacher and parents will meet to resolve any difficulties. Children will not be excluded from taking part in PE because they have no kit unless this compromises their health and safety.

Behaviour at Break times and Lunchtimes

If a child misbehaves at break time or lunchtime they will be warned by the member of staff on duty, including MTAs. For repeated misbehaviour, they will be sent to see the Class Teacher (at break times) or the HT or DHT (at lunchtimes). This member of staff will follow the behaviour policy as outlined above. MTAs will report back to teachers as required 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 Quiet Room for either all or part of the lunch break.

Guidance on Dealing with Misbehaviour

It is important that we deal with unacceptable behaviour in a calm and professional manner. Wherever possible, we deal with the misbehaviour at the time of the incident. This may involve other available members of staff covering a class.

- We are always specific - what did the child do wrong?
- We establish the facts if they are not immediately clear – were others involved and who exactly is to blame?
- We acknowledge honesty but still let the child know if a wrong has been committed.
- We always match the punishment to the behaviour.
- We never ridicule children.
- We are never personal but always deal with the child's behaviour.
- We always speak with the child in front of a witness if confrontation seems likely.
- We may remove a child who is misbehaving from the classroom unless it is better to remove the rest of the class should an upsetting scene develop.

THRIVE

Manor is a 'THRIVE' school where we recognise that behaviour is a communication of need. The school is committed to an approach which values the individual and develops a strong, healthy self-esteem. All behaviour is observed carefully and vulnerable children are quickly identified. When unusual or challenging behaviour is highlighted a THRIVE approach identifies the areas of need and an action plan is developed which is reviewed and supported through a home action plan. The aims of THRIVE are to:

- Support the emotional health and well-being of all children.
- To work with vulnerable and challenging children, understanding, addressing and changing the behaviour of these children in order to re-engage and make progress in learning.

The school also keeps a 'Meet and Greet' board in the staff room for some THRIVE children which ensures that all staff focus on engaging with them in a regular and positive way.