

MANFORD PRIMARY SCHOOL



BEHAVIOUR POLICY

Date:	Review Date:	Endorsed by:	Link Governor:
January 2022	January 2023	Senior Leadership Team	
January 2023	January 2024	Julie Donnelly	

1. Introduction

At Manford Primary School, the promotion of good behaviour is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied.

Our ethos is underpinned by the articles in the **UNHCR's Right's Respecting** agenda, with the following articles particularly pertinent to this policy:

Article 2 (Non-discrimination) - **Article 3** (Best interests of the child) - **Article 4** (Protection of rights) - **Article 12** (Respect for the views of the child) - **Article 13** (Freedom of expression) - **Article 14** (Freedom of thought, conscience and religion) - **Article 15** (Freedom of association) - **Article 16** (Right to privacy) - **Article 19** (Protection from all forms of violence) - **Article 28**: (Right to education) - **Article 29** (Goals of education) - **Article 31** (Leisure, play and culture)

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying Policy
- SEND Policy
- Safeguarding and Child Protection Policy 2019
- Teaching & Learning Policy
- Parent Conduct Statement
- Attendance Policy

2. Aim of this policy

Pupils at Manford Primary School learn best when they are safe and feel valued as part of the school community. This policy outlines how, with everyone working together, we can ensure children are able to achieve their full potential in a safe, orderly and caring environment.

By promoting a shared understanding of what is acceptable and unacceptable behaviour; by promoting good behaviour in order to build individual and collective esteem and encourage good citizenship, and self-discipline.

3. Key principles at Manford Primary School

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to and rewarding good behaviour and promoting mutual respect
- There must be a whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults within the school community will set excellent examples to the children in all their work and interactions.

- Every child must take personal responsibility for his/her own actions.
- There must be effective communication systems.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- There must be early support for developing problems.
- There must be a corporate approach but with due regard for individual circumstances.

We will seek advice and support from appropriate outside agencies.

- Under the Equality Act 2010, staff, pupils or parents/carers must not discriminate against, harass or victimise pupils because of their sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

4. Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils and promote self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the appropriate provision of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

Manford Primary School Promises

- We promise to be kind and helpful, treating other people the way we would like to be treated.
- We promise to have a positive attitude to our work at all times.
- We promise to be safe and sensible in everything we do.
- We promise to listen to adults and to each other.
- We promise to keep the school and school property in good shape.

These principles underpin all behaviour management within the school, and are regularly revisited in class, in assemblies, and where necessary on an individual basis. The rules have been drawn up by the children. The children agree to abide by these rules and understand that if they do not adhere to them, there is a procedure that is followed fairly and consistently for everyone.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THEM AS A PERSON.

Teachers and paid staff with responsibility for pupils have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The school values its partnership with parents/carers and encourages involvement in all aspects of school life, including discipline and behaviour. Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents/Carers can help by:

- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See School Promises)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (Appendix 1 - See Home-School Agreement)

5. The role / responsibilities of the pupils

At Manford, there is an expectation that pupils:

- Move in an orderly manner around school.
- Show respect for people and property.
- Demonstrate appropriate levels of concentration and self-discipline.
- Take responsibility for their own actions and accept the resulting consequences.
- Co-operate with and respond to the schools code of conduct.

Are polite, considerate and caring.

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to a staff member's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities in the classroom and playground:

- Kindness
- Consideration
- Tolerance and respect regardless of age, gender, race, ability, disability and sexual orientation
- Co-operation
- Patience
- Empathy (thoughtfulness)
- Good Manners to adults and other pupils

6. Unacceptable behaviours

The following behaviour is considered to be unacceptable:

- Distracting other pupils within the classroom
- Disruption of lessons
- Bullying (deliberately hurtful behaviour repeated over a period of time) - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying), intimidation through words or actions and indirect bullying (spreading rumours, excluding someone from social groups)
- Aggression towards pupils and adults
- Swearing and use of racist and homophobic language
- Rudeness and disrespect towards other pupils or adults
- Lying
- Stealing
- Damaging school property or the property of others through deliberate or irresponsible behaviour, or through lack of care
- Posting inappropriate or abusive comments on social networking sites.

7. Strategies to promote good behaviour

In order to assist with the implementation of our policy, staff should:

- Good staff are in charge and they negotiate
- Good staff prioritise learning and take an interest in pupils as individuals
- Good staff use assertive body language and demonstrate warmth
- Good staff follow through with consequences and are proportionate
- Good staff are consistent and encourage co-operation

In order to assist with the implementation of our policy, staff should

- Be good role models.
- Supervise children to and from classrooms, into corridors and to and from playgrounds
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking quietly in single file.
- Encourage toilet visits at breaks and lunchtimes.
- Give reasoned explanations for the School Promises / Code of Conduct and, if broken, the resulting sanctions.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, self-control, responsibility, etc.
- Use the school's reward systems for academic and non-academic achievement and effort.
- Praise individuals, groups or classes as and where appropriate.
- Ensure that resources are clearly labelled (in the classroom / playground), easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Utilise present communication systems in school to maintain close links with the home.

Involve outside agencies where necessary through consultation with the Special Needs Coordinator or Inclusion Manager.

8. Promoting good behaviours in the classroom

At Manford we believe that the quality of teaching in the classroom can have a direct impact on behaviour and conduct within the classroom and beyond. Therefore, it is important that classroom staff:

- Label resources clearly and make them easily accessible, and design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.

- Place emphasis on independent learning.
- Are well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Use eye contact, gestures, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Involve children in the organisation of systems wherever possible.
- Are positive e.g. use of 'please walk', rather than 'don't run'.

The use of the School Promises is in place in all classes in the school, and are discussed and signed by all pupils at the beginning of the year.

Rewards for good work produced

Our emphasis will always be on the positive approach of encouragement and praise.

Good work in Books

Where a child has exceeded expectations in the work produced in books a merit system is used

- Comments written inside a pupil's book and merits given

50 merits for bronze certificate

100 merits for silver certificate

150 merits for Gold certificate

Reception make use of stickers and stamps

Involvement of Staff in Celebrating Good Behaviour

A visit to the Headteacher / Deputy Headteacher or other members of staff for a commendation;

Displays of pupils work around the school and showing their work in Celebration Assemblies on a Friday; Presentation of rewards in the above;

Headteacher's Commendation for recognising outstanding achievement at the end of each term.

Reward for good 'Learning Behaviours'

Learning behaviours identified include:

- Effective participants
- Independent enquirer
- Reflective learner
- Resourceful thinker
- Self-manager
- Team worker

A child that is demonstrating good learning behaviours in class will be rewarded with merits. Children will also be rewarded with merit /stickers during unstructured times and when moving around the school.

Children are placed on the green traffic light at the start of the day. Positive behaviour choices of an outstanding level or positive behaviour, which has been acknowledged by adults working in the school, will result in the child moving to a greater level. These are also clearly marked on the system and appropriate rewards will be shared.

EYFS are rewarded with stickers and the star of the week. Simple golden rules are displayed with photographs to promote sensible behaviour. They are discussed regularly and referred to on a daily basis. The aim is to make pupils aware of codes of behaviour that foster good relationships and safety. We try to deliver these messages in a way that is appropriate to the pupils' age and stage of development.

9. In class consequences

The school has a staged approach when a child is not following our behaviour expectations and if there is little or no improvement, children will find themselves going through each stage very quickly – this is serious. If a child's behaviour is extreme it could result in exclusion immediately without going through the following stages. It is very important to allow every opportunity for the child to make the right choice and to self-correct unacceptable behaviour. At all appropriate and relevant points the child should be asked how their inappropriate behaviour impacts their own and other students learning.

We expect all parents to fully support the school when working with a child who is behaving inappropriately or displaying challenging behaviour.

- A warning look / verbal reminder of expected behaviour.



Stage 1 – Verbal warning of consequences if behaviour persists. At this stage the children choose the next step (i.e. appropriate or inappropriate). Again remind the children of how their behaviours impact on learning.



Stage 2 - If the behaviour persists the child will be sent to 'reflection time' in their own class for up to 5 mins. This is reflection time and if given a timer can return to their learning when the time is up. Again giving them time to make the right choice and self-correct. Children **should not** be left outside the classroom under any circumstances.



Stage 3 – If the behaviour continues the child will be sent as 'reflection time' to their **Partner Class** for a period of 5mins again to reflect on how their behaviour is affecting their learning and that of the other children's. Their name will be moved from the green to amber. Again when they return they can still make the right choice.



Stage 4 - If there is an improvement in the behaviour then their name can be moved back to green. However, if the behaviour continues after they return they will be sent to the **Year Group Teacher** for 10 mins with a sand timer. Their name will be moved to the red. If the undesirable behaviour continues they can then be sent to one of the AHTs. AHT to decide whether they are ready to go back to class or be referred onto the HT.

For a child who is involved in a serious incident or is displaying very inappropriate behaviour or not responding to the stages above, stage 5 will be used.

Stage 5 – The child is sent to work in AHT room. A member of SLT and the CT will meet with parents if there has been more than one incident. The CT or SLT will update the central electronic 'Behaviour Log' on CPOMS. The child may return back to the class and earn their way back to green by the end of the day. Every day is a fresh day.

Extreme behaviours will be escalated straight to DHT/HT. The child may then have a managed lunchtime or appropriate consequence.

A half termly analysis will take place to track the type of behaviour, where the misbehaviour occurs and what time of day. For example, if mainly due to football related issues between boys at lunchtime then the school would put an action plan in such as employing a coach.

10. Playground behaviour

If a child behaves inappropriately at playtimes,

Stage 1: Verbal warning from CT on duty

Stage 2: Time-out from the activity.

Stage 3: Referred to Allocated member on duty for rest of break (decide if behaviour warrants Behaviour Reflections therefore referral to SLT). Allocated member of staff to update central Behaviour Reflection Log and inform the Learner Mentor.

11. Lunchtime

Positive behaviour

Golden rules will be followed by all children in the dining hall.

The rules are as follows:

- Use a quiet voice and listen to each other
- Always line up and walk calmly
- Use good table manners when eating
- Be polite and respectful to all
- Leave the dining hall clean and tidy

Rules will be displayed in the dining hall and in all classrooms.

There will be a golden rule of the half term. 5 children from KS1 and 5 children from KS2 will be given a raffle ticket for displaying the Golden rule of the half term when in the dining hall. An allocated member of staff will give out the raffle tickets.

Every Friday the children who have received a raffle ticket will have their names pulled out of a draw and will take part in an activity in with the Learning Mentor, this will change weekly from games on the hall, soft play or board games in the Manford Haven Room.

All children who wish to play football will sign a football contract (Appendix 5) to show that they will follow the rules in order for matches to remain calm and orderly.

Inappropriate Behaviour

Stage 1 - verbal warning



Stage 2 - time-out from the activity.



Stage 3 – referred to **Supervisor**



Stage 4 – referred to **SLT member** on duty to give Behaviour Reflection

A Behaviour Reflection is where a child (usually) the next day, will go to the Behaviour Reflection room during lunchtime and will be supervised by a member of the Senior Leadership Team. They are expected to reflect on the reasons to why they are in BR and what better choices they would make in the future.

At end of Lunch time supervisor to give names to Learner Mentor to update Behaviour Reflection Log and the Class Logs.

The ELSA support assistants will be able to provide early intervention for any child that is not managing the playground. The ELSA support will discuss any concerns with the Inclusion Team to discuss further action.

Year Group Leaders and AHT will dip into Behaviour Logs and Behaviour Reflection Log to identify any patterns for their phases or for individual children on a weekly basis. If a pupil exceeds 2 Behaviour Reflections per half term a letter will be sent home. SLT will meet the parents with class teachers if necessary.

If all approaches are unsuccessful, the school will discuss further actions with the parents and the child. This may include the restriction of time spent outdoors, the areas they play in or ensuring they remain with an adult at all times. Our aim will always be to ensure a satisfactory outcome for all concerned.

Positive play

Positive play is used to teach children how to develop the skills to play with others.

Managed Lunchtimes

Where children are having difficulty following rules for the whole lunchtime, a managed timetable may be used to allow some time inside and some outside. This will be reassessed regularly.

12, Serious incidences of behaviour

Any incidents of a serious nature (either in the classroom, at break time or at lunchtimes) are taken directly to the HEADTEACHER / DEPUTY HEADTEACHER. In these cases, a child moves immediately to stage 5 and the child's parent/guardian/carer will be informed at the discretion of the head/deputy.

Serious incidents of behaviour include:

- Racial Comments
- Homophobic comments
- Physical Violence
- Swearing / Foul Language
- Bullying / Persistent Name Calling

Serious incidents of behaviour in and around the school are very rare. However, these incidents may warrant their removal from the classroom and result in internal exclusion.

All serious incidents are recorded onto CPOMS.

The school regards all incidents of a racist, homophobic and a sexual nature to be serious and parents may well be contacted at the earlier stages to ensure that they are well informed and management of such cases is carried out with all relevant parties involved.

13. Dealing with Children with Specific Behavioural Difficulties

Very occasionally, a child requires specific support to help them overcome the behavioural problems they exhibit. Specific programmes will need to be put into place in consultation with the parents / carers and specialist agencies. Consideration will be given to their support within the class situation. Some children may require a personal 'Behaviour Plan'.

14. Behaviour, Care, guidance and support

The support, guidance and care provided to promote personal development and well being is provided through all staff including: teachers, support staff and in particular the Wellbeing and Inclusion Team. Pastoral guidance for pupils is provided through the school's Senior Safeguarding Team during the 'Inclusion Meetings'. The children are supported through the pastoral provision regarding issues such as: emotional well-being, how to be a good friend, anti-bullying; anger management, self-esteem, as well as explaining how children can access help. The quality of the information and individual guidance provided helps pupils make the best choices. Staff will be trained in resolving conflict using the 'Restorative Justice Approach'.

15. Positive Handling

If a child is distressed and putting him/herself and/or anybody else at risk it may be necessary to restrain a child to manage the situation. All such cases are recorded and reported to families. If there are regular occurrences by the same individual, a strategy meeting will be arranged and a separate risk assessment will be formed. It is possible that a Pastoral Support Programme (PSP) may also be implemented to further support that child.

16. Short term managed exclusions (Lunchtimes)*

Children whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases parents will always be notified prior to this arrangement taking place. In most cases before this is actioned the school will recommend a managed timetable at lunchtimes, whereby the child will remain in school but have limited access to the playground and/or an increased adult supervision.

17. Fixed term exclusions*

A child may be excluded on disciplinary grounds. A child may be excluded for one or more fixed periods. As a school we have behaviour expectations and clear sanctions for those children that do not comply with these. When the Head teacher deems a fixed term exclusion is appropriate, such behaviour will be a serious breach to the school's behaviour policy and/or pose a serious risk to others. The decision will always be lawful, reasonable and fair. The governing body and the local authority would be made aware of any such exclusions.

If the Head teacher excludes a pupil, parents will be informed immediately and given reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents about how to make any such appeal.

- The Headteacher informs the Governing Body about any fixed term or permanent exclusions.
- Exclusions will be carried out in accordance with LA policy and Governors' directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether provision is in place to support SEN or disability that a pupil may have. Head teachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify the mental health or family problems.

- Prior to the exclusion of a child these steps must be taken:
- Full consultation with parents and relevant staff about the child's problems well before the stage of considering exclusion is reached, unless in response to a serious incident
- Involvement of the child, where appropriate, including reasons for action taken
- Discussion with outside agencies
- An opportunity for parents to present their case

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. It has a discipline committee, which is made up of between three and five members, which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to investigate an exclusion, they will consider the circumstances in which the pupil was excluded, any representation by parents and whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Where requested by a parent, the Local Authority will arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.

The Local Authority will also appoint a special educational needs expert to advise the panel, where requested by a parent.

The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

18. Permanent exclusion*

This will be a last resort and will be used in response to serious 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 permanently exclude a pupil will be lawful, reasonable and fair. The governing body and the local authority would be made aware of any such exclusions.

Behaviour incidents recorded on CPOMS are shared as part of the pupil records sent when a child leaves Manford Primary School and enrolls at another school.

19. Restorative Justice

NB: An incident is very rarely clear cut, and often has to be investigated by a member of staff. It is important that this is done fairly and thoroughly:

- Everyone needs to be calm and ready to listen. ('Are you calm and ready to solve your problem?')
- Everyone needs to be honest.
- Everyone needs to take responsibility for their own decisions and actions.
- Everyone needs to take a turn to talk with the adult about what happened.
- Everyone must understand that it is the behaviour that is unacceptable, not the child.
- Sanctions must be clear and explained to the child who has behaved inappropriately.
- Discussions between the Headteacher and parents, involving the child where appropriate. The class teacher, Year Group Leader or Deputy Headteacher to be included as necessary. Involvement of appropriate external agencies may be considered.

20. Punishing poor behaviour

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable and proportionate in all the circumstances.

Sanctions for poor behaviour at Manford Primary School should include:

- Withdrawal of privilege relative to misbehaviour (e.g. representing the school at an external event)
- Playtime / lunchtime reflection time/ Behaviour Reflection

- Parents informed and involved in the behaviour management process
- Thinking time e.g. outside the classroom under supervision, another group, another class
- Child to sit by a member of staff
- Verbal or written apology
- Repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Work to be completed in the child's own time or at home.
- 'Community Service' to be carried out in school – office jobs, sharpening pencils, helping in the dining hall etc...
- Referral to Senior Management

NB: Under no circumstances should a child be told to stand or sit outside the classroom in the corridor unattended or made to face a wall.

21. The partner teacher system

Each class teacher has another named class they can send a disruptive child to for a short period of reflection time. This should not be considered a punishment, but be used so the child has the opportunity to calm down, and so the other children in the class can get on with their work without disruption.

How it works

When a child is being disruptive, the teacher can send the child to their partner teacher/class: Move their name to amber and it must be logged.

The child should be sent with a 5-minute timer.

The partner teacher does not need to investigate or ask questions (thus not drawing attention to the child, as sometimes this is what they want).

Phase Leaders will be completing a weekly analysis of the Behaviour Logs in their year groups and the reporting to the senior leadership team.

22. Reflection Time

The school has a legal power to put pupils in detention, we prefer to refer to this as Reflection Time. Children are encouraged to use the time to reflect on how they can improve their behaviour and make better decisions. Manford Primary School uses reflection time at playtimes and lunchtimes. Parental consent is not required for this happen. With lunch reflection times, staff must allow a reasonable time for the pupil to eat, drink and use the toilet. This is referred to as a Behaviour Reflection.

23. Confiscating inappropriate items

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

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

24. Protocol for Sanctions

Sanction	Protocol	Types of behaviour for which the sanction is appropriate.
<p>Recording poor behaviour:</p> <p>All incidents of poor behaviour should be recorded on CPOMS and staff should specify if the issue is resolved or if further action is needed. If multiple sanctions are issued due to persistent and/or escalating poor behaviour, then they may all be covered in one CPOMS report.</p> <p>This helps:</p> <ul style="list-style-type: none"> • Behaviour and progress to be tracked across all lessons and at break times; • The use of CPOMS data to inform interventions at all levels (e.g. class, year group, key stage and school-wide); • Students and parents/carers to be have a clear, evidence-based rationale for sanctions. • Disputes or complaints concerning sanctions to be dealt with swiftly, effectively and amicably. • To identify links between poor behaviour and the methods of teaching, learning or behaviour management used by individual staff, year groups or phase groups. 		
<p>Serious and/or persistent poor behaviour should be escalated to the relevant phase leader and/or senior leadership, so that an appropriate investigation can be carried out before deciding on what forms of sanction and support are most appropriate. Phase leaders and/or senior leaders may decide to conduct a risk assessment and full investigation into serious and or persistent instances of poor behaviour (e.g. where physical violence is involved). Investigations should include written accounts of the incident and the action taken in response. Where an incident of poor behaviour is serious enough to warrant consideration of external or permanent exclusion, the External and Permanent Exclusion Policy applies.</p>		
<p>The system of escalation below is not prescriptive. Minor sanctions (e.g. warnings or reflection time) are not suitable for some persistent and/or serious instances of poor behaviour, which call for the immediate use of serious sanctions (e.g. exclusions).</p> <p>In addition to the sanctions listed below, external exclusions and permanent exclusions may be lawfully imposed as a last resort for extremely serious and/or persistent cases of poor behaviour. Refer to the Exclusion Policy and Procedure for information on external and permanent exclusions.</p>		
First verbal warning	Teacher informs student of poor behaviour and an opportunity is given to adjust behaviour and re-focus	Minor disruption, such as: <ul style="list-style-type: none"> • Poor organisation or effort; • Talking when instructed not to; • Disrupting learning of others
Second verbal warning Combined with relocation within classroom	Teacher informs student of failure to comply with first warning and will move pupil's name to Amber – expected behaviour will be shared Teacher may decide to relocate pupil within the classroom to avoid distractions	Persistent minor disruption, such as: <ul style="list-style-type: none"> • Talking when instructed not to; • Distracting others; • Poor organisation; • Failing to complete work or put in the required effort.

	Teacher to sought opportunity to move pupil back to 'Green' – Ready to Learn once expected behaviour is demonstrated.	
Third verbal warning Removal for up to five minutes – child sent with a five minute timer to partner class	Teacher will use behaviour chart to move child's name from Amber to Red. The teacher then engages in class relocation protocol and relocates pupil to the appropriate classroom. Teacher informs student of the work to complete. Once pupil returns teacher to check-in and re-establish expected behaviour Teacher to sought opportunities to move pupil back up the chart once expected behaviour is demonstrated.	Persistent poor behaviour, despite warnings earlier in the lesson; or <ul style="list-style-type: none"> • A single non-minor incident of poor behaviour e.g. verbal abuse of a student or adult. Incidences must be recorded on CPOMS
Red Card	Used as a last resort in managing poor behaviour or in response to a serious incident which requires immediate assistance. A reliable student is sent to an office/reception with a Red Card. ELSA staff may be informed and able to resolve the issue so that the pupil can re-enter the classroom. Otherwise, SLT will be called. If the student needs to be removed from the classroom then they can be taken to the SLT Office	A serious incident, such as: <ul style="list-style-type: none"> • Verbal or physical assault of a student or adult; • Intentional damage of school property; • Theft; • Persistent refusal to comply. Incidences must be recorded on CPOMS and parents informed.
Reflection Time	It is important that teachers are clear; students should be informed that they have been issued with 'reflection time' and why. <ul style="list-style-type: none"> • It is important that teachers are consistent; teachers should issue reflection time as stated above. • Generally, 'reflection time' are appropriate in response to 'red' incidents and other serious and/or persistent cases of misbehaviours. 	
Student Mediation Conflict Resolution / Repair Plans	Mediations are not suitable as a 'standalone' response: they should be used to supplement sanctions.	

	<ul style="list-style-type: none"> • Mediations are normally only needed if serious and/or persistent poor behaviour is linked to a breakdown in a relationship between students, or between student(s) staff. • Mediations should be arranged by members of senior leadership or ELSA support staff and logged as an action on CPOMS.
Liaising with Parents/Carers	<p>Parents/carers should be updated regularly and as appropriate (e.g. at parents' evenings and via letters or phone calls home).</p> <ul style="list-style-type: none"> • In cases of persistent and/or serious poor behaviour, a meeting may be arranged to clarify the rationale for sanctions, to explore the causes of poor behaviour, and to consider strategies to tackle it. • Meetings with parents/carers should be arranged by members of senior leadership or phase leaders. Teachers who wish to meet with parents/carers to discuss poor behaviour should seek approval phase leaders, who should attend where possible.
Behaviour Report	<p>Pupils who persistently misbehave may be put on report by a member of senior leadership. This should be time limited and reviewed regularly to help support positive reframing of behaviour expectations</p>
Working with other agencies in cases of persistent and/or serious poor behaviour	<p>All staff must read 'Keeping Children Safe in Education' [DfE, 2021]; and be alert to the possibility that poor behaviour may be a symptom of something else. When staff believes that this is the case, s/he should inform the SENCO and/or a member senior leadership, who will decide if further action is required.</p> <ul style="list-style-type: none"> • As indicated throughout the Safeguarding and Child Protection Policy and Procedure, Manford Primary School will work closely with other agencies when it has concerns about the safety of a student. • Manford Primary School will work closely with appropriate external agencies when it decides to impose an external or permanent exclusion, in line with the External and Permanent Exclusion Policy and Procedure. • Manford Primary School will refer criminal activity to the police to protect the safety of the entire Manford community.
Internal Exclusion	<ul style="list-style-type: none"> • Internal exclusion is a serious sanction directly below fixed term external exclusion. Internal exclusion is imposed for serious and/or persistent poor behaviour. Examples include: <ul style="list-style-type: none"> - Physical violence/inciting physical violence; - Bullying; - Verbal abuse that is prejudiced (e.g. racist, homophobic or sexist) and/or foul mouthed in nature. -Verbal and/or physical abuse of staff; • Internal exclusion should be implemented directly by the Headteacher • There is no statutory maximum period for internal exclusion; in most cases a period of internal exclusion will not last more than five school days, and will often be imposed for one or two days. • Internally excluded students are not placed into isolation and are always supervised. The purpose is to continue learning, put a stop to poor behaviour and ensure reintegration when appropriate.

	<ul style="list-style-type: none"> • A member of senior leadership will inform parents/carers of the duration of and reasons for an internal exclusion, normally on the day that a decision to internally exclude is made.
Pastoral Support Programmes (PSPs)	<p>PSPs should be implemented by senior leaders.</p> <p>A PSP is a structured intervention for students at risk of permanent exclusion, for whom normal strategies have been ineffective. The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion.</p> <ul style="list-style-type: none"> ▫ The aim of the PSP is to involve the student, parent and family in the shared challenge of improving poor behaviour and/or social skills; and to ensure social and educational inclusion. ▫ PSPs may be implemented by directors of achievement and progress and members of senior leadership.

25. Further sanctions, including fixed and permanent exclusions

The Headteacher can impose further sanctions:

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed term exclusion of one or more fixed periods, for up to 45 days in any one academic year.
- Permanent exclusion (The Headteacher can also convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this).

A decision to exclude a pupil permanently should only be taken:

- * In response to a serious breach, or persistent breaches, of the school's behaviour policy
- * Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school

26. Use of reasonable force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force to:

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parent / carer will be informed.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - In some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school.

27. Behaviour Plans

- In a very small number of cases, where behaviour is persistently below the standard required and where appropriate, strategies will be set up by the class teacher in consultation with the inclusion leader. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.
- Careful monitoring of events will take place to establish causes, patterns etc. Strategies will be reviewed regularly and discussed with staff, parents / carers and the child themselves where age-appropriate, and a Behaviour Plan may be set up for that pupil. Where a child has SEND, the SENDCO will be involved.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour.
- If the behaviour still does not improve, this will be discussed at regular school-based review meetings, and strategies will be evaluated. Learning support assistant (LSA) time and midday provision may be allocated to provide further support. External agencies may be involved.
- A personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- In some extreme / exceptional cases where behaviour is not improving in response to the strategies put in place, the Headteacher and Inclusion leader may set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents / carers, pupil, teachers, LSAs and any external professionals working with the child.

28. REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the school's review cycle. **Spring 2023**

Appendix 1

Manford Primary School – Home School Agreement

Pupil's name _____ Date _____

The school will:

- ✓ Create a safe, happy community.
- ✓ Educate every child to the best possible standards.
- ✓ Provide opportunities to discuss your child's development and provide annual written reports.
- ✓ Provide learning opportunities for home as outlined in the school's home learning policy.
- ✓ Provide parents with information about what we intend to teach each term.
- ✓ Inform parents of any concerns or problems that may affect children's work or behaviour.
- ✓ Keep parents informed about school activities by sending home regular letters and notices about school events.

The parent / carer will:

- ✓ Make sure that our child attends school regularly, arrives on time, and is collected promptly.
- ✓ Make sure that our child has appropriate dress for school and PE in order to participate fully in all school activities.
- ✓ Support the school's policy on uniform.
- ✓ Inform the school if our child is going to be absent and provide a note of explanation on their return.
- ✓ Avoid arranging holidays in school term time.
- ✓ Support our child in homework and opportunities for home learning.
- ✓ Support school policies as found in the school's prospectus and website.
- ✓ Attend open evenings and discussions about our child's progress.
- ✓ Let the school know about any concerns or problems that may affect our child's work or behaviour.
- ✓ Support the school in our policy that all pupils are expected to behave in a responsible manner towards themselves and others, showing consideration, courtesy and respect.
- ✓ Ensure that our child shows a proper regard for other people's property, school buildings and the environment.
- ✓ Make sure that they are respectful to staff, parents and children at all times avoiding abusive, threatening or disruptive behaviour.

Together we will:

- ✓ Promote and develop high standards of behaviour, both at home and at school.
- ✓ Encourage the children to take care of their surroundings and belongings.
- ✓ Encourage the children to respect the school community and contribute to it.
- ✓ Encourage the children to be responsible for delivering letters, homework and reading books to and from school.
- ✓ Identify and support children's individual needs in order to help them achieve their best.
- ✓ Ensure the children's use of the internet is safe and appropriate.

Signed:

(for the family)

(for the school)

Appendix 2

Manford Primary School Rules

(These are in addition to the school promises)

A Arrival and departure

- 1 All children should arrive in the playground by 8.55 am ready to start school at 9am. (Nursery children should arrive promptly at 8.45 am)
- 2 Before and after school, children are not allowed on the adventure play equipment or the field.
- 3 For the safety of small children in the playground, ball games are not allowed and all scooters and bicycles must be pushed.
- 4 Once dropped off on the school premises by a parent / carer, pupils are not allowed to leave the school premises (e.g. to go to the shop).
- 5 When the bell goes at 9am, all children should line up quietly enter the external playground door that leads to their classroom.
- 6 At the end of the day, children must not leave with a parent / carer until they have let their class teacher know.

B Playground and playtimes

- 1 Children should play in sight of the staff on duty at all times.
- 2 Playing around the sheds and the pathway along the reception classrooms is not permitted.
- 3 Children must not go on any playground equipment unless they are supervised by a member of staff.
- 4 Rotas for playground equipment use and for football are displayed on the exit doors and windows leading out to the playground.
- 5 Only foam balls are allowed to be used in the playground at playtimes; children can bring in their own foam balls and skipping ropes if they wish for playtimes (school play equipment only is to be used at lunchtime).
- 6 Children should remember to go to the toilet during playtimes / lunchtimes so that they do not have to leave the classroom during lesson time.
- 7 Playing in and around the toilets is not allowed.
- 8 Children are not allowed in the school building at playtimes / lunchtimes unless they have a lunchtime pass or special pass from a member of the SLT.

- 9 At the end of playtime, when the bell goes, children stand still and quiet (all balls are picked up). On the second bell, all children **walk quickly and quietly** to their class line.

C Property and possessions

- 1 Money should only be brought into school for a specific and agreed purpose.
- 2 The only items of jewellery allowed are watches, small studs (or sleeper earrings which must be removed or covered before PE), or religious jewellery (e.g. Sikh Kara bangle, Rakhi bracelet).
- 3 Any religious jewellery must be removed for PE. If it physically cannot be removed, it must be taped to the body to prevent it getting caught on apparatus or equipment.
- 4 If a child walks to school by themselves and needs to bring a mobile phone to school, they must provide a letter from their parent, and the phone must be left in and collected from the class teacher in the classroom's lock box. Any child found with a mobile phone or other electronic device without such a letter will have it confiscated, to be collected by a parent / carer from the head teacher.
- 5 Toys or electronic games are not allowed in school.

D Uniform

1. Full and appropriate school uniform should be worn at all times (no hoodies, jogging or tracksuit bottoms, tops with patterns, pictures or logos). Our school uniform consists of:
- a white or sky blue polo shirt
 - navy blue sweatshirt or cardigan
 - grey skirt or trousers
 - plain black shoes
2. PE kit consists of a 'house' team colour t-shirt, plimsolls and plain black or navy blue shorts. In addition, during cold weather, children may bring a pair of plain black or navy jogging bottoms to wear if PE is in the playground.

E Food and drinks

- 1 Only fruit, vegetable snacks, fruit winders, cheese, crackers, breadsticks and water can be brought in as playtime snacks.
- 2 Sweets are only allowed in school as part of a birthday celebration and must be totally free from nuts.
- 3 A small bottle of water can be brought into the classroom during lessons and to have at playtimes.

Appendix 3 – Behaviour Letter 1

Date

Dear

Behaviour Reflection Update

I am writing to inform you that has now had to attend our behaviour reflection sessions on two occasions:

Date:	Reason:

At Manford Primary |School we believe that close links between home and school are vital in order to give your child the very best learning. Please find some time to discuss the behaviour choices made by your child and then complete the slip below and return it to me as soon as possible. Together we can ensure that appropriate choices are made in the future.

If you would like to discuss the matter any further, please contact the school office to make an appointment to see me.

Yours sincerely,

Class Teacher

.....

Name of pupil

BRU1

I acknowledge receipt of the behaviour reflection letter and have discussed the incidents with my child.

Signed

Date.....

Appendix 4 – Behaviour Letter 2

Date

Dear

Behaviour Reflection Update

Unfortunately, I am writing to inform you that has now had to attend our behaviour reflection sessions on another two occasions:

Date:	Reason:

This means that your child has had a total of four behaviour sessions and this is an unacceptable amount. I will now be monitoring your child very closely in relation to their behaviour choices and have alerted a member of the school leadership team. I would like to meet with you on at so that we can discuss how best to support your child. Please complete the slip below and return it to me as soon as possible. Thank you for your support.

Yours sincerely,

Class Teacher

.....

Name of pupil

BRU2

I acknowledge receipt of the behaviour reflection letter and have discussed the incidents with my child. I will/will not attend the meeting on at

Signed

Date

Appendix 5 – Behaviour Letter 3

Date

Dear

Behaviour Reflection Update

Unfortunately, I am writing to inform you that has had to attend another behaviour reflection session.

Date:	Reason:

This means that your child has had a total of five behaviour sessions. In liaison with the Inclusion Team, I will be establishing a Behaviour Support Plan for your child and therefore invite you to meet with me and a member of the school leadership team on at.....

Yours sincerely,

Class Teacher

.....

Name of pupil BRU3

I acknowledge receipt of the behaviour reflection letter and have discussed the incidents with my child. I will/will not attend the meeting on At

Signed Date

Appendix 4 – What behavior looks like (5 coloured behavior chart to be displayed in all classroom)

Marvellous Me

Marvellous Me is a free APP which tells parents marvelous news about their child’s learning and positive behaviours. Parents will receive alerts from their child’s teacher sharing fantastic messages related to learning and activities that have taken place at school. This will be introduced to staff in the Spring Term 2020 for it to be used throughout the school by Summer Term 2020.

	What this looks like.	How will the teacher respond?
Outstanding	<p>I have made a dramatic and sustained improvement in my attitude to my schoolwork.</p> <p>I have done outstanding pieces of work in all my lessons today.</p> <p>I have taken an interest in my own learning – going to great lengths to research and produce an amazing piece of homework, setting an important example for others to follow.</p> <p>I have gone out of my way to help someone in great need in school.</p>	<p>I will get a Marvellous Me message sent home.</p> <p>I will get merits, stickers or a ‘Praise Pad’ certificate to send home to my parents.</p> <p>My work will be displayed in my classroom or around the school</p> <p>Continuous outstanding behaviour will receive a commendation from the Headteacher at the end of term</p>
Good Choices	<p>I have completed an outstanding piece of work.</p> <p>I have shown great kindness and friendships to other pupils.</p> <p>I have set an excellent example to others.</p>	<p>I will get a Marvellous Me message sent home.</p> <p>I will get merits, stickers or a ‘Praise Pad’ certificate to send home to my parents.</p>
Ready to learn!	<p>I am concentrating and looking at my teacher.</p> <p>I am following instructions clearly when asked.</p> <p>I am listening to the teacher when they are talking.</p> <p>I am kind and respectful, showing good manners in the classroom.</p> <p>I am a good citizen, showing friendship to other children.</p> <p>I put my hand up when I want to talk.</p> <p>I walk sensibly around the classroom and around the school.</p> <p>I will respect all property of the school and other child.</p> <p>I have not hurt others through my actions or my words.</p> <p>I have tried my hardest and done the best that I can in today’s lesson.</p>	<p>My name will stay on Green in my classroom.</p> <p>I will get merits and stickers.</p> <p>I could get a ‘Marvellous Me’ award.</p> <p>My teacher might let my parents know about my continued good behaviour.</p>
<p>Warning! If you continue with your poor behaviour, your name will be moved to AMBER.</p>		

Time to Reflect	<p>I have NOT been concentrating very well and have been talking in class.</p> <p>I was NOT listening to the teacher or looking at them when they were talking.</p> <p>I chose to disobey instructions.</p> <p>I was repeatedly distracting other children.</p> <p>I shouted out several times in class.</p> <p>I was disrespectful to adults in school,</p> <p>I was unkind and hurtful to another child in class or out on the playground.</p> <p>I broke school property.</p> <p>I have NOT been moving sensibly around the school.</p>	<p>I will move my name to AMBER in my own classroom.</p> <p>I will be given time to reflect on my behaviour and what I have done.</p> <p>I will apologise for my misbehaviour to the person I have upset.</p> <p>My reason for going to AMBER will be recorded on my class Behaviour Log.</p>
Warning! If you continue with your poor behaviour, your name will be moved to RED.		
Consequences	<p>I have CONTINUED to ignore warnings and have failed to listen, concentrate and I have disobeyed instructions.</p> <p>I keep on shouting out in class, being disrespectful to the teacher and other children.</p> <p>I have been very disruptive throughout the lesson.</p> <p>I was fighting or deliberately hurting others in school.</p> <p>I was using inappropriate language in school.</p> <p>I used offensive language, insulting other people's appearance, religion or ethnicity.</p> <p>I was bullying other children by repeatedly hurting or being unkind to them.</p>	<p>I will move my name to RED in my own classroom.</p> <p>I will have to leave my classroom for a brief time so I can think about what I have done.</p> <p>My behaviour will be reported to the Head Teacher.</p> <p>I will miss part of my lunchtime by going to the Reflection Room. Whilst in the Reflection Room I will:</p> <ul style="list-style-type: none"> - Write out what I did wrong and what I should do in the future. - Take part in an restorative justice activity if needed - Complete work missed out in class, where necessary - Reflect on school rules and expectations of GREEN behaviour.
<p>If I keep going on RED:</p> <ul style="list-style-type: none"> - My parents will be sent a letter informing them of my behaviour. - I will have a discussion with my class teacher and the Year Group Leader. - I may be given a behaviour chart until my behaviour improves - If I fail to improve my behaviour a meeting will be organised with my parents and either the SENCO or Deputy Head Teacher. 		

Appendix 5 – School Football contract



- We are gentle, we don't hurt others.
- We are kind and helpful, we don't hurt anybody's feelings.
- We play well with others, we don't spoil others games.
- We care for our playground, we don't damage or spoil anything.
- We listen to people, we don't interrupt.
- We are honest, we don't cover up the truth.
- We keep the playground safety rules, we don't ignore our safety rules.
- Enjoy the game and don't spoil it for others.
- Anyone wearing a special football badge can play.
- We won't blame anyone for making a mistake.
- We won't deliberately foul anyone.
- If I break these rules I will not be allowed to play for a period of time.
- If you would like to play football and agree with the football rules, please sign your name below:
(If you do not sign you will not be allowed to play!)

Class Date

Names:

