



## **Manor Primary School Positive Behaviour Policy**

**Policy Written: January 2012**

**Adopted by Governors: February 2012**

**Due for Review: January 2015**

**Reviewed by governors: May 2015**

**Due for review: May 2017**

At Manor Primary school, we are very proud of the behaviour of our children (recognised as 'Good' by Ofsted in February 2015). We aim to maintain and build upon these already high standards by adopting a clear policy for Positive Behaviour Management which is upheld and modelled by the whole school community. Our Positive Behaviour Policy was devised in conjunction with governors, staff, school council and individual classes.

### **Rationale**

*The establishment of a calm and orderly learning environment in school and in the classroom is a key to effective learning and teaching in our school.*

Effective learning and teaching is dependent on positive relationships through interactions between staff and pupils, and between pupils themselves. Our policy at Manor Primary School is based on a positive approach towards managing behaviour. A major part of our policy is based on rewards and, when required, the use of agreed sanctions. Circle Time and the use of SEAL play a major role in our policy.

### **The aims of our Positive Behaviour Policy**

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To raise children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and

- To help children, staff and parents have a sense of direction and a feeling of common purpose.

We recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act 2001 and the 2005 amendment. School must not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, for example autism, Asperger's Syndrome, Tourette's Syndrome etc., the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

We firmly believe however that it is our responsibility to support and help such pupils to behave in socially acceptable manner and that effecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

The school will ensure all staff are aware of individual needs where behaviour and disability is likely to be an issue. Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties. We take into account the needs of the dyslexic learner.

## Golden Rules

Our Positive Behaviour Policy is based upon our **5 Golden Rules**. Each class discussed what they thought our school rules should be and School Council pulled out common themes and devised our *Golden Rules*. These are:

### Our 5 Golden Rules

- We respect each other, our school and the world around us.
- We are kind and polite to everyone in our school community.
- We listen carefully to each other and wait our turn before speaking.
- We are always fair and honest and talk about our problems and difficulties.
- We always try our hardest.

### We respect each other, our school and the world around

#### us:

We have the right to be respected by our friends, teachers and other people in our school community. In turn, we have the responsibility to treat others as we wish to be treated ourselves - with respect. This applies to property, living creatures and our world - we look after our environment by keeping it tidy, by being kind and by taking responsibility for our own behaviour.

**We are kind and polite to everyone in our school  
community:**

We have the right to expect others to speak to us kindly, using good manners. In turn, we have a responsibility to model good manners around our school and to show kindness to everyone, especially those who seem sad or lonely.

**We listen carefully to each other and wait our turn  
before speaking:**

We have the right to be listened to and to have our chance to speak our minds. In turn, we have the responsibility to listen to others, comment sensibly on their ideas and wait our turn before speaking.

**We are always fair and honest and talk about our  
problems and difficulties:**

We have the right to be treated fairly and honestly and to have someone to help us when we have a problem. To help us achieve this, we have the responsibility to talk about our problems to teachers or other adults if things are upsetting us or to help people we know are in need.

**We always try our hardest:**

We have the right to learn to our full potential whilst we are at school and our friends, teachers and teaching assistants will help us to achieve this. In turn, we have the responsibility to try our hardest at all tasks, from writing and maths through to modelling polite manners.

Our Golden Rules form the basis of our Positive Behaviour Policy; are clearly linked to our rewards and sanctions; are displayed throughout the school and are referred to regularly by the whole school community.

**SEAL/ Circle Time**

This forms an essential element of our Positive Behaviour Policy and each class is expected to hold regular class meetings or Circle Times. These are times when

the class comes together for thought, discussion, fun and self-congratulation. Problems can be discussed openly and solved with the participation of the whole class. The SEAL materials are used as a whole school model for our PSHE curriculum

## Rewards

Our Positive Behaviour Management system is based on rewards for children who make positive choices in their behaviour. We strive to 'catch them being good'. These rewards include:

- Golden Time - this is a valued and special time which occurs each Friday afternoon for 30 minutes. All children begin the week with 30 minutes Golden Time.
- Good Work assemblies
- Headteacher Awards
- Achievement Stickers
- Team points
- Verbal praise from teachers and other adults
- Letting parents know about special achievements
- Praise postcards

Classes may also develop their own incentives, e.g., table points.

Our rewards are always linked to our Golden Rules, that is, rules are referred to when rewards are given.

## Sanctions

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. Our Positive Behaviour Policy is based on the principle that, during their time with us, our children will be learning how to take responsibility for their behaviour. This involves

reaching an understanding that our actions have consequences and that our actions are based on our own choices. As well as having their positive behaviour acknowledged, our children need to be very aware of what constitutes unacceptable behaviour and to know that this also has consequences. Therefore, a graded system of sanctions forms part of our policy. Our sanctions are put into place when there is a clear breach of our Golden Rules.

Each class has a traffic light system (with the exception of EYFS) displayed prominently in their classroom.

Every child's photo/ name is included in this display. Each child begins the week on the 'green' traffic light. The chart below illustrates how children move through the traffic light system. Golden Time is held weekly on a Friday afternoon (2.45pm) and is a reward and recognition for all those children whose behaviour has remained of a high standard during the course of a week. During Golden Time, classes choose their own activities and enjoy time together. Children who have lost Golden Time due to poor behaviour choices are sent to the Headteacher's office so that their 'Golden Time' loss can take place in an environment away from their peers. During this time, children will be given the time to reflect and write about what went wrong and to suggest ways in which the behaviour can be modified or avoided in the future.

Stage	Behaviour examples (all relate to our Golden Rules) and actions:
<p><b>Initially:</b> Make child aware of unacceptable behaviours: a 'look', a quiet word, a reminder of sanctions and school golden rules.</p>	
<p><b>Stage 1 'Low - level'</b> First warning - child's/ children's name is written onto the class whiteboard. If behaviour does not escalate, their name is removed at the end of the day - a 'fresh start'. At this stage, the children are clearly offered a choice - either they behave in accordance with the golden rules or a sanction will apply.</p>	<p>Shouting out, distracting others during learning time, inappropriate tale telling, rough play at break/lunch, lack of effort during learning tasks, talking over a teacher.</p>
<p><b>Stage 2 - repeat of 'low-level'</b> Amber - if a child/ children continues to make poor behaviour choices during the course of a day, their name will be moved to 'amber' on the class chart. This relates to a loss of 10 minutes from Golden Time. The loss of Golden Time is recorded and children return their name to 'green' ready for the next day. This can build up to a total loss of Golden Time.</p>	<p>Repeated behaviours listed above.</p> <p>Straight to amber if - disrespect towards school staff (answering back, rudeness)</p> <p>All referrals to amber will be recorded in the school behaviour log (by the HT non Friday each week).</p> <p>Any child who reaches amber twice in the course of a day will be referred to the HT and asked to work in another classroom.</p>
<p><b>Stage 3</b> Stage 3 is 'red'. There is no staged move to red - it is immediate and is related to unacceptable behaviours relating to our Golden Rules.</p>	<p><b>Any act of violence, discriminatory behaviour, vandalism or attempted of school property or verbal abuse towards school staff should be reported immediately to the HT.</b></p> <p><b>Parents will be contacted immediately and requested to remove their child from the school premises. This will be recorded as fixed-term exclusion.</b></p>

Each week, staff will record on a record sheet the children who have received a warning/ moved to amber, so that the HT can track the behaviour of children around the school. Persistent first warnings and referrals to amber will be investigated by the HT and parents will be contacted to discuss their child's behaviour.

Our staged sanction/ Reward system has been explained clearly to all children to ensure they understand how it works. It has been outlined to all parents (newsletter) and is available on our school website.

In addition to our staged system, children who fail to complete learning set for them due to Stage 1 behaviours will be asked to complete these playtime/ lunchtime or at the class teacher's discretion. It is also important to recognise that other whole school events, such as trips, visits and school shows are in themselves, rewards, and as such, persistent misbehaviour will result in these rewards being removed for individuals who, despite support, choose to ignore our Golden rules.

In extreme cases, where attempts to modify a child's behaviour have been unsuccessful, and where parents have already been informed, the child will be excluded for a fixed term (there may be very rare occasions when an isolated incident is so serious that immediate exclusion is considered necessary. In such a case, it may not be possible to contact parents prior to exclusion).

An individual support plan will be put in place for any child who is at risk of exclusion. Advice will be sought from Staffordshire Behaviour Support Team at this point.

### **Physical Interventions**

On rare occasions, there is no alternative to restraining pupils physically, in their own and others interests and safety. Such interventions should be made only when they are likely to succeed and only in accordance with the schools' Physical Restraint Policy.

### **BULLYING AND DISCRIMINATORY INCIDENTS**

In cases of bullying we will follow the procedures as laid down in Our Anti Bullying Policy. All incidents of bullying will be recorded in the Bullying log. The school will record discriminatory behaviour and the LA will be informed as part of our Racial Equality Policy.

### **Lunchtimes**

It is important that lines of communication always remain strong between teaching staff and Lunchtime Supervisors and those LS are always made aware of concerns about a particular child, both in terms of their behaviour and in terms of events which may affect their conduct at lunchtime.

During lunchtime, LS record lunchtime behaviour incidents in accordance with this policy. An 'Amber' time out spot is displayed on the wall. A child whose behaviour is inappropriate may be given a 5 minute 'time-out' to calm down and reflect. At the end of the lunchtime break, LS report on behaviour to teaching staff so class charts can be updated.

Any child who displays 'red' behaviours during lunchtime should be referred directly to the Headteacher or a senior member of staff

Persistent disruptive behaviour at lunchtime may result in a formal lunchtime exclusion. Parents will be asked to take their child home for the lunchtime period only. This is counted as a fixed-term exclusion (equivalent to one half school day)

It is equally important that LS focus on positive as well as negative behaviour and use praise as the basis of all interactions with children.

## **ROLES AND RESPONSIBILITIES**

### **The Role of the Head Teacher**

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Head Teacher will then inform the Governing Body.

### **The Role of the Class Teacher**

- It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

- The Class Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The Class Teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents. In the first instance, the Class Teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the Class Teacher deals with each incident as agreed in this policy.
- The Class Teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The Class Teacher may, for example, discuss the needs of a child with the SENCO, Education Social Worker or LA Behaviour Support Service.
- The Class Teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### The Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school to achieve the best possible education for their child. We try to build a supportive dialogue between the home and the school, and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should make an appointment to speak with the Head Teacher and at this point the problem is usually resolved. However, if these discussions cannot resolve

the problem, they should contact the school governors and a formal grievance or appeal process can be implemented.

## **The Role of Governors**

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.
- The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head Teacher about particular disciplinary issues.

## **Fixed-term and permanent exclusions**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has an Appeals Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

## **Monitoring**

The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Class Teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to him on account of bad behaviour and a weekly record of loss of Golden Time.

The Head Teacher keeps a record of fixed term and permanent exclusions.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

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