



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

**Reviewed by governors: September 2017**

**Due for review: September 2019**

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. PSHE, assemblies 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, Attention Deficit and Hyperactivity Disorder 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 a 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 also 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:

- Good Work assemblies
- Headteacher Awards
- Achievement Stickers
- Team points
- House points
- Verbal praise from teachers and other adults
- Letting parents know about special achievements
- Praise postcards
- Good to be green stamps and stickers

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.

Each class has a 'Good to be Green' grid with each child's name on a pocket. The pocket contains a green card at the start of each day. If at the end of the day the child is still on green this is recorded with a point awarded by stamping a chart which is displayed in the classroom. If they reach 5 points they receive a sticker. After 25 points they receive a postcard home. After 50 points they receive a treat taken from an agreed list of rewards e.g. a special cushion to sit on in class or extra time on a chosen activity. This should be achievable within a term for most children. The points are reset to zero at the beginning of a new term.

## 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.

If staff have not directly witnessed the unacceptable behaviour they will need to investigate the incident. This will involve talking to the participants and giving them the chance to explain what happened. It may also involve talking to witnesses and examining any evidence. Staff will make a best judgement based on the balance of probability as to what was the most likely thing to have happened and give any sanction accordingly. If they judge that there is too much doubt due to conflicting statements and evidence then they may need to reduce the level of a sanction to a warning that such behaviour does not occur in the future.

### SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the action and never the child.

Professional judgement is required regarding which step best reflects the most suitable sanction for the behaviour displayed. Depending on the nature of the offence, this may include immediate, permanent exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to. *If unacceptable behaviour occurs:*

(Classroom teacher)

Use normal strategies:

E.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc. 'are you being Good to be Green?'

Stage 1 (Staff involved: Classroom Teacher and/or Assistant)  
warning:

Give a final verbal

Use the agreed phrase. "*This is your final warning if you want to stay on green. Do you understand?*"

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

## Stage 2: Yellow Warning Card

FROM NOW ON NO MORE WARNINGS... TAKE ACTION!

*Behaviors such as: shouting out, distracting others during learning time, inappropriate telling tales, rough play at play/lunch time, lack of effort during lessons, talking over a teacher, kicking a chair.*

Staff involved: Classroom Teacher and/or Assistant

Child sent to move their card to yellow on the Good to be Green chart. This will mean no stamp awarded at the end of the day.

5-10 minutes sitting alone in order to reflect; calm down etc. without causing disturbance may be appropriate in some cases

If this stage is reached at play or lunchtime or during PE or another out of class activity the child will be given time out then will change their card to yellow on return to class. Slips with details of the sanction will be given to the class teacher by the member of staff giving the sanction.

*If behaviour improves, return to lesson.*

*If not or if child refuses, move to Stage 3*

## Stage 3: RED Consequence Card

Staff involved: Class Teacher and Teacher colleague

If a child has already received a yellow card that day or has regularly had a yellow card for a series of days or commits a serious act of verbal or physical aggression (*teachers' discretion is needed here.*)

The child is asked to swap their YELLOW card for a RED card.

If the incident occurs during lessons the child is escorted to the appropriate class teacher (preferably the class below) who will supervise the child for the remainder of the lesson.

Other examples of appropriate sanctions include loss of privileges such as the next break time, a ban from playing football at breaks, not being allowed on a school visit, being sent to a neighbouring classroom for the next lesson to do their work (internal exclusion), being sent to the headteacher to do work or have time out.

The teacher should send appropriate work for the child to complete at the earliest convenient time. There should be the minimum possible loss of learning time

Robins - 5-10 minutes in own class on 'thinking chair'. If Robins repeat behaviour or refuse they may be taken to the Headteacher for 5-10 minutes

If this stage is reached at lunchtime the child will be escorted to the headteacher (or senior member of staff in his/her absence) for time out.



Details of the incident are to be recorded on SIMS by the teacher or person giving the RED Card.

N.B It is the responsibility of the class teacher to use their professional judgement in defining what a regular offender is. Once a decision is made that a child is regularly offending, this information will be shared and monitored by the SENCO. They will then log the child's name, date and notification

that the child is moving to stage 4 on SIMS.

Person giving the RED Card will speak to the child's parent/carer at the earliest convenience and will log a record of the conversation (including telephone conversations) on a communication form (Appendix 3) the communication form can then be uploaded onto Sims.

Please note a child who has committed an act deemed to be serious enough can be moved immediately to stage 6 by the Head Teacher. (Serious incident form (Appendix 4) will be completed by all who witnessed the incident and then directly passed to the SENCO)

*Behaviours such as: violence (which is not identified as rough play), discriminatory behaviour, vandalism of school property or verbal abuse (swearing) are deemed serious*

Once per half term the SENCO will monitor behavior logs on SIMS and look for trends.

#### Stage 4: Monitoring

Staff involved: Senior Leadership and SENCO

□ SENCO will monitor RED Card pupils and will discuss with Leadership team.

□ For a regular offender, parents/ carers are to be notified by the SENCO. This can be in the form of a phone call or meeting. Move to Stage 5 if no improvement is noted. If improvement is noted over a three week period remove from Stage 4.

□ N.B It is the responsibility of the class teacher to use their professional judgement in defining what a regular offender is. Once a decision is made that a child is regularly offending, this information must be

shared with the SENCO. They will then log the child's name, date and notification that the child is moving to stage 5 on SIMS.

#### Stage 5: Behaviour Contract

Staff involved: Class Teacher and SENCO (SLT for 1<sup>st</sup> and final meeting)

If support at Stage 3 does not result in an improvement in the child's behavior having been monitored at Stage 4:

Teacher completes and shares the Behaviour Assessment Profile with SENCO. (see Appendix 5)

A meeting is held with parents/child to discuss behaviour profile and agree the way forward. Parents will be asked to complete a parent questionnaire (appendix 6) and a positive behavior questionnaire to be completed by class teacher prior to the meeting ( Appendix 7) These meetings will be made before or after school hours. During the meeting an action form will be completed by the SENCO addressing notes from the meeting and agreed actions (Appendix 11) A behavior plan will be made and agreed with all parties and should provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour e.g. "To stay

on task at all times," is not a realistic target for the best behaved child let alone a troubled child. (see Appendix 8)

The behaviour plan should provide clear consequences for breaking the agreement e.g. moving to stage 6.

The behavior plan should include possible rewards agreed by all parties and with the child in mind. Rewards such as attending an after school club for free, lunchtime free choice, lunch with a teacher or rewards at home. If possible rewards to happen outside of regular learning time.

Daily feedback on progress should be given to child and targets are to be reviewed weekly and progress communicated with parents/carers. This can be either to make targets more difficult as behaviour improves, to set new areas to tackle or to remove the child completely from contract. At this point a behaviour record and serious incident form can be given to class teachers to keep a log of persistent behaviors (Appendix 9 and 10)

At this stage a referral to behaviour support will be made by the SENCO and EHC plan and/or funding needs will be considered.

\* Please note a child who has committed an act deemed to be serious enough can be moved immediately to stage 7 by the Head Teacher.

*If targets are achieved, remove from Contract.  
6.*

*If Contract fails, move to Stage*

#### Stage 6 Internal Exclusion (up to 5 days) or reduced timetable.

Staff involved: Class Teacher, Head Teacher, SENCO and Inclusion Officer.

\* Child attends Head Teacher's Office or SENCO office for extended period of time.

\* Child has no contact with own class or classmates.

\* No access to playground, extra-curricular or enrichment activity.

\* Parents, Behaviour Support informed by letter.

\* Please note that this stage will be individual to the child and could result in a reduced timetable, exclusion for lunchtimes only etc. These consequences will be agreed by the Headteacher)

\* Please also note a child who has committed an act deemed to be serious enough can be moved immediately to stage 7 by the head teacher.

*If behaviour improves, return to class on a Behaviour Contract.  
Stage 7.*

*If not, move to*

#### Stage 7: Fixed Short Term Exclusions

Staff Involved: Head Teacher, Chair of Governors and SENCO

\* Parents, Chair of Governors, LA Officer informed by letter.



- \* Parents may make representations to Pupil Discipline Committee.
- \* Pupil Discipline Committee may meet but cannot reinstate.
- \* Upon return to school, child stays on Contract for a minimum of 2 weeks.
- \* Discuss managed move for fixed period with agreed review process.

*If behaviour improves, remove from Contract.*

### Stage 8: Permanent Exclusion

Staff involved: Head Teacher, Chair of Governors and SENCO

- \* Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- \* Discipline Committee meet and consider all representations and reports (parents/child may attend).
- \* Discipline Committee either reinstate or uphold exclusion.
- \* Parents notified of right to appeal.
- \* If appeal successful, or reinstated child stays on Contract for the maximum 20 weeks.
- \* If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or „one off“ offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

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 at 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.

### **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 (LS) 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. 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 in 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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