



Manor Park CofE VC First School **Behaviour Policy**

September 2018

Revision date: September 2019

Aims of this policy

- Create a positive environment which encourages and reinforces appropriate behaviour, agreed by both adults and children.
- To ensure that everybody understands what is acceptable and appropriate behaviour.
- Create a consistent approach to rewarding appropriate behaviour and dealing with unacceptable behaviour.
- Promote high self-esteem, self-discipline and positive relationships.
- Link appropriate behaviour with rights and responsibilities within the school community.
- To develop successful learners and to consider barriers to learning

Acceptable Behaviour

At Manor Park we all have a central role in developing and educating the children morally and socially, as well as academically. Our expectations for acceptable behaviour are based on the responsibilities of individuals and the corresponding rights. We expect the children to take an active part in defining these, thus giving them ownership of their behaviour and making it more meaningful for them. The Jigsaw principles in the PSHE curriculum underpin the strategies used by adults and children in managing behaviour, understanding the associated emotions and responding appropriately. In addition we use our values that we agreed to when the school created its Vision 'Inspiring all to learn and grow'. We are clear that these expectations are for when we are in school and out on trips.

At Manor Park we recognise that behaviours can be learned and be within our cognitive awareness, but also that they can be unconscious, patterned, discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

As adults in the school, we have a clear obligation and role regarding teaching, learning and social development, which we share with parents and carers:

- The children's welfare and safety
- An attitude which reflects an understanding of responsibilities as well as rights
- Accountability for their own behaviour
- Promoting values of respect, honesty, care and cooperation
- Positive attitudes to learning

As a team we therefore aim to:

- Create a positive climate with high expectations
- Promote desired values and behaviours through example
- Provide a caring, effective and safe learning environment

- Providing engaging and active learning in response to the needs and interests of the children
- Ensure that our approach is fair and consistent
- Recognise and celebrate achievement
- Deal with inappropriate behaviour in a way which does not humiliate a child and which helps them to understand why their behaviour is inappropriate.

This policy works in conjunction with the Inclusion policy (please see for further details)

Rights and Responsibilities

All classes spend time at the start of the school year, establishing rights and responsibilities as part of their class charter. The children need to understand how their behaviour affects others, for example when someone is being disruptive, that affects other's right to learn.

Behaviour Management Strategies

In having a positive approach we focus on good behaviour choices and appropriate praise.

Principles for behaviour management:

- Have high expectations for positive behaviour
- Model and reinforce appropriate behaviour
- Clear and consistent language e.g. when and then/Now and then
- Label the behaviour and not the child
- Keep the focus on primary not secondary behaviour
- Give opportunity for a child to change their inappropriate behaviour and make a better 'choice'.
- Supporting them in taking responsibility to put things right
- Utilise related and appropriate sanctions
- Give children time to calm down before tackling the inappropriate behaviour
- Avoid confrontation where possible

It is understood that through careful planning, sharing of lesson goals and success criteria and differentiation to meet the needs and interests of learners and promoting active not passive learning, inappropriate classroom behaviour will be kept to a minimum. Appropriate classroom organisation should reduce disruption, e.g. labeling, displays and 'help boxes' will assist learning and encourage independence. Teaching styles should be varied and appropriate to the children's need. Wherever possible, children should have opportunities to make independent choices about their learning.

In the playground we expect the children to maintain the same values and behaviour as in the classroom. We expect children to move around the school respectfully and sensibly, and that all adults in the school are equally valued and respected.

Children will be under adult supervision in the playground at all times, with Independent Facilitators available to offer support to children who struggle with these unstructured times. At times, where appropriate, children will be expected to be responsible for their own behaviour, for example in the library at lunchtime or moving around the school. All children who are not going out to play will be clearly identified with their name written on a board in the library on a daily basis. When visiting the toilet during breaktimes children use the designated toilets.

When appropriate the school will seek support from external agencies.

REWARDS

At Manor Park, we focus on good behaviour and effective learning, which is rewarded in different ways:

Reward	What it is for	Who is it for?
Class stickers	This is a quick praise reward for individuals and can be handed out or stuck on the children's learning, for achievement or learning. A reading sticker is awarded to children who read 3 times in a week.	Whole School An individual reward
Inclusion Sticker	This is an individual reward by the Assistant head for Inclusion and Pastoral for a child completing their targets.	Children on SEN support
Headteacher's sticker	This reward is given to children at the Head Teacher's discretion. It is not expected that everyone will receive a reward of this kind.	Whole School An individual reward
A tiered praise and consequence system	The school follows a tiered system and each year group will consider how best to represent this. It will be a 5 point system, with point 3 being 'on track' which is where every child starts each day. From Years One to Four, once a child reaches the top of the system they will be awarded a Manor Park '20p' stamp into their 'savings book'. Points 1 and 2 are a warning and a sanction and MUST be visual. The system must be visual in all classes In Pre-school this system will be simplified to 3 steps, the children moving up and down.	Whole School Individual praise and consequence

Celebration Assembly Certificate	The children are handed a certificate for either an 'Masterpiece Award', 'Learning Award' or a 'Values Award'. If a child collects a set of all 3 certificates then they receive a green leaf pin badge for further recognition. The badge is a high achievement award and it is not expected that everyone will receive a reward of this kind.	Reception - Year Four
Marble	A whole-class team reward for achievement, learning and values. When the full quota of marbles has been reached, the class have the opportunity to choose a reward. Anyone can give a marble to any class, e.g. assembly time, lining up outside etc	Reception (Summer Term) - Year Four
Golden Time	Every Friday there is a mixed up play and choosing time in each year group If missed 3 playtimes a week then lose right to Golden Time. During Golden Time play, Manor Park Shop will be opened by the Team Head Girl and Boy for children to spend their savings.	Reception - Year Four
Team Points	Team points are for following School's Code of Conduct which include the theme of CW and Jigsaw for the half term. Team points are added up on a weekly basis in order to decide who has won the most points for that week. The winning team will have a reward at the end of the half term. - mixed up in teams and non school uniform shared in newsletter with a photo of head boy and girl of the team.	Reception to Year Four An individual reward that goes towards a team community reward

Celebration Assembly

A Celebration Assembly takes place every Friday in phase teams: Year 3 and 4 together; Year 1 and 2 together. In the Spring Term the Year 2 children join in with KS2 and the Reception children join in with Year 1.

This is for Values, Learning and Masterpiece awards linking to our vision of 'Inspiring all to learn and grow'.

CONSEQUENCES

In any system, there must be consequences for those who make poor behaviour choices. The children will receive a warning about their behaviour and be given the opportunity to change it.

Children in Early Years

Low level

Not sharing, snatching, shouting, being bossy, negative body language, stopping others working.

Medium level

Continually behaving in any of the above ways **and/or** name calling, swearing and answering back.

High level

Continually behaving in any of the above ways **and/or** spitting, violent behaviour (including biting, hitting, pinching, scratching and kicking), damaging furniture or property, deliberately damaging the school environment, breaking property on purpose, stealing, walking away or out of the classroom/school, refusing to obey the member of staff, racist remarks/comments, bullying.

Children that are in Y1 to Y4

Low level

Calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, and stopping others working.

Medium level

Continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, answering back, use of inappropriate language

High level

Continually behaving in any of the above ways **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, deliberately damaging the school environment, breaking property on purpose, stealing, walking away or out of the classroom/school, refusing to follow instruction or direction from a member of staff, racist remarks/comments, bullying.

However, if they persist, they may be given 'time-out/ time to think'.

In the playground, the adult on duty will respond and deal with behaviour problems. They will follow a 4 point system -

1. Verbal warning
2. Time out with member of staff on duty
3. Time out in an area
4. Referred to senior member of staff on duty

Again can go straight to 4 for severe cases and if it is deemed appropriate.

If it is felt necessary the teacher who dealt with the child will feedback to the classteacher, e.g. if the child is on a behaviour contract.

In addition children will be asked to learn during their playtime if they continue to want to play during their learning time. Finally at the adults discretion, parents may be asked to come in and discuss their child's behaviour.

Parents will always be informed when poor behaviour means bullying, offensive language or physical assault. As a last resort, a child may be excluded (see LA guidelines).

At every step, the child should be involved in discussion about their own consequences and be encouraged to reflect on their behaviour and the events leading up to it.

Teachers are a crucial part of each stage of the behaviour system and will have the most impact on improving behaviour. Time out is a quiet reflection time where children can calm themselves and reflect upon their behaviour. If sent to another classroom on a time out they should repeat the same process. It is important that they do not take work to complete with them.

Pastoral Support Plans (PSP) – The Pastoral Team will be responsible for setting up Pastoral Support Plans and will liaise with teachers and parents with regard to the initial steps taken. It is then the class teacher's responsibility to monitor targets set and ensure home-school communication is upheld. Children with a PSP will be monitored termly and be on the child's provision map.

Exclusions – all exclusions must be agreed by the Head Teacher, or an Assistant Head in the Head's absence.

The school makes it very clear that the management of behaviour while the children are on school premises is the responsibility of the staff. The school wishes to work in close partnership with parents at all times for the best benefit of the child. However should an incident occur at school, parents are requested to deal with any such incident **through the school**. At no time should a parent approach a child, even if they know them, to discuss any incident regarding the child's day. Any member of staff will discuss the incident with the parents as appropriate. Should there be any further concerns; parents are advised to contact the school as soon as possible to deal with the issue.

REASONABLE FORCE OR PHYSICAL CONTACT

Reasonable 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 this circumstance means using no more force than is needed. 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.

It is hoped that staff at Manor Park CE First School will very rarely have to use contact with a child to control or restrain them due to misbehaviour. If there is knowledge that this could be required with a child then a Pastoral Support Plan would be set up. This would

be completed with parents and any other professional agencies involved with the child. Sometimes however staff would be required to use reasonable force in unforeseen circumstances and parents would subsequently be informed. The following are guidelines as to when staff at Manor Park CE First School may use reasonable force:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
 - To prevent a child from behaving in a way that disrupts a school event or a school trip or visit
 - To prevent a child leaving the classroom where allowing a child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 - To prevent a child from attacking a member of staff or another child, to stop a fight in the playground or to stop property being damaged
 - To restrain a child at risk of harming themselves through physical outbursts
- (for further information please read 2011 DFE Guidance 'Use of reasonable force')

There are a number of staff at Manor Park First School who have completed Accredited Team Teach Training.

EXCLUSION

Exclusion in our school should be extremely rare because of the consistent application of the policies above. However, the school does need to have the use of exclusions as a final sanction where the welfare of the other pupil and staff is put at risk by unacceptable behaviour.

Exclusion should be seen as a last resort when all other strategies have been used.

Examples of behaviour which may lead to exclusion include:

- Violence or aggression to staff or children which does not improve following intervention using a range of strategies
- Persistent bullying which is causing other children distress and where other strategies have failed to improve the situation
- Persistent behaviour which continuously disrupts and disturbs the learning of others and has not improved by use of a range of strategies over a period of time
- Harassment of other children on the basis of their abilities, disabilities, race etc which does not improve following intervention using a range of strategies
- Deliberate damage to property, including other children's work

Procedure

Before exclusion is implemented, various strategies, including the involvement of parents, must have been used and exhausted. The supportive and positive responses of parents to incidents is crucial.

The procedures can be summarised into five stages. These stages of intervention should be logged and dated in the Children's Log of Action.

Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from another adult in school.
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the Assistant Head for Pastoral Support, stating the reasons why.

Stage 3

- Discussions between Assistant Head and parents, involving the child as appropriate, to try and resolve the problem. IBP is written if appropriate. Involvement of appropriate external agencies may be considered and a referral made if necessary.
- If there is no improvement, the Assistant Head should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.

Stage 4

- Discussions between the Headteacher and parents involving the child as appropriate. The class teacher, Assistant Head and external agencies to be included as necessary.
- A PSP will be written and agreed between school, parents and child.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken e.g. exclusions, stating the reasons why.

Stage 5

- The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

Summary

The Head Teacher will consider issuing a fixed term exclusion where the pupil had knowingly contravened the school's behaviour, sanctions and rewards policy. In such cases it will be necessary to exclude a child for part of or one day without prior notice.

Only the Head teacher has the power to exclude a pupil or the Assistant Heads in her absence. Parents will be informed immediately by telephone and letter. A meeting will be



organised to discuss the situation, provide home-learning activities and plan the return of the child to school. The school follows the County Procedures for exclusions.

See also:

DfE Guidance; behaviour and discipline in schools Guidance for governing bodies

DfE Guidance: Use of reasonable force. Advice for Head teachers, staff and governing bodies

DfE Guidance: Screening, searching and confiscation. Advice for Head teachers, staff and governing bodies

Appendix A – School Playtime Rights and Responsibilities

School Lunchtime Rights and Responsibilities

Appendix B – Annually classes will add their Class Rights and Responsibilities

This policy can also be cross referenced with the following policies:

Code of Conduct

Dealing with allegations of abuse from members of staff and volunteers

Exclusion section updated October 2011

Use of reasonable force added November 2011