

Manland Primary School

Behaviour Policy



Manland Primary School is a supportive, caring community in which we encourage each other to achieve our potential in everything that we do.

1. Aims and expectations of the behaviour policy.

1. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
2. We aim to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
3. The school expects every member of the school community to behave in a considerate way towards others.
4. We treat all children fairly and apply this behaviour policy in a consistent way.
5. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

6. The school rewards good behaviour in line with our rewards and sanctions system and whole class reward system (marbles in the jar). This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
7. We aim to enable young people to respond positively to opportunities, challenges and responsibilities and to cope with change and adversity.

2. Guidance and Rules

1. Any rules established in the school are for the benefit of the school community e.g. to promote a safe learning environment, to promote school values, to give guidance about behaviour.
2. Children are helped to understand why a particular rule is in place in order that they will more readily adhere to such a rule.
3. Rules and guidance are shared with children in context e.g. classroom, playtime, assembly etc
4. Where appropriate children are involved in determining guidance and rules e.g. through class circle time, school council, assemblies etc

3. How Good Behaviour is Encouraged

1. Rewards cover the broadest possible range of academic and non-academic achievement.
2. We praise and reward children for good behaviour in a variety of ways:
 - Staff congratulate children
 - Staff give children house points
 - We distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
 - All classes have an opportunity to lead an assembly where they are able to show their learning to parent and carers
 - Certificates and stickers are used by staff and pupils to recognise achievement
 - Marble Jar Reward Time
 - Hall of Fame

Children are also encouraged to recognise good behaviour in others.

3. The school acknowledges all the efforts and achievements of children, both in and out of school.
4. We consider our system of privileges and responsibilities to be powerful incentives.
5. Displays around the school incorporate photographs and other illustration of positive behaviour and relationships.

6. Newsletters and community correspondence includes news about the way in which individuals at Manland contribute to the life of the school and wider community, provide support for each other and achieve beyond the curriculum.
7. All stakeholders including School Council are involved in the promotion, maintenance and monitoring of behaviour.
8. The school's PSHCE curriculum underpins the school behaviour policy.

4. How unacceptable behaviour is discouraged

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

1. When given a sanction it is made clear to the child which rule was broken and why the sanction was given.
2. All staff sanction the children in a consistent way.
3. Pupils are clear in advance about the action staff will take in reaction to unacceptable conduct.
4. Sanctions are part of a system, which aims to re-establish appropriate behaviour, provide support and enable an individual to continue or resume learning.
5. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
6. If the above sanctions do not have an effect, the Head Teacher is involved, the incident is logged and parents are informed. This is explicit on our Home School Agreement (See Appendix 1)
7. Incidents of racism and bullying are always unacceptable and dealt with immediately. These should be logged using the school record form.

5. Individual Behaviour Targets

1. Individual behaviour targets are in place for pupils with more complex needs. All targets are SMART targets.
2. Pastoral support programs (PSP's) are used for pupils who are at risk of exclusion to help them better manage their behaviour. They identify precise and realistic behaviour outcomes.
3. Parents/carers, pupils and staff are all involved in the target setting and review process.
4. If a child transfers to another school, relevant information is passed on.

6. Fixed-term and permanent exclusions

1. Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher should refer to the most up to date guidance in relation to exclusions and use the online reporting format.
2. If the Head Teacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.
3. 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.
4. The governing body itself cannot either exclude a pupil or extend the exclusion made by the Head Teacher.
5. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
6. When an appeal 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.
7. If the governors' appeals panel decided that a pupil should be reinstated, the Headteacher must comply with this ruling.

7. Dealing with bullying and harassment.

1. Bullying and harassment is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.
2. Bullying and harassment is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
3. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
4. This policy should be read in conjunction with the school's anti bullying policy.

8. Playtimes

1. Non-teaching time is an integral part of the school day and as such, the school's behaviour policy still applies. Pupils need to make the connection between what is learned about relationships within the classroom and how they behave at break and lunchtimes. Pupils' behaviour during breaks can have a major subsequent impact on teaching and learning in lessons.
2. Midday Supervisory Assistants (MSAs) play an important role in ensuring that experiences at lunchtime and breaktimes are happy ones.

3. Liaison meetings are held for all MSA's with the Inclusion Leader.
4. Necessary training is provided.
5. Resources are supplied by school to encourage a variety of playground games.

9. Monitoring

1. The SLT monitors this policy
2. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
3. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
4. We use circle time, School Council and other curriculum opportunities to involve pupils in sustaining, monitoring and evaluating policy effectiveness.
5. We build the work into staff meetings on a regular basis to address staff concerns and highlight successes.

10. 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.

**Manland Primary School is a
supportive, caring community
in which we encourage each
other to achieve our potential
in everything that we do.**



Home School Agreement

Child's name:



The aim of this Home-School Agreement is to encourage and support all children to make the most of their time at Manland Primary School.

For Parents and Carers:

I/we will:

- Work with the school to ensure that my child maximises the opportunities provided for his/her academic, social and moral development
- See that my child arrives at school properly equipped and on time, and provide notice and explanation of absence
- Speak to the class teacher or a senior member of staff if there are any concerns so that issues may be addressed without delay
- Support the school's policies and guidelines for behaviour
- Support my child with home learning and encourage other opportunities for learning at home
- Attend Parent/Carer Consultation evenings to discuss my child's progress
- Get to know about my child's life at school

Signed: Date:

For Children

I will try to:

- Do my best and enjoy my learning
- Arrive at school on time with everything I need for the day and be well-organised during the day
- Tell my parents, carers or a grown up in school if anything is worrying me
- Be polite, friendly and well-mannered
- Behave with kindness and consideration for others at all times
- Look after the school environment
- Do my home learning as well as I can and hand it in on time
- Help everyone to have a happy and enjoyable time at Manland Primary School

Signed: Date:

For the School

The school will:

- Provide the best possible opportunities for each child's academic, social and moral development in a happy, safe environment and value them as individuals
- Contact parents/carers if there is a problem with attendance, punctuality, health or equipment
- Be open and welcoming at all times, provide relevant information and offer opportunities for parents/carers to become involved in school life
- Send appropriate work home to advance each child's achievement

- Let parents/carers know about any concerns or problems that affect a child's work or behaviour
- Provide regular assessments and an annual written report
- Arrange Parent/Carer Consultation evenings at which progress will be discussed

Signed: Date:.....

Please note: A Home-School Agreement is not a legally binding document.