

# Manland Primary School

## Behaviour Policy



<b>Last Review by School</b>	Autumn 2021
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***Manland Primary School is a supportive, caring community in which we encourage each other to achieve our potential in everything that we do.***

### **Aims and Objectives of this Policy**

1. DFE guidance (See Appendix 1 for relevant documents) reminds schools that a behaviour policy should include measures which:
  - a. Promote good behaviour, self-discipline and respect
  - b. Prevent bullying
  - c. Ensure that pupils complete assigned work and which
  - d. Regulate the conduct of pupils
2. In order to achieve these goals, 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. 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.
3. 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.
4. 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.
5. The school rewards good behaviour in line with our rewards and sanctions system defined below. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
6. The Full Governing Body of Manland Primary School has oversight of this policy.
7. The Headteacher and Chair of Governors have responsibility for this policy
8. This policy will be shared with staff, pupils and parents at least once a year. It is available on the school website (pupils and parents) and school network (staff).

We aim to enable young people to respond positively to opportunities, challenges and responsibilities and to cope with change and adversity.

## **Promoting Positive Behaviours through ‘The Manland Values’**

Manland aim to teach pupils good behaviour through: -

1. a strong ethos built upon the Manland and British values
2. having high expectations
3. mutual respect between pupils and between staff and pupils
4. PSHE lessons where appropriate and inappropriate behaviour is discussed in circle times

The teaching, learning, reinforcement and modelling of the Manland values set out below aim to promote positive behaviours:

- Inspiration
- Aspiration
- Responsibility

These sets of principles are based on the British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Our approach recognises that effective behaviour management is essential to the smooth running of the school. The behaviour of pupils is the shared responsibility of the children themselves, parents/ carers and members of staff.

All children have the right to be kept safe; to a good quality education; and an education that helps them use and develop their talents and abilities. It should also help children to learn to live peacefully, protect the environment and respect other people.

### **Home-School Agreement**

It is essential that home and school work closely together to promote positive behaviours. As such we have a home-school agreement where children, parents and the school agree to a set of rules that promote positive behaviours.

### **Communication**

As well as the Home-School Agreement, positive behaviours will be reinforced in the classroom using the following methods:

Individual class charters

Reinforcement of expected behaviours in PSHE lessons, assemblies and the newsletter.

The behaviour policy will be shared with all members of the school via the school website.

## **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. Peer on peer abuse is defined as when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. We aim to minimise the risk of peer on peer abuse and follow the appropriate procedures in dealing with such incidents (please refer to our Child Protection and Anti-Bullying Policies).
4. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy should be read in conjunction with the school's Anti Bullying Policy.

## **Safeguarding**

Where a pupil's behaviour is found to be linked to safeguarding concerns, the appropriate referrals will be made.

## **Children with Special Educational Needs and Disabilities (SEND)**

This policy and its implementation are aimed at the majority of pupils within our school. However, where a child has a special educational need or disability this may have an impact upon their behaviours and in these circumstances the school may make reasonable adjustments to practices and/or deviate from policy to support their needs.

For further information about our policy and practices for children with a SEND, please refer to our SEND Policy.

## **Hertfordshire STEPs Method**

Manland School follow the Hertfordshire Steps method of behaviour management. This is 'a positive approach to behaviour management which is grounded on sound evidence-based practice. It offers consistency across all education phases and settings and is the preferred approach of the local authority'. The staff at Manland receive regular training which supports this behaviour management strategy.

Our reward system is based around the importance of the teaching of appropriate behaviours so that children become independent in managing their own behaviours. However, where a child's behaviours are inappropriate there are clear and consistent consequences (not punishments) that are appropriate for that behaviour.

**Transition**

Where the school has received information from a previous setting that there have been behaviour issues for a pupil in the past, or if behaviour becomes and emerging issue soon after admission, the school will take the following steps:

Communicate with previous setting to discuss appropriate transition

If required, communicate with parents/carers to discuss appropriate transition steps

Support plan prepared by SENCO and class teacher

**Manland Behaviour Expectations and Reward Systems**

The table below sets out Manland's expectations for behaviour and associated rewards:

<b>General Expectations</b>	
<p>Following the Rules by:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing respectfully with each other</li> <li>• Walking sensibly in the corridor</li> <li>• Holding doors</li> <li>• Good manners and general politeness</li> <li>• Responding to instructions quickly</li> <li>• Working hard</li> <li>• Putting hand up</li> <li>• Looking after all property and equipment</li> <li>• Looking after each other</li> <li>• Completing work/home learning</li> <li>• Helping each other</li> <li>• Improved work</li> <li>• Positive contribution to the lesson</li> <li>• Good teamwork</li> <li>• Displaying the Manland Values</li> <li>• Positive attitudes to learning</li> <li>• Respectful to everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Praise</li> <li>• Verbal affirmation</li> <li>• Verbal thanks</li> <li>• Recognition in front of peers</li> <li>• Housepoints</li> </ul>

<b>Level 1 Rewards</b>	
<p>Repeatedly following the Rules through:</p> <ul style="list-style-type: none"> <li>• Consistently good behaviour/ work as expected</li> <li>• Consistently positive attitude to learning as expected</li> <li>• Consistently high standard of work in relation to ability</li> <li>• Excellent project work</li> <li>• Overcoming difficulties and reaching targets</li> <li>• Contributing positively to the smooth running of the school</li> </ul>	<p>All of the above plus:</p> <ul style="list-style-type: none"> <li>• Visit to a Senior Leader for a sticker</li> <li>• Achievement Certificates in assembly</li> <li>• Verbal communication with parents/ carer</li> <li>• Stickers</li> <li>• Contribution to class marble jar (30 marbles in the jar will be rewarded with an afternoon treat)</li> </ul>

<ul style="list-style-type: none"> <li>• Significant act of good behaviour/ kindness/ helpfulness</li> <li>• Significantly improved effort</li> <li>• Specific improved behaviour</li> <li>• Excellent work and behaviour all day</li> <li>• Being responsible</li> <li>• Positive behaviour when representing the school</li> <li>• Consistently displaying the Manland Values</li> </ul>	
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<b>Level 2 Rewards</b>	
Repeatedly and consistently behaving in an exemplary manner and/or repeatedly and consistently working in an exemplary manner e.g. <ul style="list-style-type: none"> <li>• Exceptionally good behaviour/learning</li> <li>• Perseverance</li> <li>• Outstanding achievement in any area</li> </ul>	All of the above plus: <ul style="list-style-type: none"> <li>• Visit to the Headteacher or Deputy Headteacher</li> <li>• Manland Award</li> </ul>

## Manland Consequences for inappropriate behaviours

### When things go wrong: negative behaviour and consequences

At Manland we have high expectations for children’s behaviours. It is equally important to have a clear set of consequences in place for when pupils do not behave at the expected high standard. These are:

<b>Consequence 1 – Class Teacher</b>	
A <b><i>first</i></b> incident of low-level infringement of school rules e.g. <ul style="list-style-type: none"> <li>• not listening: making excessive noise, interrupting</li> <li>• lying</li> <li>• damaging or not caring for property: littering, misusing school equipment</li> <li>• not working hard: producing sub-standard work or working without application</li> <li>• preventing others from working - calling out, distracting</li> <li>• being unkind</li> <li>• not being gentle: pushing when lining up</li> <li>• not helping: running in school, not sharing with clearing up</li> </ul>	<ul style="list-style-type: none"> <li>• A verbal/visual warning</li> <li>• Asked to apologise</li> <li>• Re-doing or completing work in own time</li> <li>• Conversation with an adult</li> <li>• Dealt with by Class Teacher</li> </ul>
<b>Consequence 2: “after warning” – Class teacher, Key Stage Leader or Inclusion Leader</b>	
A <b><i>repetition</i></b> of a low-level infringement of the school rules, having already received a warning, so continuing to do what a pupil has already been asked to stop e.g. <ul style="list-style-type: none"> <li>• not listening</li> <li>• lying</li> <li>• damaging or not caring for property</li> <li>• not working hard</li> <li>• being unkind</li> <li>• hurting someone</li> </ul>	<ul style="list-style-type: none"> <li>• Time out</li> <li>• Time provided after class to talk about problem with parents/carers and member of school staff</li> <li>• Move within class</li> <li>• Loss of all/ part of break time</li> <li>• Write a reflection</li> <li>• Walk with adult on duty in playground</li> <li>• Conversation with a Key Stage Leader</li> </ul>

<ul style="list-style-type: none"> <li>• being unhelpful</li> </ul> <p>Or a more significant negative behaviour which could be one-off e.g.</p> <ul style="list-style-type: none"> <li>• being unnecessarily rough e.g. pushing, hitting, biting</li> <li>• cheating</li> <li>• throwing objects</li> <li>• thoughtless, unintentionally hurtful, use of racist language</li> <li>• swearing</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call to parent/carer at the end of a school day</li> </ul> <p>NB. These consequences are to be used at the discretion of the Class Teacher or Key Stage Leader. Please note consequences should happen as soon after event as possible.</p>
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<b>Consequence 3</b>	
<p><b><i>Persistent repeated, or significant</i></b>, infringement of the school rules, including behaving in a way:</p> <ul style="list-style-type: none"> <li>• that prevents others from learning, including persistent refusal to follow instructions in class</li> <li>• that is unsafe e.g. fighting, walking out of the school premises</li> <li>• that causes upset to other members of the school community e.g. using inappropriate language, serious name-calling</li> <li>• that causes minor damage to property e.g. deliberately breaking a ruler, minor graffiti</li> <li>• that causes offence e.g. deliberate use of racist language</li> </ul>	<ul style="list-style-type: none"> <li>• Where there have been persistent behavioural issues or behaviours which pose a risk to the child themselves or others the Inclusion Leader will work with the child, parent/carer and teacher to implement a Behaviour Risk Plan. This plan aims to support a pupil's behaviours by identifying and tracking any common patterns/triggers and trying to pre-empt and support these. These plans may make provision for a 'safe place' for pupils to retreat to, offer additional incentives for positive behaviours and give staff tailored behaviour management strategies on a needs basis. This may include the introduction of a behavioural log for school purposes only.</li> <li>• In some instances, with the consent of parents/carers, external behavioural agency support e.g. LINKs team, may be sought</li> <li>• School to communicate with parents/carers through phone call or letter</li> </ul> <p>NB. Please note consequences are to be used at the teacher's discretion and should happen as soon after event as possible and not continue into the next day.</p>

In line with the STEPs behaviour management strategy, Manland staff use techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

**Consequence 4: Senior teacher involvement (Headteacher or Deputy Headteachers)**

Incidents resulting in an internal exclusion may be serious “one-off” incidents without a need to progress through the lower-level consequences. Depending on severity, they might also lead to an exclusion. Examples are:

- Dangerous or abusive behaviour
- Highly disruptive behaviour, or persistent and repeated disruption to learning
- Repeated bullying, threatening or racist behaviour
- Verbal or physical aggression
- Deliberate and significant damage to property
- Misuse of the internet
- Assault on another child/adult
- Deliberately causing injury
- Use of foul or abusive language
- Previous consequences having little effect/ persistent misbehaviour
- Defiance
- Peer on Peer abuse

- Internal exclusion: this means either part of, or the whole day spent out of class, including at break and lunchtime, with individual supervised learning activities. Internal day exclusions will not exceed 2 consecutive days. Lunchtime internal exclusions will not exceed more than 5 school days.
- Meeting with parents (Key Stage Leader, Deputy Headteacher or Headteacher)
- Pastoral support plan
- Consequences in this tier may vary depending on the situation/circumstance and are at the discretion of the Headteacher, Deputy Headteacher or Inclusion Leader

NB. Please note consequences are to be used at the teacher’s discretion and should happen as soon after event as possible and not continue into the next day.

**Consequence 5: Headteacher, or Deputy Headteacher in her absence**

Suspensions are fixed term and, in extreme cases, there are permanent exclusions. Permanent exclusions may only be given by the Headteacher and this must be on disciplinary grounds. Behaviours leading to a fixed term suspensions or permanent exclusion are:

- Extreme incidents of violence or bullying
- Deliberate violent behaviour towards a member of school community
- Threatening behaviour
- Unsafe or disruptive behaviour
- Any behaviour that endangers others
- Possession of an offensive weapon
- Persistent racial harassment
- Deliberate and significant damage of school property
- Theft
- Swearing or offensive language
- Persistent refusal to follow instructions
- Persistent refusal to follow instructions in a way that leads to compromising safety
- Any incident where police would be involved if it occurred outside of school, including possession of an illegal drug, using an illegal drug or supplying an illegal drug for pecuniary advantage or otherwise

- Fixed term suspensions
- Permanent exclusion (headteacher only)
- Consequences in this tier may vary depending on the situation/circumstance and are at the discretion of the Headteacher.

NB. Please note consequences are to be used at the teacher’s discretion and should happen as soon after event as possible and not continue into the next day.

<ul style="list-style-type: none"> <li>• Possession of a drug which is not illegal but which is considered to be harmful or detrimental to good order and discipline</li> <li>• Cyber bullying or serious misuse of social media</li> <li>• Peer on Peer abuse</li> <li>• Malicious allegations against school staff</li> <li>• Any other incident that the Headteacher considers a serious breach pupil conduct</li> </ul>	
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The consequences outlined above must:

- Be made by a paid member of the school staff or a person authorised by the headteacher. If a volunteer witnesses any negative behaviour, they must report it to a member of staff who will determine what the consequence should be.
- Be made on the school premises or while the pupil is under the charge of a member of staff
- Not breach any other legislation (e.g. in respect of disability, SEN, race or other equalities and human rights) and it must be reasonable in all circumstances

The consequences listed in the table above are **not** an exhaustive list, but examples given to illustrate the kinds of behaviours that exemplify each stage.

Any incidents of racist or discriminative behaviour reported must be documented and escalated to the Headteacher or a Deputy Headteacher. Please refer to our Anti-Bullying and Race and Equality Policies for more information and the relevant documentation.

Please note that in the following circumstances a restrictive physical intervention may result:-

- To prevent a pupil from committing a criminal offence (this applies even if they are below the age of criminal responsibility)
- To prevent a pupil from injuring self or others
- To prevent or stop a pupil from causing serious damage to property that if a child is at risk of physical harm or posing a risk to others then a physical intervention may take place to keep pupils and adults safe.

Restrictive physical interventions will only be implemented in the most extreme cases and using the agreed strategies to keep the pupil in question safe. No form of physical force should ever be used as a punishment. For further information please refer to our Restrictive Physical Intervention Policy.

### **Searching, screening and confiscation**

The Headteacher may, on occasion, permit the searching, screening or confiscation of items belonging to pupils. This could be with consent of a parent/carer or without consent. The school will take guidance from “Searching, screening and confiscation – advice for headteachers, school staff and governing bodies” – February 2014.

## **Outside School Premises**

Manland has high expectations for pupil's behaviours both in and outside of school premises. In line with DfE guidance (See Appendix 2 for relevant documents), in cases where a pupil's behaviour impacts the school in any way, the school will work with parents/carers and the pupil themselves to address the issue and follow the same principles laid out in this policy. The school will apply the behaviour policy where behaviour outside the premises may adversely impact the maintenance of good order and discipline with the school or where it may negatively affect the education and welfare of other members of the school community.

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

1. Only the Headteacher has the power to permanently exclude a pupil from school. The Headteacher should refer to the most up to date guidance in relation to exclusions and use the online reporting format (See Appendix 2 for relevant documents).
2. When establishing the facts in relation to a suspension or exclusion decision, the headteacher must apply the civil standard of proof i.e. 'the balance of probabilities' it is more than likely not a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'
3. If the Headteacher suspends or excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher 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/carers how to make such an appeal.
4. The Headteacher informs the LA and the governing body about any fixed term suspension or permanent exclusion.
5. The governing body itself cannot either suspend or exclude a pupil or extend the suspension or exclusion made by the Headteacher.
6. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors.
7. When an appeal panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended or excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.
8. If a suspension is not complied with, the school may make an application to the Local Authority to issue a Fixed Penalty Notice as parents/carers have a duty to ensure their child is not in a public place without good reason during school hours if they are suspended from school.

If the governors' appeals panel decided that a pupil should be reinstated, the Headteacher must comply with this ruling.

For further information please refer to our Suspension Policy.

## **Exceptional Circumstances**

When routine behaviour management strategies are not successful, the following routes may be taken, appropriate to individual needs.

- In discussion with the Headteacher, Deputy Headteachers or Inclusion Leader, pupils can be referred to outside agencies which may include a referral to CAMHS, LINKS (Behavioural Team) or the Educational Psychology Service.
- A multi-agency approach may be considered for a pupil persistently demonstrating particular types of behaviour.
- Internal exclusion/exclusion can be used.
- Pupils may need Pastoral Support Plan
- Staff will be made aware of appropriate strategies to manage extreme behaviour of individual pupils.

Parents/ carers will be involved at all stages. Parenting classes are also offered as a means to support parents.

### **Monitoring and Evaluating**

The effectiveness of this policy will be regularly monitored by the leadership team and Governing Body. The behaviour management leader will feed back to the Governing Body data concerning behaviour.

## **Appendix 1: Agreed School Routines**

### **Coming into School**

- Children may enter the buildings from 8.40am and go straight into their classrooms, teachers to be in their classes before this. Soft start activities to be ready for children when they arrive. Children may play on the junior playground until the bell at 8:50.
- Children in Time Out Club will be led down to their respective classrooms at 8:40.
- A member of staff will ring a bell on the playground to indicate the start of the school day
- Children to be in class by 8.50am, gates close at 9.00am, children arriving after this time will need to go the School Office and be marked as 'late' in the register
- Children must not ride scooters or bikes on the playground

### **End of Day**

- At 3.15 pm, KS2 teachers walk their classes to the playground. The children will inform their teacher when they see their parent/carer. Teachers will remain on the playground until 3.25
- KS1 Children in Time Out Club will be collected and KS2 children will be sent directly to the Time Out Club room by their class teachers at 3.15.
- Children who are not collected by 3.25 to be taken to the main office by their teachers who will first check they are not due in Time Out Club and, if not, registered with the admin team.
- At 3.15 pm, KS1 teachers will stand at their classroom door (or KS1 exit) and allow children to go when they can see their parent/carer
- Children who go to clubs can take themselves (KS1 might need taking to start with until they know where to go and can be trusted to get there).
- All class teachers to be aware of vulnerable children in their class and any procedures that are in place regarding collection
- Teachers/adults in class to know of any change to pick-up arrangements and let the child know this before the end of the day
- Children must not ride scooters or bikes on the playground or play on the equipment after school
- All children leave the premises by 3.30 and not to hang around.

### **Assemblies**

- Line up to go in an agreed order
- Walk very quietly/silently on the way with stopping points so children keep up.
- Children and adults sit silently in the hall
- Teachers need to be ready to collect on time at the end of assembly where applicable.
- All staff have a responsibility to pick up on behaviour, not just class teachers. Staff to scan for inappropriate behaviour and deal with it

### **Doors and Corridors**

- Always hold doors open for others and show good manners - please, thank you, excuse me (no pushing) – choose monitors and change regularly
- Walk single file through doors on the left-hand side
- Line up quietly and move quietly around the school

- Walk on left hand side, no running, pushing or shoving on stairs or in corridors.
- Use allocated doors to leave buildings
- Children to be led out to play by an adult. Adult to supervise the stairs, corridors and landings whilst children return to class

### **Lunchtime**

- MSAs are on time and ready for duty before children get to their areas and know of any issues for that day
- Classrooms to be left in a reasonable state, depending on what is happening after lunch
- Toilet opportunity and hands washed by the time MSAs arrive
- Remind children to go to the toilet and get a drink during break.
- Gather lunchboxes
- Line up –hot dinners together, packed lunches together
- Teacher to lead line to hall, TA towards back of line
- Children walk on the left-hand side throughout the school
- TAs who are 1-1 at lunchtime to escort their child to lunch
- Children to line up quietly, in single file, whilst waiting for lunch
- Awareness of children who are still in class learning
- Staff to be ready to receive children back in class at the end of lunchtime

### **Breaktime**

- Monitors to collect fruit/water and take them outside to the playground
- Teachers to lead children out to play – they must NOT be simply sent out, teacher at the front
- Once out children cannot re-enter classrooms until the end of break time
- Remind children to go to the toilet and get a drink during break.
- At the end of break a bell will ring and children should line up on their respective playground in their class lines. An adult will collect the children to go back into classrooms. They enter through designated entrances. Adults to monitor them **walking** through the corridors
- Playtimes are for toilet and drinks, not right at the end as the children are coming in
- Incidents need to be dealt with by supervising adult on the playground

### **Mobile Phones**

- Mobile phones to be dropped off in a central place in the classroom
- Manland Primary School cannot accept responsibility for loss of, or damage to, phones on school property
- If parents need to contact their child at school they need to contact the school office, not on their mobile

## **Appendix 2**

Relevant documents to this policy are as follows:

- “Behaviour and discipline in schools – advice for headteachers and school staff” – Jan 2016
- “Behaviour and discipline in schools – guidance for governing bodies”
- “Use of reasonable force – advice for headteachers, staff and governing bodies” – July 2013
- “Searching and confiscation – advice for headteachers, school staff and governing bodies” – Feb 2014
- “DFE and ACPO advice for schools – advice for local authorities, headteachers, school staff and governing bodies” – Sept 2012
- “Sexual violence and sexual harassment between children in schools and colleges – advice for governing bodies”
- “Exclusion from Maintained School, Academies and Pupil Referral Units – statutory guidance for those with legal responsibilities in relation to exclusion” – Sept 2017
- HCC’s “Exclusions guidance supplement” – Sept 2017