

Manland Primary School

Behaviour Policy



Last Review by School	November 2025
Next Review by School	November 2026

Contents

Aims and Objectives of this Policy	3
Promoting Positive Behaviours through ‘The Manland Values’	4
Home-School Agreement.....	4
Safeguarding	5
Children with Special Educational Needs and Disabilities (SEND)	5
Hertfordshire STEPs Method	5
Transition.....	6
Manland Behaviour Expectations and Reward Systems	7
Manland Consequences for inappropriate behaviours	8
When things go wrong: negative behaviour and consequences	9
Searching, screening and confiscation.....	10
Outside School Premises	10
Fixed-term suspensions and permanent exclusions.....	11
Appendix 1: Agreed School Routines	13
Appendix 2: Relevant documents to the policy	15

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 2 for relevant documents) reminds schools that a behaviour policy should include measures which:
 - encourage good behaviour and respect for others;
 - secure an acceptable standard of behaviour of pupils;
 - promote, among pupils, self-discipline and proper regard for authority;
 - prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
 - otherwise 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:

- Responsibility
- Aspiration
- Inspiration

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. Child on Child abuse is defined as when a young person is exploited, bullied and / or harmed by other children; everyone directly involved in child on child abuse is under the age of 18. We aim to minimise the risk of child on child abuse and follow the appropriate procedures in dealing with such incidents (please refer to our Child Protection and Anti-Bullying Policy).
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

Staff are trained to recognise that negative behaviour may be the manifestation of a safeguarding concern. Where a pupil's behaviour is thought to be safeguarding related, staff will report the behaviour concern as a safeguarding log on our electronic safeguarding system (CPOMS) and report this immediately to the safeguarding team. The DSL and DDSLs will follow safeguarding procedures, where necessary. As part of our monitoring and evaluation, The DSL and DDSL will also review all behaviour logs on a two-weekly basis to identify any possible safeguarding concerns.

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.

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. All staff have completed the Hertfordshire STEPs training and receive regular updates from our SENDCO, who is also a STEPS trainer.

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 an 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 SENDCO and class teacher

Liaise with external professionals to ensure a supported transition is in place.

Manland Behaviour Expectations and Reward Systems

The table below sets out Manland's expectations for behaviour and associated rewards. They are rooted in our school values and provide a progressive structure, in which children are rewarded for displaying the pro-social behaviours we wish them to develop. All classrooms and shared areas display the behaviour expectations.

We are **Responsible** when: We are **Aspirational** when: We are **Inspirational** when:



We respect each other.
We use kind actions.
We use kind words.
We are ready to learn.
We make a contribution.

We don't have to be asked.
We overcome difficulties.
We learn from our mistakes.
We support others.

We lead by example.
We stand up for what is right.
We put others first.
We go above and beyond.

House Points
A 'well-done'
Your name on the board
A sticker

House Points
A postcard home
A celebration certificate
A marble for the jar
A phone call home
A Headteacher sticker

House Points
The Values Award
A marble for the jar
A Headteacher postcard
A Headteacher sticker
A Headteacher phone call

Manland Consequences for inappropriate behaviours

When things go wrong: negative behaviour and consequences

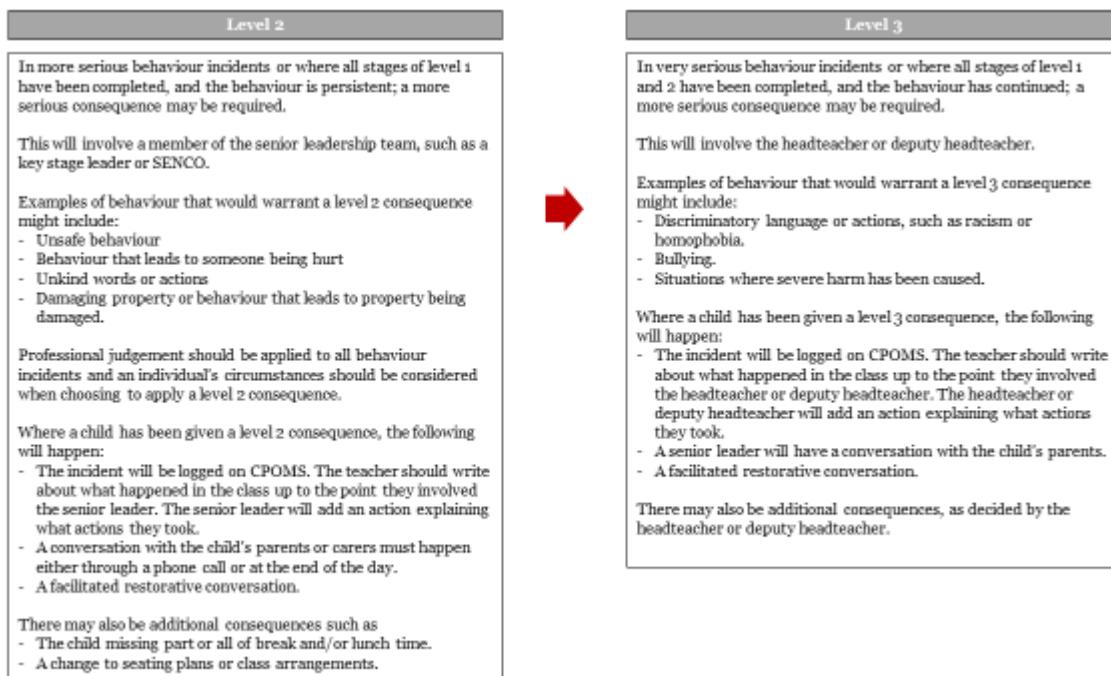
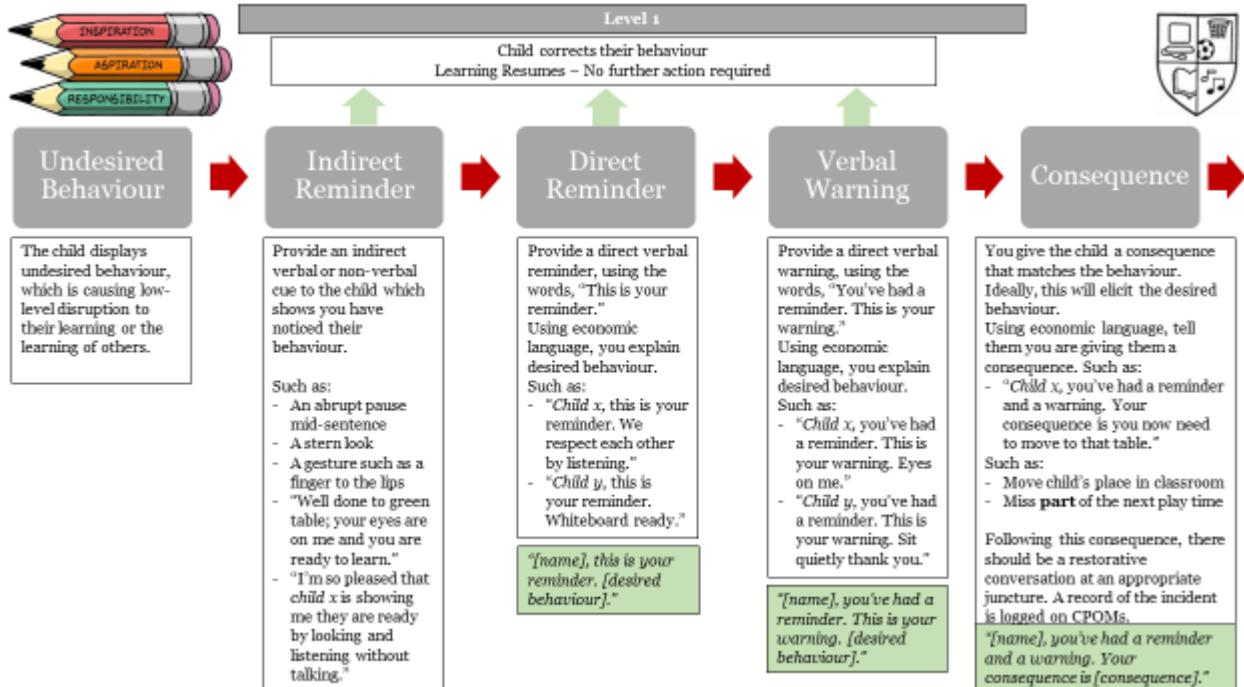
At Manland we have high expectations for children's behaviours and a clear set of consequences in place for when pupils do not display appropriate behaviours.

When incidents of poor behaviour occur, and before following the agreed consequence strategy below, all staff should consider the *reason* that may be behind poor behaviour. It is vital that staff reflect upon some of the following considerations:

- Does the child understand the work they are doing?
- Is there anything concerning the child that is having an impact on their focus in the classroom?
- Does the child have an additional need that is not being met, and therefore do they need more nuanced approach to applying the consequences below?

Before the consequences identified below, staff should 'check-in' with the child to engage and understand the root causes of any undesirable behaviour.

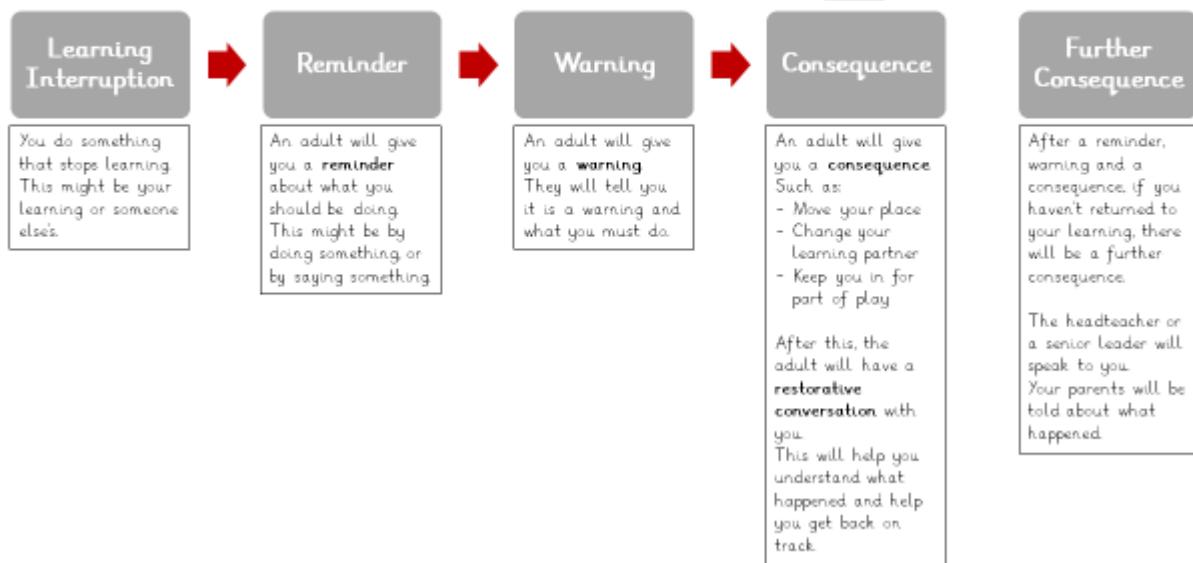
The consequences are progressive and, in line with the rewards, are divided into 3 levels:



A shared language is used by all staff members to ensure that children receive a consistent approach to behaviour management. Built into the system of consequences are opportunities for children to reflect, and choose more appropriate behaviour.



You continue learning.



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, SEND, 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 the Deputy Headteacher. These incidents will be recorded on CPOMS.

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
- To prevent or stop a child at risk of physical harm or posing a risk to others. In this instance, 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” – July 2022 and further information can be found in the school’s policy on Searching, screening and confiscation.

The following items are banned items for which a search can be made. This includes the list of prohibited items in paragraph 3 of “Searching and confiscation – advice for headteachers, school staff and governing bodies” – July 2022. The list may include other items which a headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment. The following items are prohibited items:

- knives and weapons (including replicas);
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers. For Manland, this will also include e-cigarettes and vapes;
 - fireworks; and
 - pornographic images.

The above is not an exhaustive list.

Outside School Premises

Manland has high expectations for pupils’ 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

We have strong and effective systems in place to capture, monitor and analyse incidents of behaviour. As a school we use an electronic system (CPOMs) to ensure that all levels of consequence outlined above are recorded.

- **Level 1** consequences, dealt with by the class teacher are recorded on CPOMs
- **Level 2** consequences should be recorded by the class teacher and assigned to the Key Stage leader, who will investigate the incident further and record their actions.
- **Level 3** consequences are recorded by the class teacher, Key Stage Leader or SENCo (DDSL) and assigned to the Headteacher (DSL) or Deputy Headteacher (DDSL), who will investigate the incident further and record their actions.

During two-weekly safeguarding meetings the Headteacher, SENDCo and Deputy Head teacher will analyse behaviour logs from multiple perspectives (School level, group level and individual level) to identify possible contributing factors and provide appropriate support, where necessary.

The Behaviour Policy is reviewed yearly by Governors.

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 in Time Out Club will be led down to their respective classrooms at 8:40.
- 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 3.20 pm, KS1 and 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
- Reception and KS1 children going to Time Out Club will be collected and KS2 children will be sent directly to the Time Out Club room by their class teachers at 3.20.
- 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 3.20 pm, the EYFS teacher will stand at their classroom door 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

Assemblies

- Walk quietly on the way with stopping points so children keep up and behaviour reinforced.
- All staff have a responsibility to pick up on behaviour, not just class teachers. Staff to scan for inappropriate behaviour and manage.

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 tidy and cleared away, depending on what is happening after lunch
- Toilet opportunity and hands washed by the time lunch starts
- 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

- **Smartphones, smartwatches or smart devices are not permitted in school.**
- 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 the policy

Relevant documents to this policy are as follows:

- “Keeping children safe in education”
- “Behaviour in schools – advice for Headteachers and school staff” – February 2024
- “Behaviour and discipline in schools – guidance for governing bodies” – Sept 2015
- “Use of reasonable force – advice for Headteachers, staff and governing bodies” – July 2013
- “Searching and confiscation – advice for Headteachers, school staff and governing bodies” – July 2022
- “DFE and ACPO advice for schools – advice for local authorities, Headteachers, school staff and governing bodies” – Sept 2012
- “Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement” – August 2024
- HCC’s “Exclusions guidance supplement” – August 2024