



Manor Primary School
Behaviour and Discipline Policy



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RATIONALE

At Manor Primary we believe effective teaching and learning cannot take place without good behaviour. Children need a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure.

"Only if teachers can work in a climate of co-operation and discipline can they offer to their pupils the quality of relationships to which they are entitled." (OFSTED)

Manor Primary School adopts a positive approach to behaviour management. We aim to develop good habits of self-discipline in pupils and encourage all children to be self-reflective about their and others behaviour around the school. We look at ways to encourage and reward children, building on mutual trust and respect for all, while making it very clear that anti-social behaviour will not be tolerated. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes. The school behaviour policy is therefore designed to support the way in which all members of the school can live and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

AIMS AND EXPECTATIONS

- To positively encourage and recognise acts of respect and consideration to others.
- To establish a set of rules, agreed and followed by all by promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- To implement necessary school rules fairly and consistently to foster good behaviour in a positive way.
- To achieve a healthy balance between rewards and punishments, rewarding good behaviour and attitudes to work and having strategies and approaches in place to deal with unacceptable behaviour.
- To create an atmosphere of hard work, commitment and responsibility, which will develop self-discipline.



- To promote good behaviours for learning in class and around school, enabling children to learn effectively and make good rates of progress.
- To involve children and staff of the school community to behave in a considerate way towards others.
- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To ensure equal access to the curriculum for all regardless of gender, ethnicity, socio-economic background or special educational needs.

TO ACHIEVE THESE AIMS AND EXPECTATIONS:

- The whole school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We reward good work and behaviour and impose sanctions on those pupils who choose not to keep to the school rules.
- We treat all children fairly and apply this policy in a consistent way.
- We expect every member of the school community to behave in a considerate way towards others.
- We expect the children to show good manners and natural politeness, e.g. saying please and thank you, holding the door open, speaking in full sentences, etc.
- We will teach our pupils that their actions have consequences.
- We will keep parents informed of our school rules and our rewards and punishments. We will communicate to parents when pupils are behaving and working well and when there is a cause for concern.
- We will raise awareness of school rules and issues relating to behaviour towards others in acts of collective worship.
- We will adopt fully the principles outlined in the equal opportunities policy, anti racist and policy to combat bullying to ensure equal access to a broad educational experience for all.



THE REFLECTIVE BEHAVIOUR SYSTEM

The basic philosophy behind this form of classroom behaviour management is to empower the pupils with the ability to control their learning environment and the actions of themselves and others.

In the traditional classroom the teacher is the manager. He or she manages **all** behaviours be they small or large. If a pupil encounters a conflict situation the teacher is the first port of call. '**Reflective Behaviour**' reverses this situation by putting the pupil back in the driver's seat. The '**reflective behaviour**' system provides the pupil with the basic foundation on which to build successful strategies for dealing with inappropriate behaviour that they do not like or that may be interfering with their learning and the learning of others around them. If the '**Reflective Behaviour**' system is carefully implemented into a classroom and becomes an integral part of the classroom culture then 95% of the potential **conflict situations** are diffused before they even reach the teacher.

For this system to be implemented successfully the classroom environment must be **safe and conducive to learning**. Pupils must be confident that they will be supported with their decisions when dealing with off task behaviours. The pupils must be made aware that all class members require different things around them in order to learn and therefore need to learn to be tolerant of others' needs.

Pupils need to have the opportunity to discuss personal differences and establish a collaborative set of guidelines that all pupils are expected to follow. The teacher needs to initiate discussions that look at behaviours of pupils and not individuals. Pupils must be made aware of the fact that it is the behaviour that others do not like and not them.

A pupil has **three options** when they encounter off task behaviour or behaviours that interfere with their learning or the learning of others:

- **Ignore the behaviour** (By not doing anything the pupil is saying "What you are doing is OK")
- **Join in with the behaviour** (Become a part of the problem)
- **Do something about it.** (Model the appropriate behaviour)

The reflective behaviour system will operate in a visual way for all learners and will be displayed in each classroom. The system will use different colours to reward/sanction individuals and once established in the Autumn term by the class teacher the children will then have the autonomy to drive the '**reflective**' behaviour across the school. In line with this **behaviour management philosophy** there is also the need to introduce group roles for the



children that identify particular duties for team members within the classroom. Ideally these should be generic across the whole school as it allows for scaffolding however they can operate by themselves.

These roles could include:

- **Manager** (runs reflective behaviour)
- **Time Keeper**
- **Recorder**
- **Reporter**

This classroom concept forms the support structure within which the classroom operates.

GREEN

At the start of every term all children will return to a 'green' award. A 'green' award will inform everyone that the child is behaving in a way that is appropriate at Manor and the child is consistent with the aims and expectations of the behaviour policy at Manor. Behaviour logs will be kept by class teachers to monitor behaviour throughout the school day.

YELLOW

A 'yellow' card will be given to any child that demonstrates unacceptable behaviour.

Unacceptable behaviour includes:

- Damage to another person's property
- Disruptive and rude behaviour to another adult or child.
- Failure to work
- Throwing equipment
- Constantly disturbing other members of the class.
- Disobedience
- Anti - social behaviour

Before moving a child to a 'yellow' card it is important to give the child a second chance. This will be known as a '**warning**'. The child will continue on a 'green' award knowing the next steps are vital. A 'warning' procedure needs to be in place that provides the framework on which pupils can build their conflict resolution skills. This provides the foundations on which pupils can develop appropriate and assertive dialogue which addresses behavioural issues in the classroom. This will be modelled initially by the teacher but later on in the term/year children will be able to issue 'warnings' towards off task behaviour. Questions to the child can be asked. E.g. "Do you understand what you are doing?" "How are you going to improve



your behaviour?" It is the responsibility of the teacher to assist the child to understand the 'warning' procedure.

If the child does not improve his/her behaviour then they will be given a 'yellow' card.

A yellow card tells the pupil that he/she has been warned but not made appropriate changes to their behaviour so they will undertake 5 minutes time out at break time or lunch time in their classroom under the guidance of the teacher where they reflect. After this sanction the child will be monitored throughout the rest of the day and try to earn their 'green' award back before home time. If a child goes to a 'yellow' card near the end of the day then they will undertake 5 minutes time out at break time the following day.

RED

If a child on a 'yellow' card does not improve his/her behaviour or their negative behaviour worsens then they will be issued with a 'red' card. A red card requires the pupil to spend the entire break time or 10-15 minutes of their lunch time outside the executive Headteacher/Head of school. During lessons they may be asked to leave the group and spend time with a member of SLT **if they do not improve**. Parents will be notified once a child gets a red card in the form of a phone call home or a face to face discussion at the end of the day by a member of SLT. It is important for anyone who is on a red card to have a discussion with their class teacher/member of SLT about the behaviour and how they can improve. The child will be monitored and can earn to move back to 'yellow' and afterwards to 'green' if they show real progression with the behaviour. This will be decided by the class teacher and the children in the class.

Parents **must** be notified each time their child receives a red card so they remain informed throughout and offer the school support. The class teacher/members of SLT will remain informed verbally and via the class behaviour log which is updated as soon as any matters arise. This will ensure all parties are aware of any behaviour concerns.

A repeated offence (3 red cards) means that the pupil is to be directed to 'Time Out' for a week in the executive head/head of school office or similar environment. The pupil's parents must also be informed prior to 'Time Out' being implemented and invited in to discuss the behaviour.

At the beginning and end of the day all the pupils take part in a reflection of the day's behaviours and children speak for or against the behaviour. This provides the pupils with the opportunity to reflect on their behaviours and focus on making positive changes. **At this stage**



it is important that the teacher ensures that it is only the behaviours that are being discussed.

It is important for class teachers to work alongside all pupils in their class and understand the need to be fair, taking into account the different children's needs and their emotional wellbeing. Teachers will act quickly to identify a range of positives for all to ensure children can successfully move back to a 'green' award in a short time.

In creating a positive and supportive classroom that is free of put downs and negatives it is critical that the pupils understand that there is nothing personal about 'Reflective Behaviour' That it is the inappropriate behaviours that others do not like and not them. This differentiation must be made constantly.

REWARDS

SILVER

A 'silver' award can be awarded if a pupil is nominated for prolonged outstanding behaviour and continued on 'green' for 4 weeks or more. Silver can only be awarded to pupils that go above and beyond their normal classroom work or behaviour. A silver award nomination must state how that particular child is going above and beyond and all pupils must agree with the nomination in order of the award to be achieved. Upon receiving a 'silver' award they will acquire a blue star badge to wear on their uniform and a postcard signed by the executive head/head of school will be automatically sent home to notify parents of the exceptional behaviour that have been demonstrated. All children and staff will recognise this award, as it will be presented in assembly and will look at these children as positive role models.

GOLD

If the child remains on a 'Silver award' for 6 weeks consistently they will be awarded with a 'gold' award. Upon receiving this 'gold' award the child will be awarded with a yellow star badge and a personal letter from the executive head/head of school will be written and sent home. This award will be presented in assembly.

The exceptional behaviour of 'gold award' children will be recognised. If a child gets 3 gold awards throughout their year at Manor they will become a special VIP. A special certificate and VIP gift pack will be awarded and these children will be invited to attend afternoon tea and cake with the executive head/head of school and the governing body. These children are ambassadors for Manor and their actions throughout the year are important to be acknowledged by all.

With Silver and Gold awards it is important to issue additional responsibility to those children and use them as mentors in class and around school. Continued reinforcement in



assemblies and newsletters will establish strong links with the community and promote positive behaviour.

EARLY YEARS

Due to the age of the children, EYFS will operate a slightly different 'reflective behaviour' system. This will feed into the rest of the school throughout their time in early years.

Happy and sad faces will be used in the classroom to share positive and unacceptable behaviours. Happy and Sad faces will be shown on the whiteboard, children will be asked to write their name by the happy face when their behaviour is good and should a child's behaviour be unacceptable the child will be asked to write their name by the sad face.

At the end of the day, children are rewarded for their name being written by the happy face. This will be in the form of stickers/certificates. The children will continually be encouraged and rewarded for positive behaviour in class and around school.

If a child has their name by the sad face, EYFS staff will talk to parents directly about the behaviour of their child that day. If a child continually has their name under the sad face EYFS staff will invite parents to come in and have a discussion about the type of behaviour that is being demonstrated and ways we at Manor, can support the child on their journey of positive behaviour at school.

The children will be encouraged to reflect on their behaviour and will be able to discuss with EYFS staff about why their name was on the happy or sad face.

During the Spring term in reception, happy and sad faces will change colour. Happy faces will become green and sad faces will become red. We will introduce a yellow straight face which will act as a warning face. During this term the children in reception are given three options. If they demonstrate positive behaviour they get to write their name under the green happy face. If they are given a 'warning' for an inappropriate behaviour they write their name under the yellow face. If they do not change their behaviour after this warning and the inappropriate behaviour continues they write their name under the red sad face. As outlined above the sad face will result in EYFS staff talking directly to parents.

During the Summer term in reception, the children will be introduced to a 'Silver' and 'gold' award. This will be a reward system which will operate in the same way as the 'Silver' and 'gold' awards for the rest of the school.

This transition to colours will ensure reception children are ready to understand the 'reflective behaviour' system that is established across the school and prepare them for year 1.



CLASSROOM CULTURE

Before 'Reflective Behaviour' can be implemented into the classroom a great deal of time must be invested in establishing a classroom culture that is conducive to open discussion. There are a number of strategies that can be used to do this.

In some cases it may be possible for the whole class to take part in a **brainstorming session**. Other groups may be better suited to creating **personal lists** of likes and dislikes that identify what types of things that they need to learn and what hinders them from learning and then allowing time for a sharing of comments. Another strategy is **small group discussions** (Mind Mapping) that run for five or so minutes before a selected team member moves to another group to share and discuss their team's ideas. With this strategy at the end of the session all the groups combine to form a large chart of likes and dislikes that represent the class' individual needs.

The class teacher discusses the school expectations with his/her class. In addition to the school expectations, each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time' and 'Reflective Behaviour'.

PLAYTIMES AND LUNCHTIMES

During lunchtimes, we expect the children to respect the lunchtime supervisors and continue with excellent behaviour. It is important for any members of Manor staff to take on the same role as class teachers to reinforce the 'reflective behaviour' system. Therefore a behaviour log will be created to support members of staff and all information will be fed back to class teachers so that the 'reflective behaviour' chart in classes is accurate.

Lunchtime supervisors will understand the 'reflective' behaviour system of the school and will implement the same standards and expectations that we are proud of at Manor. Any decision to move a child to another stage on the 'reflective behaviour' system based on a lunchtime/playtime incident will be discussed with the class teacher and children in that class. If a decision is made to move a child the appropriate sanctions will take place, (in line with this policy). The senior midday supervisor will oversee any decision to move a child to another colour with discussions with lunchtime staff and the class teacher.

THE ROLE OF THE CLASS TEACHER AND OTHER MANOR STAFF

- It is the responsibility of the class teacher to ensure that the school rules are followed in their class, and that their class behaves in a responsible manner. Teachers teach



lessons which allow pupils to engage, enjoy and motivate. This contributes towards a positive class culture and effective discipline structure.

- All staff at Manor 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.
- All staff treat each child fairly and enforces the classroom expectations consistently. The teacher/Teaching assistant treats all children in their class with respect and understanding.
- It is the responsibility of all staff to ensure that all children show good and courteous behaviour when they are moving around the school building.
- It is the responsibility of all staff at Manor to feedback to class teachers if they see a negative or positive behaviour occur during playtime/lunchtime/assembly. This will ensure all behaviour will be recognised no matter where they are in school and the 'reflective behaviour' system is fair. Lunchtime supervisors may keep a behaviour log to support the messages that need to be given to class teachers.
- 'Habits of the Mind' will be used to support the children in achieving good learning behaviours, giving the children strategies to ensure they are involved in their learning and show good learning behaviours
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the behaviour log. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues (red card), the class teacher seeks help and advice from a member of senior leadership team. The parents of the child must also be informed by the class teacher on that same day.
- The SENDCo liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher will discuss the needs of a child with the SENDCo or member of SLT who will then make a referral to the most appropriate external agency for support
- 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 school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see anti-bullying policy.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE January 2015: Behaviour and Discipline in Schools. Teachers in our school do not use any form of physical punishment. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

THE ROLE OF THE EXECUTIVE HEADTEACHER/HEAD OF SCHOOL

- It is the responsibility of the executive Headteacher/head of school, 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- The executive Headteacher/head of school supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The executive Headteacher/head of school keeps records of all reported serious incidents of misbehaviour.
- The executive Headteacher/head of school has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the executive Headteacher/head of school may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

THE ROLE OF THE PARENTS

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.



- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to counsel 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 contact a member of the Senior Leadership Team (SLT). If these discussions cannot resolve the problem, 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 executive Headteacher/head of school in carrying out these guidelines.
- The executive Headteacher/head of school has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the executive Headteacher/head of school about particular disciplinary issues. The executive Headteacher/head of school must take this into account when making decisions about matters of behaviour.

FIXED TERM AND PERMANENT EXCLUSIONS

Only the executive Headteacher/head of school has the power to exclude a pupil from Manor. The Headteacher/head of school may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher/head of school may also exclude a pupil permanently. It is also possible for the Headteacher/head of school to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher/head of school excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher/head of school 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 Headteacher/head of school informs the LEA 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 Headteacher/head of school.

The governing body has a discipline committee who 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 LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher/head of school must comply with this ruling.

MONITORING OF 'REFLECTIVE BEHAVIOUR'

The assistant head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the rest of SLT on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a 'Behaviour Log' of incidents of misbehaviour. The class teacher records minor classroom incidents. SLT keep records of those incidents where a child is sent to him/her on account of bad behaviour and a red card being issued. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident to the class teacher so the child can be monitored, in the form of a behaviour log.

The Head of School/Executive Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

REVIEW

The governors reviews this policy annually. 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.