



# Relationships and Behaviour Policy

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Exceptionality

Collaboration

Integrity

Respect

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# Relationship and Behaviour Policy

## Rationale

At Manor Primary we believe effective teaching and learning cannot take place without effective relationships and good behaviour. Children need a connection and 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.

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's relationship and 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.

We always aim to deal with behaviour using a positive approach, however, as a last resort, reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder, therefore, this policy should be read in connection with our Physical Restraint and Reasonable Force Policy.

## 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 sanctions, rewarding positive 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 positive 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:

- 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 and anti-racist policy to combat bullying to ensure equal access to a broad educational experience for all.

## Our School Rules

It is essential that the children at Manor Primary understand what is meant by good behaviour and that the rules we expect them to follow are clear and understandable. As such we believe all members of the school community should aspire to demonstrate positive behaviour at all times

### Our School Rules

We always **respect** each other

We show **exceptionality** and always try our best in everything we do

We always listen to whoever is speaking and be ready to **collaborate**

We always do the right thing and act with **Integrity**

## Promoting Positive Attitudes and Life Long Behaviours

It is important to recognise positive behaviour with all our children. Strategies will be put in place in all areas of the school to enable the promotion of positive behaviour. These strategies will include:

- Good quality teaching
- Interesting and exciting learning
- Learning effectively matched to the children's relative starting points
- Clear and consistent high expectations
- Praise for good behaviour
- Celebrating success (sharing learning in class, with different leaders throughout the school, in assembly, with parents)
- Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- Children involved in making the rules
- Children involved in agreeing consequences

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- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring

To do this we will be adapting a 3C reflective behaviour system. This stands for **Choice, Chance** and **Consequence**.

### Reflective Behaviour System

The basic philosophy behind our positive approach to behaviour management is to empower the pupils with the ability to make the right choices and to be in control of their own actions. Empowering children to be reflective of their actions will engage them in the process of continuous learning

At Manor Primary, we will use every opportunity to reinforce positive behaviour. There will be occasions when children may, for whatever reason, find that they don't 'do the right thing' at which point our behaviour system will be used. This is based on the 3C's - Choice, chance and consequence.

**Choice** – The child is given a pre-warning by explaining what they have done and the choices they have in the situation.

- What **choice** have you made?
- Was it a sensible **choice**?
- Was it a **choice** you are proud of?
- Was it a **choice** that will make others happy?

**Chance** – The child has had their pre-warning but has not made the right choice. They might have continued along the path of negative behaviour or the behaviour may have worsened. They are now given a warning.

- Here is a **chance** to make a good choice.
- Use your **chance** to listen and make a sensible choice.
- Use your **chance** to make others proud of you.

**Consequence** – The child has not responded to the warning and is continuing to behave in a way that is deemed unacceptable according to Manor school rules. They will now receive a consequence for their actions.

The consequences will differ depending on the type of behaviour shown and the age of the child. For example, children may be asked to move to a quieter place in the classroom to complete their learning or miss 5 minutes of playtime. There may be times when the behaviour is highly inappropriate and therefore will result in intervention from the assistant head for the phase of the school. If further action is required a senior leader will become involved.

- What will happen if you keep repeating the same behaviour?

- Why did you lose your chance?
- Why did you make the choices you did?
- What are you going to do now?

For each of the 3C's the member of staff will not move onto the next stage if the child demonstrates an improvement with their behaviour. The rest of the class will be part of this process and pupil leaders will support classes in implementing the 3C's.

On the occasions where the behaviour is deemed highly inappropriate class teachers/assistant head teachers will notify parents so they remain informed throughout and offer the school support. This behaviour will be recorded on SIMS or CPOMS. The class teacher/members of SLT will remain informed via the child's individual behaviour log on SIMS/CPOMS which is updated as soon as any matters arise. This will ensure all parties are aware of any behaviour concerns and details of the behaviour and actions are logged.

## Unacceptable behaviour in the classroom

### Defiance

Failure to follow instructions

Failure to work

### Disengagement

Non-completion of work or not completing any work

Constantly disturbing other members of the class.

### Disruption

Moving around the room without permission interrupting others

Causing disruption in the corridors when moving around classroom or school

Damage to another person's property

Throwing equipment

### Disrespect

Disruptive and rude behaviour to another adult or child.

Anti - social behaviour

Poor attitude to learning

Racist, sexist, homophobic or discriminatory behaviour towards peers or adults

Consequences of Unacceptable behaviour in the classroom to include and not limited to:-

### Defiance

Quite time in the classroom to reflect

Message sent to Year Group Leader or AHT to inform and seek support

### Disengagement

Move child to another part of the classroom/quiet space to complete their work  
Child to make up lost learning time during break time/lunchtime

### **Disruption**

Staff to reflect is the learning right?

Message sent to Year Group Leader or AHT to inform and seek support

### **Disrespect**

Yellow and red card system to be used.

Yellow card – Warning card

Red card – Consequence card

- 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 can make reasonable adjustments where necessary, taking into account the situation and the individual needs of the child/children. Reasonable adjustments should be discussed with a member of SLT. Teachers will act quickly to identify a range of positives for all to ensure children can successfully demonstrate positive behaviour.

The 3C's will be displayed in every classroom as a visual reminder to all children

### **Rewards**

We aim to recognise, acknowledge and celebrate good behaviour along with a child's effort and achievement. Children must have their efforts recognised and we aim to maintain a culture where children want to succeed and be proud of their achievements. It is vital that there is an emphasis on praise rather than sanctions.

#### **Individual Rewards - EYFS and Key Stage 1**

- Stickers to provide instant rewards for effort, good behaviour and exceptionality,
- Happy and Sad faces to recognise positive behaviour and to provide positive role models to others. Sad faces to be used as part of our 3C's positive behaviour management.
- 'Star of the week' certificate – to celebrate exceptional, positive behaviour;
- 'Reader of the week' – to celebrate consistent reading in school and at home;
- 'Hand writer of the week' – to celebrate an improvement with handwriting.

#### **Individual Rewards - Key Stage 2**

- Exceptionality Points will be given to individual children to be collected over the term. Any member of staff may issue a child with an exceptionality point for recognition of positive behaviour. Children can 'spend' their exceptionality points at the end of term.
- 'Accelerated Reader certificates' – to celebrate reading achievements
- 'TT Rockstars Battle Certificates' – to celebrate times tables achievements
- 'Hand writer of the week' – to celebrate an improvement with handwriting.

## Rewards - Whole School

- Class Reward charts with milestone rewards
- Praise Assemblies
- Exceptionality –VIP rewards

## Playtimes and Lunchtimes

Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part, lunchtimes and breaks are happy times at school, but we acknowledge that incidents sometimes occur at break times which are of a different nature to those happening in the classroom.

- \* Lunchtime supervisors will understand the behaviour system at Manor Primary School and will implement the same standards and expectations that we are proud of at Manor. Children will still be given a choice, chance or consequence based on their behaviour. The senior midday supervisor will oversee any decision to move a child from a choice (pre-warning) to a chance (warning) or even a consequence with discussions with lunchtime staff and the class teacher.

## Unacceptable behaviour on the playground

### Defiance

Failure to follow instructions

### Disruption

Fighting

Name calling

Goaded others

Damage to another person's property

Throwing equipment

### \* Disrespect

Disruptive and rude behaviour to another adult or child.

Racist, sexist, homophobic or discriminatory behaviour towards peers of adults

Anti - social behaviour

## Consequences of Unacceptable behaviour on the playground to include and not limited to:-

Choice, chance, consequences conversation

Message sent to Midday Supervisor or SLT to inform and seek support

Reflection time at designated place on the playground

Removal from the playground and yard ban

It is important for midday supervisors to work alongside all pupils in their care and understand the need to be fair, taking into account the different children's needs and their emotional wellbeing.

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## Peer on Peer Abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - sexual violence and sexual harassment
  - sexting (also known as youth produced sexual imagery);
  - initiation/hazing type violence and rituals.
- ★ Stopping violence and ensuring immediate physical safety is the first priority at Manor Primary School, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

Peer on Peer abuse is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance.

At Manor Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

## Bullying

Everyone at Manor Primary School oppose bullying in all of its forms.

There is no legal definition of **Bullying**, however it is usually defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

★ Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of

	violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We have a zero tolerance towards bullying and by encouraging respect, politeness and consideration to others whatever their race, age, gender, disability, culture, or religion we aim to develop mutual respect and believe this can prevent bullying in our school.

Strategies for dealing with bullying will ensure:

- Suspected Bullying will never be ignored
- Assumptions about an incident will not be made
- All accounts will be listened to carefully – several children saying the same thing does not mean they are correct
- A solution focused approach will be adopted, which moves people on from justifying themselves
- Repeated follow up, to ensure the bullying has not resumed

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

### \* Sexism and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

### Procedure for Dealing with Allegations of Peer on Peer Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead

(DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead should contact Wolverhampton or Dudley MASH to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding Records.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

### The Role of the Class Teacher and Other Manor Staff

- 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.
- '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 behaviour
- Class teacher to keep a behaviour log, a record of unacceptable behaviour.
- 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 education social worker or LEA behaviour support service.
- 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.

### Keeping Classrooms, Pupils and Staff Safe – Physical Intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations. We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the

management of a class environment. Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force. Under very exceptional circumstances, physical intervention may be required to manage a child's unsafe behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property.

[See Physical Restraint and Reasonable Force Policy](#)

## The Role of the Headteacher

It is the responsibility of the Head teacher, 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 Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour.

## Fixed Term and Permanent Exclusions

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

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

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher 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 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 Head teacher.

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.

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 Head teacher comply with this ruling.

## The Role of the Parents

At Manor Primary School, we work collaboratively with parents, so pupils receive consistent messages about how to behave at school and adhere to the school's behaviour policy. Parents and carers have the right to know that their children work, learn and play in a safe and supportive environment.

We ask 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.

We expect the parent/carer to inform the school of any changes in circumstances that may affect their child's behaviour and to discuss any behavioural concerns with the class teacher promptly.

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 Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## Monitoring

The senior leadership team monitors the effectiveness of this policy on a regular basis.

**This policy should be used in conjunction with:-**

Anti-Bullying Policy

Anti-Cyber Bullying Policy

Equal Opportunities Policy

Exclusion Policy

Physical Restraint and Reasonable Force Policy

## Safeguarding and Child Protection Policy

### **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.

