



Behaviour Policy

Date Agreed	Approved by	Review Date
14 th September 2016	Full Governing Body	September 2017

1. Introduction

This policy document has been written in the context of the educational philosophy, aims and ethos of Manor Fields School. It relates to how the school encourages high standards of behaviour in pupils, and actively discourages bad or inconsiderate behaviour. It also recognises the role of parents as well as school staff. The school recognises the importance of correcting inappropriate behaviour as early as possible.

This policy complements those relating specifically to bullying, racist or sexist behaviour.

2. Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning.

3. Objectives

For children to show :

- Self confidence
- Self control
- Respect and tolerance for others
- Empathy for others' feelings
- Pride in their achievements
- Enjoyment for learning

For children to develop :

- Responsibility for their learning and enjoyment
- An independence of mind and self-esteem
- A sense of fairness
- An understanding of the need for rules
- Respect and tolerance for others' ways of lives and different opinions
- A non-discriminatory attitude towards race, gender, religions and ability
- A persistent approach towards tasks
- The ability to accept fair criticism

4. Rights and responsibilities

Children will

- accept responsibility for their own choices and actions

Rights and responsibilities charter

Children's rights	Children's responsibilities
We have the right to feel safe in and around the school.	We have the responsibility to ensure the safety of children and adults by behaving in an appropriate way in and around the school.
We have the right to learn according to our ability.	We do not disturb the learning of others.
We have the right to be treated with respect by all people irrespective of age, gender, ethnicity, ability or religion.	We have the responsibility to respect all others within our community.
We have the right to expect that our belongings will be safe in school.	We have the responsibility to look after our own and others' belongings.
We have the right to express our own opinions and to be heard.	We have the responsibility to allow others to express their opinions and be heard
We have the right to choose our friends.	We have the responsibility to allow others free choice.
We have the right to play in safety.	We have the responsibility not to disrupt or endanger the play of others.

Staff will:

- treat all children equally, irrespective of gender, race, religion, ethnicity, age or ability
- play an active part in building up a sense of community and apply the agreed standards of behaviour consistently
- be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies, including recording incidents and informing the Headteacher
- listen and show empathy and understanding of children
- show respect and understanding to everyone in the school community
- provide feedback in an informative, sensitive way to children
- liaise with parents; communicating concerns promptly and sensitively

Parents will:

- ensure children are aware of appropriate behaviour
- encourage independence and self-discipline
- show an interest in all aspects of their child's school life
- support the school in implementing this policy
- be aware of the school rules, rewards and consequences.
- arrange a mutually convenient time to discuss and resolve concerns – with the class teacher or member of the Senior Leadership Team.
(see appendix for staged approach).

The 6 school rules support children's rights and responsibilities:



Be respectful, kind, and friendly



Know when to talk and when to listen



Move carefully – be safe and sensible



Look after the school inside and outside



Do our best and be an active learner



Tell the truth

Class Rules

Each class will discuss and establish their own class rules based on rights and responsibilities as set out in the charter above. All class teachers will use the behaviour zone system to record positive social and learning behaviour.

Playtime Rules and Lunchtime Rules

Midday supervisory staff **must** follow the same procedures and policy. Staff must report incidents of inappropriate behaviour to the senior MSA, who will investigate and note down 'amber' behaviours and involve SLT immediately if a red incident has occurred. Amber behaviours occurring at lunchtime will be noted by the senior MSA and logged on SIMS by the school office.

5. Promoting good behaviour

Our emphasis should constantly be on praise. It is important to show appreciation of the children who conform to the expected behaviour. The whole school community must consistently promote incentives and rewards.

There are 4 levels of good learning behaviour:

Green	Bronze	Silver	Gold
All children start at green daily – expected learning behaviour	Awarded to children who have developed their own learning by supporting their learning partner in an activity.	Awarded to children who have developed their own learning by leading and supporting a group of peers in an activity.	Awarded to children who have developed their own learning by leading and supporting their class in an activity.

We recognise and celebrate positive social and learning behaviour by:

- Rewarding children who have spent 95% or more sessions in ‘green’ with a special ‘green time’ – the theme of which will be decided by the school council. It is the intention that the % target will increase to 98% by the end of this academic year.
- Awarding individual ‘merits’ to recognise excellent academic, creative, sporting, learning and social behaviour.
- Verbal praise
- Moving children ‘up’ the behaviour zones for excellent learning behaviour.
- Written remarks about good learning
- Stickers and smiley faces
- Sending children to another teacher for praise
- Sending children to the Head Teacher/ SLT to celebrate learning
- Using the Friday sharing assembly to give pupils a sense of achievement and a chance to celebrate their success
- Using written reports which are also seen as a vehicle for constructive criticism and praise
- MSA’s to use the raffle ticket system to reward lunchtime good manners and behaviour in EYFS/ KS1.
- MSA’s Sports Leaders and ‘Crew’ to recognise KS2 children who have demonstrated good sportsmanship or play at break times – noting these in their notebooks. MSA’s may award lunchtime merit points. These will be noted by the senior MSA and entered into SIMs by the school office.

Individual merit awards

The introduction of electronic recording of rewards means that children can now be recognised for their individual effort and achievement.

EYFS/ KS1

Children in Reception and KS1 will be awarded badges in Achievement Assembly when they have reached the following merit point milestones:

Badge Colour	Number of merits
Red Badge	25
Orange	50
Yellow	100
Green	175
Blue	250
Indigo	350
Violet	450
Rainbow	600

Children currently in Reception rewarded an average of 4 individual merits per week will be on track to earn a full 'rainbow' of badges by the end of KS1 but the intention is that 'Rainbow' is an aspirational target to recognise consistently outstanding pupil achievement or effort.

KS2

Merit points awarded within EYFS and KS1 will not be carried forward into KS2. Children in KS2 will be awarded certificates in Achievement Assembly when they have reached the following merit point milestones.

Certificate	Number of merits
Neptune	25
Uranus	50
Saturn	100
Jupiter	175
Mars	250
Earth	350
Venus	450
Mercury	600
Sun	800

Children currently in Year 3 rewarded an average of 4 individual merits per week will be on track to earn a full 'solar system' by the end of KS2 but the intention is that 'Sun' is an aspirational target to recognise consistently outstanding pupil achievement or effort.

Merit points can be awarded at the teacher's discretion. The following table is intended as a guide to ensure consistency of approach – it should not be considered a definitive or exclusive list.

Academic merits		Learning merits		Other merits	
Attaining full marks or improving a score in weekly tables/ spelling tests	1	Gold learning behaviour	3	Demonstrating exemplary behaviour whilst representing the school (sporting/ musical/ enrichment event)	1
To recognise effort in home learning	1	Silver learning behaviour	2	Demonstrating exemplary social/ sporting behaviour at playtimes	1
		Bronze learning behaviour	1		
		Demonstrating excellent or improved learning behaviour	1		

6. Consequences for inappropriate Behaviour

We teach positive behaviour via a system of logical sanctions designed to teach children that there is a consequence to inappropriate behaviour.

There are three levels of inappropriate behaviour:

Yellow - warning	Amber –final warning	Red – referred to SLT
Noisy eg disruptive talking	Deliberate/repeatedly distracting others from learning	Deliberately damaging resources/spoiling others' work
Failing to keep on task	Telling lies	Spitting
Unkind remarks	Bad language (one off)	Fighting/biting/kicking/hitting
Time wasting	Pushing in line	Stealing
Non uniform/jewellery	Repeatedly not taking care of playground toys	Physical/verbal outbursts
Not taking care of playground toys.	Repeatedly playing without taking care of each other (ie hitting balls too hard or high, not using skipping ropes correctly, being too rough when playing)	Vandalism
Playing without taking care of each other (ie hitting balls too hard or high, not using skipping ropes correctly, being too rough when playing)	Repeatedly and deliberately continuing to play with playground toys after first bell.	Leaving school without permission
Continuing to play with playground toys after first bell.	Repeatedly lingering' in classrooms, cloakrooms, and toilets at breaktimes	Threatening / aggressive behaviour
'Lingering' in unsupervised classrooms, cloakrooms, and toilets at breaktimes.		Racist/sexist comments
		Bullying
		Disobedience to a reasonable instruction
		Consistently shouting/ calling out
		Answering back/rudeness to staff

If a child displays behaviour listed in the red stage of the table above they move immediately to red regardless of what step they are on.

7. Procedures to follow in establishing expected behaviour.

- 'Golden Rules' outlining expected good behaviour (Appendix B) are discussed with all children at the beginning of each school year.
- Behaviour Zones System explained (R – Y6) outlining age-appropriate sanctions for inappropriate behaviour.
- When necessary, staff will meet with phase leaders/INCo/SLT to develop strategies for dealing with specific problems. (see section on SENd).
- All discussions are recorded on a `Concerns` form along with any correspondence to and from parents.
- The SLT advises the Standards and Curriculum Committee of any serious concerns about pupil behaviour. (This is an agenda item for their committee meetings). There may also be occasions, when the SLT needs to refer an individual case to the Chair of the Committee between meetings.
- The behaviour policy, class lists, details of pupils with special educational needs, medical needs or any other important information (e.g. a recent bereavement or

parental separation) are provided for supply teachers, so that they can follow the school's procedures. Handover notes on all children are supplied to a new teacher. (See transition policy)

8. Stopping inappropriate behaviour

'Children have the right to learn and teachers have the right to teach'

Procedure to follow if rules are broken in class

Children who break the Rules stop teachers from teaching and stop themselves and others from learning. There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has chosen not to do so.

Step 1 Warning

- As soon as the child stops the teacher from teaching and other children from learning they are given a warning to correct their behaviour.
- State what the child is doing e.g. "Lee, you're talking."
- Remind the child of the School's rule in question "We have a rule about working hard. I'd like you to keep it. Thank you."
- Emphasise that the child needs to make the right 'choice'.
- Redirect the child to their learning.

NEVER give blanket whole class reprimands. '**public praise and private criticism**'.

Step 2 Amber

- Tell the child what they had their warning for.
- State what the child is now doing.
- Remind them of the school/class rule and move name to amber.
- State clearly what you expect the child to be doing. Move child away from others, if necessary, to continue learning. Child to remain in class and complete learning.
- Teacher and child to meet at a convenient time (but no later than the end of the session) to discuss and give them an opportunity to reflect on their behaviour and offer guidance. KS1 staff may want to discuss more immediately.
- When child corrects behaviour, they may remain seated on their own at the teacher's discretion but their name is moved back to green.
- If a child has not corrected their behaviour by the end of each session, an amber behaviour mark will be noted on SIMs by the class teacher. The name will move back to green at the start of each session.
- Three Ambers in a week will automatically result in a 'red' behaviour mark. Class teachers should advise SLT when this occurs via SIMs.

Step 1 and Step 2 must not impede learning of others nor impact on delivery of lesson. The teaching should continue as normal

We are currently writing a lunchtime policy to provide a similarly explicit 'script' for unacceptable behaviours at lunchtime as a guide for MSA's and to ensure consistency of approach.

Step 3 **Red**

- If inappropriate behaviour continues or falls within the red category, the child moves to red.
- The child will complete their learning in isolation in the shared area.
- The red will be recorded on SIMs and message sent via SIMs to Ms Jarman and Mrs Smith to advise of the behaviour incident. In their absence the message should be sent to the relevant phase leader. SLT will record the agreed sanction on SIMs
- SLT will generate a standardised letter which will also be sent to parents via Parentmail.

Step 4 **Black**

- If a child receives a third red behaviour mark within the same half term a standardised letter will be sent to the child's parents or carers inviting them to attend a meeting with members of SLT.
- The child will be placed on report which means an individual behaviour plan (IBP) will be written, after further discussion with parents, which will help the child to learn appropriate social behaviour.

SENd pupils.

The class teacher must meet with the INCo to devise strategies appropriate to individual needs for all children on the SEND register who display challenging behaviour. The sanctions and behaviour zones will be individualised for each pupil's specific needs.

An individual behaviour plan (IBP) which will help the child to learn appropriate social behaviour will be written if required. This occurs only after discussion with the parents, SLT and SENCO.

Exclusion

When a child has not responded to other behaviour management strategies including their IBP (individual behaviour plan) internal exclusion will be used followed by external exclusion. Internal / external exclusion is used as a last resort where a child's behaviour seriously impacts on their own or other's learning or when the health and safety of the child and/or others in the school is in jeopardy.

Bullying/ Racism/Sexual Harassment

Racism and sexual harassment are forms of bullying and must be logged. School incident forms must be completed and handed to the Head Teacher. The Headteacher will investigate and follow the school and county procedures on bullying and harassment. (See also Procedures for dealing with an allegation of bullying)

Restraint

No adult should handle a child unless they have received the necessary training or there is immediate danger to that child or others. Other children or adults in harm's way should be removed or leave the area immediately. The Headteacher must be called for immediately. Only in extreme circumstances if a child is in immediate danger should a child be restrained.

Training needs

All staff will receive internal/external training on behaviour management strategies and use of the SIMs recording system. Training needs will be identified by SLT and line managers and through the induction process.

Behaviour on trips.

The behaviour management policy will apply to all school trips. Any child who is deemed to pose a potential danger due to their behaviour should have an individual risk assessment and strategies implemented. In rare circumstances, an additional known adult may be asked to accompany the child on an external visit to ensure the safety of all.

APPENDIX A : Useful Strategies

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not immediately, later. Avoid telling a child off from across the classroom. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too. Some children find direct praise hard to handle. Perhaps allow the child to hear someone else being told how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up.

Three positives before a negative

Before criticising a child's learning or behaviour, aim to have made three positive contacts with them beforehand. They will then be more receptive to what is said. Within the class, aim to appreciate three children before criticising one. The lesson the children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom Teachers/staff who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven underground.

Maintain frequent contact Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their learning, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

Be aware of yourself When dealing with disruptive incidents, consider the following: your position in the class, your proximity to disruptive children, your facial expression, your tone of voice, your posture, your choice of words, and the use of eye contact. Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them being good This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Circle Time Each class in Fs and KS1 has a Circle Time meeting once a week and KS2 as appropriate. The purpose of these meetings is to make each child feel a more valued and committed member of the class. Through shared discussion and co-operative games and activities, each child has the chance to contribute and should feel listened to.

Unacceptable behaviour not unacceptable child It is important to ensure each child knows that it is the behaviour that is unacceptable not the child themselves.

GOLDEN RULES



Inside our school and in our playground we always try to:

-  Be respectful, kind, and friendly.
-  Know when to talk and when to listen
-  Move carefully - being safe and sensible
-  Look after the school inside and outside
-  Do our best and be an active learner
-  Tell the truth