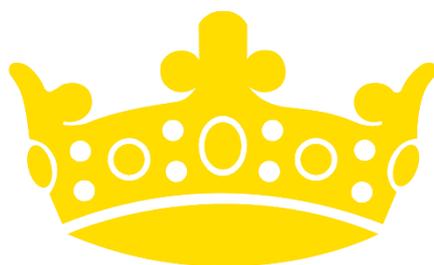


Manorcroft Primary School



Behaviour Policy



Behaviour Policy

1. Aims:

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Define what we consider to be unacceptable behaviour, including bullying
- Outline our system of rewards and sanctions
- Outline whole school approaches to support all children with identifying their emotions and states of alertness
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Introduction:

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a learning environment that:

- Provides a safe environment free from disruption, violence, bullying and any form of harassment
- Encourages and recognises good behaviour and discipline
- Promotes self-esteem by encouraging children to value and respect themselves and others
- Expects children to consciously control their actions and take responsibility for their own behaviour
- Provides a clear explanation of unacceptable behaviour
- Enables all staff to approach behaviour consistently
- Creates positive relationships with parents and carers, developing a shared approach; involving them in the implementation of the school's policy and associated procedures
- Enables early intervention

3. Legislation & Statutory Requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils at school with medical conditions](#)
- Guidance from the DfE explaining that maintained schools should publish their Behaviour Policy online

It is also based on the [special educational needs and disability \(SEND\) code of practice](#), and in addition:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

4. School Values:

At Manorcroft, our values are at the heart of the school community and underpin and drive everything we do. They are evident throughout school life, providing the children with a platform to achieve success in every area - **Respect, Responsibility & Resilience**.



Respect

- Treat each other equally
- Celebrate our differences
- Always be polite
- Be kind
- Listen to others when they are speaking

Responsibility

- Be the bigger person - do what's right
- Tell an adult if something seems wrong
- Care for yourself, for others and for the world around us
- Challenge yourself - don't take the easy option
- Represent our school with pride

Resilience

- Don't be afraid to fail
- Reach for the stars
- Never give up - always find a way
- Bounce back
- Have a go - don't doubt yourself

5. Zones of Regulation:

'Zones of Regulation' is designed to help children gain skills in consciously regulating their actions and emotions, which in turn leads to increased control and problem solving skills. Using a cognitive behaviour approach, learning activities are designed to help children recognise their feelings and when they are in different states of alertness called 'Zones', with each of the Zones represented by a different colour. Children learn how to use strategies or tools to stay in a Zone or move from one to another. They also explore calming techniques, cognitive strategies and sensory supports so that they will have a toolbox of methods to use to move between Zones.

What are the different Zones?

- Blue Zone: low level of alertness; not ready to learn; feels sad, sick, tired, bored, moving slowly
- Green Zone: calm or regulated state of alertness; optimal level to learn; feels happy, calm, content, focused
- Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, starting to lose some control
- Red Zone: heightened state of alertness and intense emotions; being overwhelmed with emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated

What is our approach at school?

- All adults use the language of the Zones of Regulation when supporting children with identifying their states of alertness and feelings. Adults also encourage children to select strategies for self-regulation.
- Classrooms display the Zones of Regulation posters.
- All adults regularly refer to the Zones of Regulation during lessons and encourage children to make use of tools/strategies to self-regulate. Adults model strategies to children if necessary.
- Adults are non-judgemental and neutral when supporting children using Zones of Regulation. No feelings or states of alertness are labelled as bad.



6. Rewards:

A school ethos of encouragement is central to the promotion of good behaviour. Rewards have a motivational role in helping children to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Examples include:

Reward	How does it work	Frequency
Verbal Praise	<ul style="list-style-type: none"> Instant, positive feedback to the children 	Daily
Stickers	<ul style="list-style-type: none"> Easy, tangible rewards to support the school values 	Daily / Weekly
House Points	<ul style="list-style-type: none"> Quick and easy rewards to support the school values Will be collected weekly in assembly - termly 'House Point Cup' 	Daily
HT / DHT Award	<ul style="list-style-type: none"> Recognition of excellent work or behaviour 	As appropriate
Phone Call Home	<ul style="list-style-type: none"> A way of sharing good news with parents and carers, helping to build positive relationships 	As appropriate
Achievement Certificates	<ul style="list-style-type: none"> Certificates linked directly to the school values Two children from each class will be awarded each week and their names published on the Weekly Awards letter Teachers will keep a register of who has received a certificate 	Weekly Assembly
School Postcards	<ul style="list-style-type: none"> To reward a sustained improvement or 'going above and beyond' Could also be used to acknowledge representing the school in an activity or sporting event Teachers will keep a register of who has received a postcard 	Weekly / Monthly
Attendance Cup	<ul style="list-style-type: none"> Awarded to the class with the highest overall attendance the previous week 	Weekly Assembly
Attendance Certificates	<ul style="list-style-type: none"> Children with 100% attendance over a half term period will receive a certificate in the final half term assembly 	Half Termly
Gold Attendance Certificate	<ul style="list-style-type: none"> Children with 100% attendance over the whole school year will receive a gold certificate & a book token in the final July assembly 	Annual

7. Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the stability of the school community. In an environment where respect is central, disapproval is a powerful consequence. We use a clear set of escalating sanctions to respond to any inappropriate behaviour.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Children should be supported in regulating their behaviour using Zones of Regulation
- There should be a clear distinction between minor and major offences
- Group sanctions should be avoided as they breed resentment
- It should be the behaviour, rather than the person, that is sanctioned

Our system is designed so that children can reflect on and learn from their behaviour, allowing them to make better choices in the future. It teaches them to take responsibility for their actions, alongside guidance



and support from staff as needed. We understand that a child’s circumstances may sometimes influence their behaviour and this is catered for in a nurturing way, while ensuring that our school values are followed.

Escalating Sanctions:

Verbal Reminder	5 mins Timeout	10 mins Timeout	15 mins in Reflection
	Yellow	Amber	Red
Recorded on the Daily Behaviour Tracker / Recorded on CPOMs at the end of each day			
<p><u>Examples include:</u></p> <ul style="list-style-type: none"> • Talking when the teacher or another child is talking • Interrupting/calling out • Not following instructions • Not listening • Inappropriate language • Play fighting • Disrespecting property • Not being in the correct place • Not lining up correctly • Wasting time during transitions • Breaking class rules • Continual fiddling with equipment • Name calling • Off-task behaviour • Tantrums • Disrespectful behaviour • Leaving class without permission <p style="text-align: center;"><i>Can get to red through a continual build-up of the above</i></p>		<p><u>Examples include:</u></p> <ul style="list-style-type: none"> • Swearing • Racist comments • Fighting • Spitting • Bullying • Stealing • Being openly and repeatedly defiant • Shouting aggressively • Any form of physical violence 	

Most instances of poor behaviour are relatively minor and can be adequately dealt with by going through the 4 stages of the behaviour code. It is important that the sanction is not disproportionate to the offence.

Where possible, children are given a timer for the allocated amount of minutes, for all timeout incidents. It is imperative that all staff allocating timeout to children ‘repair and rebuild’ on the child’s return to the main body of the class. This demonstrates to children that we differentiate between their character and their behaviour. By discussing with children the reason for the timeout and stating expectations upon their return, children will understand the reasons for any sanctions they receive.

The Leadership Team are available to oversee and help support with any children who make it to ‘red’ in the afternoon, the idea being that where appropriate, the sanction is dealt with on the same day. This allows for the children to have a fresh start the following day. Children may make it straight to ‘red’, bypassing the previous 3 stages, when violent, aggressive, bullying or extreme behaviour is shown.

More serious forms of/consistent misbehaviour may require individualised consequences, which may include:

- Withdrawal of privileges



- Phone call / letters home to parents
- Parent meetings
- Internal exclusion
- Suspension from school
- Permanent exclusion from school

Exclusions & Suspension:

Repeated internal exclusions can lead to a suspension from school for one or more fixed periods, up to a maximum of 45 school days in a single academic year. Extreme behaviour incidents, such as violence towards children, staff or the school site itself may result in an automatic suspension. Persistent and serious breaches of the school's behaviour policy may result in a permanent exclusion. Behaviour that requires the immediate involvement of the police could lead to a suspension or a permanent exclusion.

Alternative Provision:

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist and external Behaviour Teams may be necessary. This possibility should be discussed with the SENCo. Another strategy that may be considered is a 'managed move' to another educational setting within the local authority. Here all parties need to agree that the move will be in the best interest of the child and family.

8. Monitoring:

The Headteacher and Leadership Team will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and procedures, in order to evaluate them and ensure that they are consistently and effectively applied.

The Governing Body will review the Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

All incidents of behaviour are logged on CPOMs, allowing for weekly behaviour reports to be run at DSL Supervision Meetings. Therefore repeat behaviours can be monitored and strategies/solutions sought.

9. Roles & Responsibilities:

All staff, including teachers, LSAs, admin, premises and student teachers, will be responsible for ensuring that the procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the procedures is essential so that a high quality learning environment is created in which children develop self-discipline and personal responsibility. Staff will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Children will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Children also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.



10. Bullying:

Bullying is 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

At Manorcroft, we investigate all allegations of bullying. We teach the children about what bullying is to help them identify the behaviour, so that it can be reported to a member of staff. We also encourage parents to discuss any bullying concerns with us so that they can be addressed as soon as possible.

11. Behaviour Outside of School:

Negative behaviour outside of school, which brings the school into disrepute, will be addressed with the parents and child together by means of an interview with a member of the Leadership Team. If necessary, assistance will be sought from the local Police Community Support Officer (PCSO). A pupil’s behaviour outside of school can also be considered grounds for a suspension or permanent exclusion.

Appendix 1: Copy of the daily Behaviour Tracker in classrooms

Appendix 2: Behaviour Tracker guidelines

Appendix 3: Zones of Regulation Posters

Appendix 4: Toolbox example

Policy Agreed: September 2022

Review Date: Autumn 2023

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



APPENDIX 2

BEHAVIOUR TRACKER GUIDELINES

	Stages	Sanction
MORNING	Warning 1	Verbal Reminder
	Warning 2	5 mins Timeout (in the classroom)
	Warning 3	10 mins Timeout (in the classroom)
	Warning 4 Red Card	Report to Reflection Room at start of lunchtime for additional 15 mins with SLT <i>(children need to be able to articulate why they are there)</i>
AFTERNOON	Warning 1	Verbal Reminder
	Warning 2	5 mins Timeout (in the classroom)
	Warning 3	10 mins Timeout (in the classroom)
	Warning 4 Red Card	Collected by member of SLT for additional 15 mins



APPENDIX 3

ZONES OF REGULATION POSTERS

Blue
zone



Sad
Sick
Tired
Bored
Moving slowly

Green
zone



Happy
Calm
Feeling Okay
Focused
Relaxed

Yellow
zone



Frustrated
Worried
Silly/Wiggly
Excited
Loss of some control

Red
zone



Mad/Angry
Terrified
Elated/Ecstatic
Devastated
Out of control

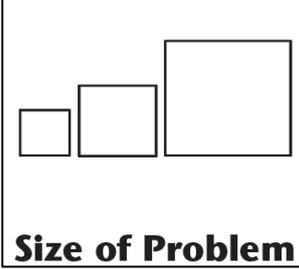


TOOLBOX EXAMPLE

Tools for Each of My **ZONES**

When I feel...

I can try...

<p>Tired or Sad</p> 	 <p>Talk to Adult</p>	 <p>Hug</p>
<p>Calm or Happy</p> 	 <p>Inner Coach</p>	 <p>Jumping Jacks</p>
<p>Frustrated or Silly</p> 	 <p>Walk</p>	 <p>Six Sides of Breathing</p>
<p>Mad or Out of Control</p> 	 <p>Size of Problem</p>	 <p>Carry</p>