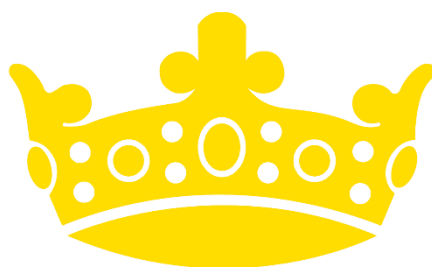


Manorcroft Primary School



Behaviour Policy



Behaviour Policy

1. Aims:

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Provide a consistent approach to behaviour management
- Outline the expectations and consequences of behaviour
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline our system of rewards and sanctions
- 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
- Enables all staff to approach behaviour consistently
- 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
- Creates positive relationships with parents/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 - February 2024](#)
- [Searching, screening and confiscation at school - July 2022](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Suspension and permanent exclusion from maintained schools](#)
- [Sharing nudes and semi-nudes](#)
- [Supporting pupils at school with medical conditions](#)
- [Keeping Children Safe in Education - latest version](#)

In addition, this policy is based on:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- 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
- Guidance from the DfE explaining that maintained schools should publish their Behaviour Policy online



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. Definitions of Unacceptable Behaviour:

Misbehaviour is defined as, but not limited to:

- Disruption in lessons, between lessons, at break/lunchtime
- Poor attitude
- Being disrespectful/rude
- Defiance
- Non-completion of classwork

Serious Misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules
- Any form of bullying and harassment, including online and that of a sexual nature
- Vandalism
- Theft
- Fighting and physical violence
- Swearing
- Smoking, including the use of vapes
- Possession of a prohibited item, eg. knife, vape, alcohol, stolen items, etc.



6. 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
Prejudice-based	Taunts, graffiti, gestures or physical abuse focused on a particular characteristic (eg. gender, race, sexuality, faith, disability)
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.

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:

	5 mins Timeout	10 mins Timeout	15 mins in Reflection
Verbal Reminder	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.

Reflection is held at lunchtime. Children are supported by a member of the Senior Leadership Team (SLT) to discuss what has gone wrong, reflect on any changes to behaviour needed and discuss expectations for the rest of the day. Staff will use ‘Zones of Regulation’ to help guide the conversations (see section 10). SLT are also 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, but not limited to:

- Withdrawal of privileges



- Introduction of a behaviour contract
- Phone call / letters home to parents
- Parent meetings
- Internal exclusion - spending a period of time out of class and with a member of SLT completing learning
- Suspension from school
- Permanent exclusion from school

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 (EP) and external Behaviour/STIPs Teams may be needed. In some circumstances it may be necessary to set-up an 'Alternative Provision' timetable where the child is educated off site for a period of time. This will be in consultation with parents and will be reviewed regularly.

Other strategies that may be considered include a referral to a Pupil Referral Unit (PRU). This is a short-term, fulltime placement at a specialist setting (normally for one school term). Once completed, PRU staff will then work with the school to re-integrate the pupil successfully back into mainstream provision. Another strategy that may be considered is a permanent 'managed move' to another educational setting within the Local Authority (LA). Here all parties need to agree that the move will be in the best interest of the child and family.

Exclusions & Suspension:

Repeated internal exclusions can lead to a suspension from school for one or more fixed periods. When it is necessary to suspend a child, we will follow the LA and DfE guidance. For suspension periods of less than 5 days, then the school will provide work; from day 6 of a suspension, then alternative arrangements will be made in accordance with LA guidelines. Reintegration meetings are a vital part of the 'returning to school' process and parents/carers are expected to fully participate in the process.

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 (PEX). Behaviour that requires the immediate involvement of the police could lead to a suspension or a permanent exclusion.

8. Reasonable Force:

Reasonable force covers a range of interventions that involve physical contact with pupils. As a school we follow the principles laid out in the LA 'Positive Touch' training, which focuses on a de-escalation approach. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment



- Be recorded

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9. Searches:

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. Where possible, there will be another member of staff present as a witness to the search. When a search is carried out without a witness, it will be reported immediately and a written record kept.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item (see section 5). An appropriate location for the search will be found; where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control/charge of the pupil, for example on a school trip.

Before carrying out a search, staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails - eg. 'I will ask you to turn out your pockets and remove your scarf.'
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation if possible

Authorised staff may search a pupil's outer clothing, pockets, possessions, tray or bag.

- 'Outer clothing' includes:
 - Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (eg. a jumper or jacket being worn over a T-shirt)
 - Hats, scarves, gloves, shoes, boots, etc.
- 'Possessions' means any items that the pupil has, or appears to have control of, including:
 - Bags
 - Classroom Tray

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering, or is likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).



10. Supporting Positive Behaviour Choices - 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.

11. Supporting Positive Behaviour Choices - Girls on Board:

'Girls on Board' is an approach which helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. The approach empowers girls to solve their own friendship problems and recognises that they are usually the only ones who can.

Every year, for girls in Year 3 and above, teachers lead a Girls on Board session, introducing/reminding girls about girl friendships and different types of girl behaviour. This is then followed up with parent guides being sent home.

When girls do have friendship problems, they are encouraged to talk to adults at school and at home but adults will not directly intervene unless it is clear that bullying has occurred. Research shows that intervening in friendships and 'fixing' things does not help. Girls are supported and encouraged to manage the situation by themselves.

Regular Girls on Board sessions are run to further girls' understanding of behaviours and support them to develop strategies for dealing with friendship problems.

12. Supporting Positive Behaviour Choices - 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/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

13. Monitoring:

The Headteacher and SLT 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.

14. 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/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.

15. 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: Zones of Regulation Toolbox Example

Policy Agreed: September 2025
Review Date: Autumn 2026

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.



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 <i>Red Card</i>	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 <i>Red Card</i>	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>