

Behaviour Policy

This policy should be read in conjunction with other linked policies/procedures:

- Inclusion
- Equalities Scheme
- Anti-bullying
- Exclusion Guidance
- Physical Restraint

Reviewed by: Leadership Team	
Date:	Autumn 2016 – amendments May 2017
Ratified by Governors:	Autumn 2016 – amendments agreed May 2017
Next Review:	Summer 2018

Statement of Intent:

This policy has been written for the staff/pupils/governors/parents of Manor Primary School and any other stakeholders who contribute to the Behaviour for Learning Policy. It is expected that staff and children will adhere to the expectations set out in order that the Behaviour for Learning criteria is met.

Key points

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspectors Act 2006)
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants and a sports coach
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school
- This behaviour policy is published on the school's website
- Teachers can confiscate pupils' property
- Head and governing boards must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and consequences.
- Governing boards have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

1. Introduction:

At Manor School we will not accept discriminatory behaviour of any kind from any party. All children and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the Equality Act 2010. It is a primary aim of our school to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy will explain the ways in which we work together to ensure a positive and consistent approach.

2. Our Behaviour policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school;
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour;
- Have a consistent and fair approach to behaviour throughout the school with co-operation from children and the positive involvement of parents/carers;
- Create clear boundaries of acceptable behaviour and ensure safety;
- Raise awareness about appropriate and inappropriate behaviour;
- Help children, staff and parents/carers to have a shared sense of direction and a feeling of common purpose;
- Eliminate bureaucratic procedures which often get in the way of solving the problem.

3. What we believe about a child's behaviour:

Children need to feel valued. It is when a child has good self - esteem that he or she learns best. Our behaviour and discipline philosophy recognises this and we aim to provide systems that lead to effective discipline but at the same time strive to protect and build the self-esteem of children.

We believe children need to be taught how to behave and have good behaviour modelled through significant adults in their lives.

Most children are responsible for their own choice of behaviour.

We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing good behaviour.

When children behave inappropriately we reject children's behaviour, not the children themselves.

When children are given clear expectations and consistent rewards and consequences, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.

This whole school policy will give consistency and security to the pupils moving from class to class and will give consistency to the parents who will know what all teachers expect.

Children have the right to:

- Be treated fairly and equally
- Expect teachers and staff to provide them with consistent POSITIVE encouragement to motivate them to behave
- Know what behaviours will help them to succeed in the school

Teachers and staff have the right and responsibility to:

- Establish rules that clearly define the limits of acceptable and unacceptable behaviour
- Teach the pupils to follow these rules in school
- Ask for support from the parents concerning their child's behaviour.
- Ask for support from the Senior Leadership Team to help them deal with the more challenging pupils.

How we ensure that these principles are met:

The spine of our policy is our School Values. The values outline the behaviour that we expect from our children and defines the rewards and consequences that will be used. It is essential that the values be regularly taught to children. Children need to see the values being used consistently and fairly. Behaviour care plans are written for SEN children who are struggling with their behaviour. These plans are signed by all adults involved with the child. Parents are also involved through consultations about actions that will be carried out by the school to help support the child's emotional needs.

4. Promoting positive behaviour through the Manor values:

Our Values

- DETERMINATION - Manor pupils always try their best and never give up.
"I persevere when I am faced with challenges. I do my best to achieve excellence."
- RESPONSIBILITY- Manor pupils take responsibility for their own actions and show responsibility in looking after the wider community.
"I think about my actions and I take responsibility for all that I do. I am responsible for looking after myself and others around me"
- RESPECT- Manor pupils respect each other and celebrate diversity.
"I treat others the same way I want to be treated. I appreciate that each of us is different"
- COMMUNITY – Manor pupils are caring, sharing and friendly and are part of a team
"I take care of myself, others, my school and the environment around me."
- EXCELLENCE – Manor pupils strive for the best in all that they do.
"I will try my hardest in everything that I do"

Each class will display a set of classroom rules in a prominent place and all children will sign the school rules at the beginning of the year. A set of rule will be sent home to parents to reinforce the expectations at school.

- We have a learning plan and a playground plan which are both based around rights and responsibilities and we have rewards and consequences for following/not following these responsibilities.
- We discourage inappropriate behaviour by promoting mutual respect;
- We encourage children to take responsibility for their own actions and behaviour;
- We lead by example;
- We praise and reward good behaviour both privately and publicly;
- We believe in the importance of calm discussion and acknowledge that encouragement is usually more effective than threats/warnings.

5. Expectations at Manor:

We expect children to:

- Respect each other and show respect for all adults;
- Attend school every day, on time and be ready to learn;
- Co-operate with other children and adults;
- Have good manners;
- Follow the Manor rules at all times;
- Tell an adult if they have a problem.
- Promote the good reputation of the school in the community.

We expect staff to:

- Provide positive role models at all times – in respect and in learning behaviours;
- Create a culture of respect for all people, and promote positive behaviour;
- Respect children and listen to their views without discrimination;
- Implement the school's rules, rewards and consequences fairly and consistently as detailed in this and other related policies;
- Raise all children's self-esteem and self-respect, develop their full potential, celebrating their efforts and achievements;
- Encourage self-motivation and independence;
- Provide a challenging, interesting and relevant curriculum;
- Create a safe, pleasant and well-organised environment in the classroom and elsewhere, both physically and emotionally;
- Form a positive relationship with parents/carers so that all children can see that the key adults in their lives share a common aim;
- Recognise that children are individuals and be aware of their needs.

We expect parents/carers to:

- Show respect for all members of the school community;
- Be aware of the school rules, rewards and consequences which are displayed in the classrooms. Then at home to discuss these with their child;
- Ensure children attend regularly and punctually;
- Support their child's learning, and to co-operate with the school;
- Support the actions/consequences given to their child. If parents/carers have any concerns about the way that their child has been treated, they should contact the school immediately;
- Support their child in learning to resolve difficulties in a positive manner.

We expect governors to:

- Promote and monitor the implementation of this policy;
- Promote whole school adherence to the practices within this policy;
- Ensure equality of delivery to individuals and groups through monitoring exclusions.

6. How we celebrate positive behaviour:

- We use a rewards system where children earn ticks for displaying positive behaviour. The ticks earn them a range of certificates. In addition there are stickers and certificates that are linked to the school values.
- We organise weekly achievement assemblies where children are awarded Merit Awards and School Values certificates.
- We give out weekly Manners awards to individual children and class attendance certificates.
- Children are invited to lunch with the Headteacher.
- Parents/Carers are kept informed of achievements through certificates, lunch invitations and sticker charts that are taken home;
- Well done phone calls/messages to parents/carers when appropriate;

7. How we deal with negative/inappropriate behaviour:

- Our rules are based around rights and responsibilities and we have rewards and consequences for following/not following these responsibilities.
- Every classroom has a learning plan poster which should be referred to frequently when praising positive behaviours and when addressing poor behaviour choices.
- Children must be spoken to using positive language which encourages appropriate behaviour and reinforces it. The language used should allow children to take responsibility for their behaviour by referring to choices.
- When children display negative learning behaviours and are not following their responsibilities they are moved to warning, time out, time out of class and so on.
- The stages are fluid and the focus is always on getting children back on track.
- **If children reach the 'Time out of class' stage, they are sent to another class with a time out sheet to be completed. It is clearly explained to the child why they are at this stage and what rules/s they have ignored.**
- **Time out should last no more than 10 minutes.**
- All completed time out sheets are filed in the classroom behaviour files which are monitored weekly by the Inclusion Manager and the Learning Mentor.
- All children start every day with a clean slate.
- We have a Behaviour Lead and Learning Mentors who focus on behaviour support. Class teachers will make referrals where necessary;
- The Leadership Team, supported by the Behaviour Lead, have an overview of the children with challenging behaviour and work alongside staff in meetings with children and their parents/carers;
- We inform parents/carers of persistent negative behaviour and may write a Behaviour Plan, in partnership with parents/carers, that has clear targets and a timeframe for improvement;
- We refer children to the Behaviour Support Service if serious and challenging behaviour arises;
- We respond quickly and systematically to all negative behaviour.

8. Peer on Peer Abuse

Keeping Children Safe in Education, 2016 states that 'Governing boards and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with' (page 19).

The document also states it is most important to ensure that all opportunities to seek the voice of the child are used, 'Governing boards, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

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

Children may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

We have the following policies in place that should be read in conjunction with this section:

Anti-Bullying Policy

Safeguarding & Early Help Policy

Online Safety Policy

Types of abuse:

There are many forms of abuse that may occur between peers and this list is not exhaustive.

Physical abuse – may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person.

Sexually harmful behaviour/sexual – may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobia etc.) is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

Sexting is when someone sends or receives a sexually explicit text, image or video.

Prejudiced Behaviour The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten details. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled. In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

In all instances the school will ensure that parents are kept fully informed.

9. Exclusion (Consequence for serious unacceptable behaviour):

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify their behaviour. We see exclusion as a last resort. However, there are incidents or circumstances where it will be the only appropriate step. For example; in line with the Local Authority's policy, there will be a minimum of a 5 day fixed term external exclusion for bringing an offensive weapon to school.

Internal Exclusion:

An internal exclusion means that a child will complete their set work either in another classroom or in the office with a member of the Leadership or Senior Leadership Team for at least half a day. The duration will be dependent on the circumstance and history of behaviour. The child will not be permitted to be in the playground at break or lunchtime, nor be able to attend an educational visit on that day. Repeated internal exclusions could result in a fixed term external exclusion. Only the Headteacher or the Deputy Head can internally exclude.

Fixed Term External Exclusion:

When a fixed term external exclusion is deemed appropriate, the school will endeavour to obtain a place at RIET (Reintegration into Education Team), the local authority's provision specialising in supporting children who have been excluded or are in danger of being so. Attendance at RIET provides the opportunity for children to explore the events that led to the exclusion and identify different choices which could have been made.

If a place at RIET is not available, it is expected that the child remains supervised at home for the day and completes the work there. The letter, which is issued when a child is excluded, explains clearly that it is the responsibility of the parent or carer that a child should not be in a public place during the period of the exclusion.

If an incident may be deemed serious enough to consider a fixed term exclusion, the school will endeavour to contact the parents/carers on the day of the incident to inform them an investigation will take place. A letter will be sent home outlining the reasons for the exclusion and the measures parents/carers can take in relation to them.

If a RIET placement has not been provided, the school will provide work for the length of the exclusion. It is expected that this is returned to be marked. On return to school, the parents/carers and child will meet with a member of the Leadership Team at a re-integration meeting to discuss future actions to ensure the behaviour does not reoccur.

10. Pastoral Support Plans (PSP):

On very rare occasions it may be felt that a child is at risk of permanent exclusion due to inappropriate behaviour or persistent poor behaviour being displayed. In this circumstance, the school will put a PSP into place in order to support the child and try to prevent the behaviour reoccurring. This plan will have a clear timeline and will involve the child, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Regular reviews will be organised to assess progress and make amendments as required. Where appropriate, other agencies, including the Behaviour Support Service (BSS) will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the child.

11. Physical Intervention:

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a child from:

1. Assaulting or injuring another person;
2. Injuring themselves;
3. Putting himself/herself into danger (e.g. attempting to run away);
4. Damaging property.

For further details please see our Physical Restraint Policy.

12. Health & Safety:

We will:

- Undertake a risk assessment of any children who display disruptive behaviour;
- Create a Positive Handling Plan for any child who requires positive handling;
- Train staff who may need to work with children who require positive handling, and others as appropriate;
- Ensure that all staff are aware of the policy on positive handling of children.

13. Confiscating Items

Unapproved items brought into school by children such as; sweets and electrical items may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In

the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them until further guidance is given.

The Headteacher can authorise a search without consent for items including stolen property; this search would occur with the child present. This would only be used as a final resort and parents/carers of children affected would be informed as soon as is reasonably possible.

14. Incidents Outside of the School

In accordance with the information published by the Department for Education entitled "Behaviour & Discipline in Schools", the school has a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006, gives Headteachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable". Examples of such circumstances include:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform or in some other way identifiable as a child at Manor Primary School.

In extreme cases of unacceptable behaviour (such as cyber bullying) at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another child or member of the public;
- Could adversely affect the reputation of the school.

The school will deal with all non- criminal bad behaviour and bullying which occur anywhere off the school premises and which is witnessed by a staff member or reported to the school. The school in these circumstances will always inform the parents.

Punishments will be decided by SLT and come from the agreed list of consequences.

Resources:

- We have expert advice and training from agencies such as the local authority Behaviour Support Team, to ensure we are up-to-date with Local and national initiatives;
- We use books, videos and the Jigsaw PSHE scheme of work to deliver lessons and assemblies to whole school, classes or groups of children to learn about appropriate behaviour;
- We use experts such as the Gangs and Gang Violence Team and Community Policy to deliver workshops to children.
- Philosophy for Children (P4C).

Appendices

Additional support & guidance for staff

A	Ensuring consistency	E	Checklists for teachers
B	Rewards and consequences	F	Playtime and lunchtime procedures
C	Monitoring the behaviour of children	G	Confiscation of inappropriate items
D	Key principles for SLT	H	Children with autism

Appendix A

Ensuring Consistency

All adults in school need to take responsibility for implementing the school's rules and the classroom codes of conduct. As adults walk around the school at lunch and play times they need to do the following:

- All adults always check on the reasons for children being in school building at play/lunch times
- Always deal with inappropriate behaviour – never walk past
- Discuss inappropriate behaviour with children- remind them of their obligations
- If children run – always send them back to try again
- If children are talking to others in a disrespectful way- always intervene. Try to positively reinforce good behaviour (smiles for co-operative play)
- Inform class teachers of any inappropriate behaviour you have had to deal with.

Appendix B

Rewards and consequences

Positive Reinforcement: Highlight good behaviour as much as possible.

Where possible, reprimand children quietly out of earshot of others. We know this is hard at times but the rewards are worth it. We often feel the need to see the child being punished or see the child 'suffer' in one form or the other. This makes us feel better but does nothing for the self-esteem of the child. Think how you would feel if publicly reprimanded for all your mistakes! A 'victory' is NOT what we are after. Always ask yourself '**What is the best possible outcome for this situation?**' and then do your best to achieve it:

Use the rewards and consequences.
Use the support systems of the school.
Rewards should be used appropriately.

Using Rewards at Manor

When children behave well in class, they are awarded a tick. These ticks are recorded on a chart in the classroom and children work towards bronze, silver and gold certificates. On receiving 20 ticks a child earns a bronze certificate, on receiving 40 ticks they receive a silver certificate, on receiving 60 ticks they receive a gold certificate which are all presented in assembly. Ticks are also awarded for good work and any adult in the school can give them.

During assemblies all adults have stickers to give to children for displaying good behaviour. Staff in assembly will have a whiteboard to write down the names of children showing good behaviour.

All staff in the school are to use stickers to reward good behaviour.

Exceptional effort or work may be rewarded by sending the child to a member of the SLT for a sticker.

Teachers will initially deal with disruptive behaviour by reminding the child of the classroom rules using closed questioning such as "What is the rule about learning bodies on the carpet?" If the behaviour persists the child will receive a warning. If the behaviour persists they will be asked to visit the time out area.

Tick system	
Bronze	20
Silver	40
Gold	60
Start again...	+

Manor's Agreed Rewards and Consequences

Rewards	Consequences
<ul style="list-style-type: none"> • Verbal praise • Stickers • Smiley faces • Sharing good work with other teachers • Head teacher stickers • Certificates • Sharing good work with the SLT • Letters to parents • Good phone calls home • Awards assemblies 	<ul style="list-style-type: none"> • Verbal reminders • Name on the whiteboard • Timeout in class • Time out in another class • Letter home • Phone call home to parents • Standing out or walking around with staff at playtimes • Loss of playtimes • Time in Reflection • Pulled away from attending fun after school clubs

Assemblies

Once a week, children and staff celebrate good behaviour and achievement in an achievement assembly. Children come to the front of assembly to receive their certificates. At this assembly each teacher can award a certificate linked to the school values.

Playtimes

There are a selection of playtime games and equipment (basketball, skipping, target wall and the playground markings) in allocated areas at lunchtimes. This allows children to stay focused on structured play, and therefore reduce incidents of poor behaviour. Adults must play with children at all times unless otherwise directed.

Timeout

Teachers use a system of warnings and TIME OUT.

If a child in class does not follow the rules, he or she is given a reminder of the correct behaviour that we wish to see. If it continues they are given a verbal warning

If the child continues to not follow the rules they are given time out in a designated area of the classroom for approximately 5-10 minutes. The children will use a five or ten minutes egg timer to judge the time passed.

If the child misbehaves once more the time out is done again but in another classroom. For this a record is to be kept and passed to the link SLT member, of when and why the child was sent out of their classroom. The link SLT will keep the notes and regularly review them to see if any follow up is needed. Children sent to another class must join in with the learning in the classroom and are not to be sent back until the start of the next lesson.

Children can be asked to stay in at playtime or stand by the wall or walk around with an adult.

If Class teachers choose to keep children in at play times or lunch times to complete work it is that teachers' responsibility to supervise their own children in their own classrooms.

Time out can be given without the warnings for more serious misdemeanours (e.g. hitting, rudeness).

Warnings are not carried over to the following day, so children can make a new start at the beginning of the next day.

Link SLT members must be informed of all children who have been sent out of class. No child is to be sent to the deputy or head teacher unless they have seen their link SLT member.

Time out in Key Stage 1 and Key Stage 2

This is how your teacher will use the timeout system:

- You will be given a reminder
- If you do not stop you will get a warning and your name on the board
- If you carry on you will be then sent to the timeout area for 5 to 10 minutes
- If you cannot behave then you will be sent to another classroom and not allowed to re-join your class until the next lesson
- If a child is sent to another class a letter is sent home to make the parents aware of the behaviour in school
- If time out in another class occurs three times in the course of one week then the parents will be invited in for a meeting and the child internally excluded for a time agreed at the meeting with both parents and link SLT member.

Monitoring the behaviour of children (except those with care plans)

Should a child's behaviour be of special concern then the following should be done:

- The teacher should ask the Learning Mentor or the Inclusion Manager to inform the parent of their concerns
- Parents may be invited in to talk to the teacher.
- A SLT member should be informed.

If behaviour does not improve:

- The SLT are informed and parents are invited in to discuss their child's behaviour
- The child is put on a behaviour plan - targets are set and agreed upon with the Behaviour lead
- If behaviour does not improve the Head Teacher is notified

Significantly Difficult Children

Some children need extra support for their behaviour and will be placed on behaviour support programmes and this will be closely monitored by the SLT and the SEN co-ordinator. Each child highlighted has a behaviour plan in place and all relevant people are informed of the plan. A record is made of their behaviour on a regular basis to assess the effectiveness of their support plans. Behaviour support plans are to be displayed within the classroom so they are accessible to all staff.

TIME OUT in the Foundation Stage

Some guidelines:

With very young children, 'Time Out' should only be used in extreme circumstances.

The main aim of all staff should be to avoid getting to this point in the first place.

If all else has failed (distraction, diversion, broken record, take up time, praise & encouragement, modelling, 'when...then' etc.), then we advocate the following approach: 'Time Out' is taken by an adult's side, wherever they are at that time (inside or out).

An adult should speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and to tell them they need to stay with the adult until they are ready to join in again sensibly.

The child holds the adult's hand and stays by their side for a few minutes (corresponding to their age in years). There is no chatting. The child needs to know that they are missing out on an activity due to their behaviour. They are not having a 'cosy chat' with an adult, but being ignored.

Meanwhile, another adult comforts the 'victim' (if there is one). The adult consoles them and makes sure they are okay. The adult says 'I am sorry that _____ hurt you' (ensuring this child feels that sorry has been said).

Once the first child has finished their time, the adult has a quick word about 'playing nicely' and sends them off to join in again.

Do not insist on the first child saying sorry.

Adults should look for opportunities as soon as possible to 'catch' the first child doing the right thing and give them lots of praise for it.

Advantages of this approach:

- Staff do not find themselves involved in secondary battles trying to make children sit on a specific chair, etc.
- The 'victim' becomes the focus of attention and feels that things have been dealt with effectively.

Time out at Lunchtimes

Adults may remove playtime from a child who has not followed the school rules. These children will be asked to leave the playground and carry out a time out in the dining hall. During the time out they are supervised by a member of SLT and a time out sheet is completed. There is then a 'follow up, follow through' meeting with the behaviour lead.

Children must be supervised by an adult at all times.

Reasons for sending children to the Behaviour lead

- A physical fight where children have physically hurt each other
- Racism, sexism, homophobia, discriminating against transgender
- Discriminating against disability
- Serious incidents of bullying
- Swearing and using abusive language towards an adult or if an adult hears a child using it to another child
- A serious incident of defiance towards the class teacher
- Continuous disruptive behaviour
- Refusal to follow reasonable requests with implications for health and safety of the child and others e.g. leaving the school premises without permission
- Vandalism
- Theft
- Bringing a weapon on the premises
- Malicious allegations against staff
- Physical assault towards members of staff

If a child is referred to a member of SLT then an incident report form must be completed by the teacher that is referring them which will be filed in the child's file and in the incident file in the Head teacher's office. If the incident is serious enough then the Head Teacher will be informed. It is important that we go through the procedures before sending children straight to Senior Leadership Team.

Appendix C

Key Principles for Senior Leadership Team

- Ensure absolute clarity about the expected standard of pupils' behaviour
- Ensure that behaviour policy is clearly understood by all staff (including supply staff), parents and pupils
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are
- Display the tariff of consequences and rewards in each class
- Have a system in place for ensuring that children never miss out on consequences or rewards

Leadership

- Model the behaviour you want to see from all adults working in the school.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day
- Check that the pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well maintained.

Staff

- Praise the good performance of staff
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy

Children

- Praise good behaviour
- Celebrate successes

Teaching

- Monitor the amount of praise, rewards and consequences given by individual staff
- Ensure that staff praise good behaviour and work
- Ensure that staff understand the special needs of pupils

Individual Pupils.

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them
- Put in place suitable support for pupils with behavioural difficulties

Parents

- Build positive relationships with the parents of pupils with behavioural difficulties

Appendix D

Behaviour Check list for Teachers

Classroom

- Classroom Rules prominently displayed in class, ensuring it has been signed by everyone in the class
- Rules to be shared at the first parental workshop and a copy sent home to share with parents
- Display rules in the class- and ensure that the pupils and staff know what they are
- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Display the Going for gold poster in all classes
- Have a system in place to follow through with the consequences
- Display the tariff of rewards and consequences in class
- Have a system in place to follow through with the rewards
- Have a visual timetable on the wall.
- Follow the school behaviour policy
- Clearly label a time out station in your classroom
- Have copies of the Manor incident report form available to refer incidents to SLT link member
- Teachers to have clear seating plans on display

Pupils

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand pupils' special needs

Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transitions and for stopping the class, as a school we are using the 3,2,1 routine
- Teach children the class routines

Parents

- Give feedback to parents about their child's behaviour- let them know about the good days as well as the bad ones.

Appendix E

Playtime and Lunchtime Procedures

General procedures:

- Play with children in the playground, ensure football is supervised by an adult.
- Play games with children.
- No standing and talking with others on duty
- At break-times ensure any sporting activity is supervised by the Sports Coach
- Staff outside to play games with children
- 1-1 support where possible to facilitate play with their child outside
- Take time to talk to children
- If a child falls over or is injured in any way they must be seen by a First Aider

Behaviour Procedures:

Good behaviour should be rewarded with positive praise.
Poor behaviour should not be ignored!

Strategies for dealing with poor behaviour:

Give warnings about their behaviour and what they should be doing instead.
Children that persist in breaking the rules will be sent to time out in the dining hall. Here they will be supervised by a member of SLT and asked to complete a time out sheet.

Wet Play

The teacher on duty that day will notify you if there is going to be a wet playtime.
During wet playtimes ensure that all classrooms are monitored regularly and that children are doing focused and sensible activities. The teacher/s on duty that day will need to monitor between the classrooms.

If children do not follow the rules in their classrooms they should be warned calmly.
If child/children continue to misbehave they should sit in the corridor for 5 minutes.

Appendix F

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provision which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for "prohibited items" including:
 - Knives and weapons
 - Alcohol
 - Stolen items
 - Fireworks
 - Pornographic images
 - Illegal drugs
 - Any article that has been or is likely to be used to commit an offence, cause injury or damage to property
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police.

Appendix G

Children with Autism

At Manor we recognise that children with autism will need different behaviour management strategies to the mainstream population.

The aims of our behaviour management policy for children with autism are:

- That the children develop effective, developmentally appropriate strategies for managing their feelings
- That the children will achieve their potential in academic, social and behavioural achievement.

General Good Practice

At Manor we feel that challenging behaviours will mostly be a result of the following

- Frustration
- Sensory overload/pain
- Anxiety
- An Ineffective communication or interaction strategy

We feel that whenever possible the cause of the challenging behaviour should be identified and addressed.

When a child is exhibiting a challenging behaviour we expect staff to take the following steps:

- Make the situation safe
- Pause and try to analyse why the child is exhibiting that behaviour
- Label what the child is feeling or doing at an appropriate level of language for that child
- Model a more appropriate way of managing the cause of the behaviour
- Report the behaviour on a behaviour chart or to a member of the learning support team or the Inclusion Manager

Training and staff responsibility

Every member of staff is responsible for following the school Behaviour Policy.

The SLT are responsible for co-ordinating the Behaviour Policy and for ensuring that it is implemented consistently. The SLT and Inclusion manager will support all staff and pupils regarding this policy and use outside agencies where applicable.

Staff working directly with children with autism will receive additional training in managing challenging behaviour in autistic pupils.

Physical Handling

At times children with autism may demonstrate a challenging behaviour which requires physical intervention from the supporting adults. In these instances the Physical restraint policy is relevant.