


# Behaviour Policy

**Date: September 2026**

**Review: September 2027**

## RATIONALE

As a school we take a Relational Approach to behaviour based on an understanding of how Adverse Childhood Experiences (ACEs) can affect a child's behaviour. We feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore encourage good behaviour in others. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school, supported by curriculum content such as Personal, Social, Health and Citizenship Education.

## AIMS

• To ensure care and consistency

• To be fair and be seen to be fair

• To treat all with respect

• To have clear expectations and strategies to ensure they are met

• To provide planned activities which motivate all to learn academically and socially.

## Manor Court Community Primary Golden Rules

1. We respect each other's right to learn and do our best.

2. We show care for each other and our school.

3. We move about our school quietly and safely.

4. We always listen and respond politely.

5. We are kind and treat others as we would like to be treated.

**Manor Court Community Primary School ASPIRE Values**

1. Ambition

2. Sincerity

3. Positivity

4. Integrity

5. Respect

6. Empathy

**INCENTIVES TO POSITIVE BEHAVIOUR**

We believe the ideal rewards are the intrinsic rewards offered by:

- good relationships
- a stimulating curriculum
- positive role models.

It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child can experience success.

**Reward System and the Incentives towards Good Behaviour**

House Points rewarded for exceptional achievements in schoolwork, behaviour, attitude and effort.

- Non-Verbal praise.
- Verbal praise.
- Celebration Assembly.
- Marking policy and Display.
- Sharing success with the class, neighbouring class, chosen adult, senior leaders, parents and wider community.

## Stickers and Team Points

Across the school, the children work towards gaining House Points or stickers for good work or behaviour. In addition, a weekly Celebration Assembly takes place where individual children in each class are praised for good work or good behaviour and are awarded the Star of the Week, Maths & English Star certificates. Each child is a member of one of four houses: Stringfellow, Gifford, Gillingham & Bonfield, and house points are accrued weekly.

## Discouraging Unacceptable Behaviour and use of the Restorative Approach

We use an Emotion Coaching approach to managing behaviour. The process should follow these principles: understanding what was wrong, understanding feelings of others, remorse, problem solving and learning for the future.

## Sanctions sequence:

1. Reminder.

2. Warning.

3. Second warning and Time Out Table.

4. Parallel classroom and loss of next playtime.

5. Senior team involvement via Orange or Red Triangle.

## For Serious incidents/persistent misbehaviour

Examples include bullying, defiance, damaging property, assaulting staff, fighting, leaving school grounds and behaviour causing health and safety concerns.

Suspension or exclusion may be necessary.

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage the parents will be contacted as a suspension, or an exclusion may be necessary. Children may be excluded from planned visits due to their behaviour.

The Head teacher may decide upon an internal suspension where the child works away from the class for a day.

The child may need to be placed on the following Behaviour Support Process:

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.
2. A meeting between the Senior Leader and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.
3. If all the above measures fail, then the Senior Leader, in consultation with the Governors, Local Education Authority and outside agencies, will apply a suspension or permanent exclusion.

**Children Beyond**

Children beyond the steps in this policy will be supported by the Headteacher, Deputy Head and SENCo.

**Trauma-Informed Approach**

Pastoral support may be put into place with agreement of the SENCo.

**Reasonable adjustments.**

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have low self-esteem. In cases like this the SENCo will be involved. Their parents will be involved in agreeing to a Pastoral Support Plan, which will be consistent with the principles and practices within this policy.

All responses to behaviour will be proportionate, fair, and consistent. When applying sanctions or considering suspensions, the school will consider the individual circumstances of each pupil, including any special educational needs or disabilities (SEND), and make reasonable adjustments as required under the Equality Act 2010 and DfE guidance. This ensures that pupils are supported appropriately and that disciplinary measures do not disadvantage those with additional needs

## Conclusion

The behaviour policy has been written in order that we can manage behaviour in our school in the best possible way.

## APPENDICES

Appendix 1 **Daily Routine in wet weather**

All children go to their classrooms in the main building. Class teachers will be in their classrooms by 8.40 am, so that children are supervised.

Appendix 2 **Procedures for Playtimes**

KS1 & KS2 will line up in the morning at playtimes and lunchtimes, in designated areas.

The designated playground area will be used for football games on a rota basis.

Teachers, Learning Support Assistants and lunchtime staff will collect their children and walk them to classrooms after Breaks.

Lunchtime Supervisors will line up and take children to class after lunch.

1 whistle means stand still, the next, line up.

Appendix 3 **Movement around the school**

When moving around the school, classes will be supervised by an adult.

We expect all children to walk **quietly** along corridors and pathways.

Children will be accompanied by an adult to and from assemblies. (Times agreed)

Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary.

Appendix 4 **Manor Court Community Primary School Golden Rules:**

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Appendix 5 **SAFETY RULES**

For our safety:

1. We will walk quietly along corridors and on pathways.
2. We will not run inside the building.
3. We will stay on the playground before school, at playtimes and at lunchtime.
4. We will not go into teaching areas without supervision.
5. We will not go into the car park.
6. We will not harm others

Appendix 6 Home School Agreement (see separate document)