



Manor Court Community Primary School

Behaviour Policy

September 2025

Date to be reviewed: September 2026

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This policy reflects the school's ASPIRE values.

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

The Golden rules are a teaching and learning tool which need to be constantly reinforced and highlighted by all members of the school community.

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 Values

Providing a positive attitude and environment in our school are also underpinned by the Manor Court Community Primary School Values. These values are designed to create well-rounded children and good future citizens. These values are discussed on a regular basis within whole school and class assemblies.

1. Ambition

manners / appreciation / thoughtfulness / acceptance (of others) / equality

2. Sincerity

trust / patience / co-operation / happiness / caring

3. Positivity

determination / resilience / hope / courage / positivity

4. Integrity

honesty / independence / pride / taking ownership

5. Respect

co-operation / listening / unity / enthusiasm

6. Empathy

caring / love / empathy / humility

INCENTIVES TO POSITIVE BEHAVIOUR

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

- Good relationships
- A stimulating curriculum
- Positive role models

Reward System and the Incentives towards Good Behaviour

We believe that 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 has the opportunity to experience success.

We achieve this through the use of:

House Points

Rewarded for exceptional achievements in school work, behaviour and attitude and effort.

Non-Verbal praise

We believe that a smile, pat on the back, thumbs up or applause helps to promote positive good behaviour.

Verbal praise:

We believe this is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the Manor Court's Golden Rules and Aspire Values can be given to and by everyone. It may be private or public.

Celebration Assembly

Each Friday children's achievements are celebrated in assembly with certificates for Reading, English, Maths and Attitude to Learning or Citizenship.

Marking policy and Display:

Positive comments are used to build on success and children's work is displayed so that it is obvious to any visitor that we are proud of success.

Sharing

In recognition of a particular task or behaviour the pupil may share success with others. The child may share with:

1. The class.
2. The neighbouring class or teacher.
3. An adult chosen by the child.
4. The Headteacher, Deputy Headteacher or Assistant Head.
5. Parents and the wider community.

Discouraging Unacceptable Behaviour and use of the Restorative Approach

We use an Emotion Coaching approach to managing behaviour.

It is important to remember that before we resort to sanctions and punishments, that we listen to a child and look for a solution and the child in some way is given the opportunity to make amends.

The process should follow these principles:

- Understanding of what was wrong about their actions.
- Understanding the feelings of others.
- Feeling sorry and showing remorse.
- Problem solving to put it right.
- Learning for the future.

However, there is a need for sanctions if a child breaks established class and school rules. It is our belief that sanctions, consistently and firmly applied by all, will result in clear boundaries and therefore good behaviour will be promoted.

NB It is important at all times to criticise and target the behaviour and not the child.

Sanctions

For unacceptable or disruptive behaviour, the following sequence will be used:

1. Praise will be given to the children nearby who are showing appropriate behaviour and the child will be given a reminder.
2. If disruptive behaviour continues, the child is given a warning and reminded of expectations.
3. If disruptive behaviour continues the child is given a second warning and reminded of the expectations. The child will then be moved to the Time Out Table within the classroom and this is recorded on the class behaviour log. It is the expectation that the teacher will then talk to the child to 'Engage – Expectation – Encourage'.
4. If the behaviour continues, the child is sent to the parallel classroom and, as a consequence of this behaviour, the child will lose the next playtime. If a child is removed from class, it is recorded on CPOMS.
5. If the behaviour continues then the Senior team will be informed by the use of an Orange Triangle – to be used when an issue needs to be dealt with but is not serious – or a Red Triangle for immediate support. The child will be expected to continue with their work. The child will return to class in the next session. If the child continues

to misbehave, they will be referred to a senior member of staff who will decide which of the various sanctions should be applied.

It may be appropriate at this time to place the child on a Behaviour Chart or Positive Behaviour Plan.

The parents of a child who frequently misbehaves will be notified by the class teacher. The SENCo will be informed and behavioural advice sought if relevant. (Behaviour Plan put in place if appropriate).

The expectations of behaviour are the same at breaktimes and lunchtimes and the management of behaviour follows the same process: Warning - Time Out on the Playground - if it continues Time Out in the Hub.

For Serious incidents/persistent misbehaviour: Deputy/Assistant Headteacher and/or Headteacher.

Behaviour such as:

- i. Bullying
- ii. Defiance including the use of bad language
- iii. Damaging school or others' property
- iv. Assaulting a member of staff – verbal or physical
- v. Fighting
- vi. Leaving the school grounds without permission
- vii. Behaviour which causes an accident and or Health and Safety issue

At this stage the parents will be contacted as suspension (Internal, Fixed term) or exclusion may be necessary. Please see appendix.

The Headteacher or Deputy Head/Inclusion Leader in his absence, may decide upon an internal or fixed term exclusion, where the child works away from the class for a day or off the school premises.

The child may need to be placed on the following:

Disciplinary Code: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, parents and the child.

2. An interview 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 will be negotiable.

3. A reintegration meeting will be held at the conclusion of each fixed term exclusion and minuted.

If all of the above measures fail, then the Headteacher, in consultation with the Governors, Local Education Authority and outside agencies, may seek to apply an exclusion.

Children Beyond

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

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 present as unhappy and have low self-esteem. In cases like this the Inclusion Lead will be involved and parents or carers will be involved in agreeing a Behaviour Plan, which will be consistent with the principles and practices within this policy.

Trauma-Informed Approach

For children beyond, there is a range of individual and group pastoral support, based on the trauma-informed approach, which can be put into place with the agreement of the SENCo.

Conclusion

The behaviour policy has been written in order that we can manage the behaviour in our school in the best possible way. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

A regular review of the policy will be made in line with the School Development Plan to ensure it is pertinent and to decide whether the rewards or sanctions are appropriate.

APPENDICES

Procedures:

Appendix 1: **Daily routine in wet weather**

All children will go to their classrooms in the main building. Class teachers will be in their classrooms by 8:45am, so that the children are supervised.

Appendix 2: **Procedures for Playtimes**

All children will line up in the morning at playtimes and lunchtimes, in their designated areas.

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

Lunchtime Supervisors will line up and supervise children while waiting for them to be collected by Teachers.

Appendix 3: **Movement around the school**

When moving around the school, classes will be supervised by an adult at all times. We expect all children to walk quietly along corridors and pathways.

Children will be accompanied to and from assemblies.

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 Golden Rules**

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

Appendix 5: **Safety Rules**

For our safety:

1. We will walk along corridors and on pathways.

2. We will not run inside the building.
3. We will stay on the playground 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.