



## **BEHAVIOUR POLICY**

**APPROVED BY GOVERNORS:**

**POLICY TO BE REVIEWED: *Annually***

### **Safeguarding Statement**

#### **'Safeguarding is everybody's responsibility'**

Manuden Primary School is fully committed to safeguarding and promoting the welfare of children and expects all staff and volunteers and third parties to share this commitment. To achieve our commitment, we will ensure continuous development and improvement of robust safeguarding processes and procedures that promote a culture of safeguarding amongst our staff, governors and volunteers. We believe that every child should be valued, feel safe and is happy. We endeavour to make sure that children at our school know this and are empowered to tell us if they are experiencing harm.

We have a number of policies and procedures in place that contribute to our safeguarding commitment. These can be viewed on our school website. We actively support the Government's PREVENT (counter terrorism strategy) to address radicalisation and extremism.

### **Introduction**

Our school ethos and values strongly underpin ways in which we expect everyone to behave at Manuden Primary School.

*Nurturing life skills and inspiring achievement for today and tomorrow*

**M**astering through a growth mindset approach so that we become confident risk takers with our learning.

**A**chieving through challenge so that everyone reaches their full potential, academically, emotionally and socially.

**N**urturing life skills so that we become independent, resilient and self-assured learners.

**U**nderstanding and valuing others so that we become active and engaged citizens in our community.

**D**eveloping a positive learning environment, which is safe, stimulating, enjoyable and supportive.

**E**ngaging creativity and curiosity through purposeful and inspiring learning experiences so that all individuals are motivated to learn both in and out of school.

**N**ourishing healthy behaviour through physical activity, a balanced diet and positive thinking so that our wellbeing impacts on our happiness in everyday life.

### **Aims**

- To work together to provide a happy and safe environment for learning to take place.
- To promote mutual respect and consideration within the school environment.
- To support caring and co-operative behaviour and to discourage anti-social behaviour.

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- To enable pupils to develop social skills and moral values in the context of the school as a community.
- To become positive, responsible and increasingly independent members of the school community.

### **Purpose**

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. 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 and positive way. It aims to promote an environment where everyone feels happy, safe and secure.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. The school expects every member of the school community to behave in a considerate way towards others.

The school does not tolerate bullying of any kind. We will adopt a zero approach to bullying by pupils or adults, and any such incidents will be dealt with promptly and firmly as outlined in our school Anti-Bullying policy.

The school rewards good behaviour, as it strongly believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Code of Conduct**

Our Behaviour Rules and procedures are designed to make clear to our children how they can achieve acceptable standards of behaviour. At Manuden Primary School we do not need or have many rules. Instead we ask children to;

- **Be Ready**
- **Be Respectful**
- **Be Safe**

We expect the following of these rules at all times of the school day and aim that this self-discipline will transfer when the children are in the wider community.

The school rules are embedded in the classroom through the use of a behaviour zone chart. Pupils who demonstrate positive behaviour are rewarded by moving up the zone chart. Pupils on the Bronze, Silver or Gold zones are awarded house points.

### **Support**

Various mechanisms/groups are in place to support children in displaying positive behaviour. For example: Playleader Scheme, Safety Ambassadors, Learning Mentors, Worry Boxes, parental involvement in behaviour programmes, Psychology and Assessment Service, Behaviour Support Service, the Local Delivery Group and support from the Headteacher/Deputy Headteacher and SENCo. We all try to use positive phrasing when speaking to pupils about their behaviour.

### **Zones of Regulation**

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To support children in being able to regulate their behaviour, the school has adopted the 'Zones of Regulation' programme. The programme supports children in identifying and understanding their different emotions and how their behaviour can impact on outcomes. Strategies and tools are used to help regulate how they are feeling.

### **Rewards and Sanctions**

Our primary aim is to promote good behaviour through positive systems.

#### Headteacher Award

Pupils are also sent to the Headteacher for special awards when their work or behaviour merits it.

#### Praising Effort Certificate

Pupils are presented with a 'Praising Effort' certificate in weekly achievement assemblies. These are rewarded to pupils who have shown much effort in their learning throughout the week. Certificates are linked to our school values.

#### Achievement Book

This is used to capture significant achievements that pupils have achieved both in and out of school. These are celebrated in weekly achievement assemblies.

### **General Principles**

We have high expectations of children, who we expect to conform to the norms of society. Pupils who behave as expected are rewarded by a smile and a thank you from the adults within school. We believe that the most effective methods of behaviour management rely on positive encouragement of the required patterns of behaviour. All learners are aware of the rules, rewards and sanctions that apply to school situations. All staff are expected to have consistent high expectations of children's behaviour.

We praise, reward and celebrate good behaviour in a variety of ways:

- All adults encourage and congratulate children.
- Adults give children tangible rewards for good work e.g. praise, stickers etc.
- We distribute house points for good behaviour through the use of the Behaviour Zone chart
- We hold celebration assemblies: all children/classes have the opportunity to share their learning and achievements.
- We will celebrate individual successes in class and whole school assemblies. The school acknowledges all the efforts and achievements of pupils both in and out of school. Successes out of school are celebrated in assemblies, newsletter, blogs and/or our website where possible and appropriate.
- Weekly 'Praising Effort' certificates are given out.

#### **Citizenship Award**

This is awarded at the end of the academic year to a year six pupil who has shown an excellent attitude within school. The school staff chooses the pupil.

### **Dealing with inappropriate behaviour**

There will at times be situations where other behaviour management strategies are used. When dealing with misbehaviour, it is important to remember that children are likely to continue to misbehave if that is what they are given attention for.

We therefore apply a range of different skills and strategies when dealing with inappropriate behaviour. These are focussed upon the behaviour, not the pupil.

- Encouragement and praise will prevent most unacceptable behaviour
- Eye contact

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- Rule reminders
- Moving near to the pupil or moving the pupil nearer to you
- Verbal warning and then moving down the Behaviour Zone chart which may result in:
  - Time out within the classroom (within view of the class teacher)
  - Time out in another classroom with suitable work
  - Time out with a Senior Leader
  - Loss of privileges – e.g., playtime
  - Letters of apology or work based upon what has gone wrong and how to put it right
  - Community reparations
  - Repair/replacement for damaged equipment

### **If a child regularly exhibits inappropriate behaviour this will be recorded in an incident log.**

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Each sanction should begin with apologies for the misdemeanour and reflection on actions.

Should one of our Three rules be broken the pupil is moved down a zone on the Behaviour Chart, which acts as a reminder of expected behaviour. Should the pupil choose to continue with the inappropriate behaviour, the pupil moves further down, resulting in a period of reflection within the classroom. If the pupil continues to behave inappropriately, they move to the red zone, resulting in a period of time out of the classroom to reflect. A Senior Leader may then deal with this behaviour and a 5 W's form will be used to record the child's views on the incident.

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 and reasonable adjustments are made to systems. Additional specialist help, advice and systems from the Educational Psychologist or Child Guidance Services may be necessary. This possibility will be discussed with the Headteacher and or/SENCo and pupil's parents.

### **The Hierarchical Approach**

Dealing with negative behaviour is a hierarchical approach, consistently delivered by all members of staff, linking with the Behaviour Zone chart. This system depends on there being clear routines and expectations and consistently which is established throughout the school.

### **Some extreme incidents of poor behaviour will necessitate the child being removed from the class immediately and bypassing this process.**

1. Yellow zone on the Behaviour Chart – warning/reminder to an individual about the rule that is being broken/expectations of behaviour.
2. Amber zone on the Behaviour Chart – time out within the classroom to reflect on behaviour.
3. Red zone on the Behaviour Chart – time out in another classroom or with the Headteacher/Deputy Headteacher/Other Senior Leader to reflect on behaviour. (This will be recorded in a central record.) The class teacher will inform parents.
4. If a child is sent to a member of the SMT, they will be asked to record their actions on a 5 W's form (Appendix 1). If the child is in a younger year this form can be completed by an adult recording the child's responses to the questions.

The headteacher and parents must be informed sooner rather than later if there is cause for serious concern about a pupil's behaviour.

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5. Meeting between parents, teacher, child and or SMT to discuss appropriate ways forward to manage behaviour.
6. Set up a behaviour plan/strategies alongside the parent/pupil/class teacher for consistent misbehaviour. Referral to external professionals to support management of management may be made.
7. Temporary exclusion by the Headteacher
8. Permanent exclusion by the Headteacher

### **School Organisation**

Wherever possible, situations are avoided which present opportunities for poor behaviour – e.g. lack of supervision, unnecessary queuing, inappropriate tasks. We endeavour to provide a stimulating curriculum, where children are actively engaged in their learning.

Classroom management is a key to good behaviour, therefore teachers endeavour to provide a well-organised classroom, to teach the children where things are kept and establish expectations and routines.

### **Playtime Management**

The areas in use at playtime are supervised at all times by members of staff. Pupils who bring a snack to school should not start to eat it until they are out on the playground. When the bell is rung at the end of playtime, children should line up in classes after which they will be sent to their classrooms.

In poor weather, a member of staff will supervise indoor playtime. Pupils should eat their snack sensibly causing as little mess as possible. Each classroom has a selection of games which can be used at mid morning break and at lunchtime. At no time, should classrooms' teaching equipment be used for play purposes unless sanctioned and supervised by the class teacher.

### **The Dining Hall**

Pupils have a staggered lunchtime. We promote a family atmosphere by encouraging older pupils to help and look after the younger pupils during lunchtime - the school 'Buddy' system supports this. All pupils are expected to eat their lunch with good manners, talking quietly and by helping the lunchtime supervisors to do their job by being cooperative and respectful.

### **Assemblies**

Assembly is a time to be thoughtful. Pupils are expected to come to assembly in the right frame of mind and to sit quietly, ready for assembly to begin. Pupils are required to make sure that they look smart before coming in assembly (shirts are required to be tucked in).

### **Moving around school**

All pupils are expected to be respectful of others as they move around school. Moving around the school should be done quietly so as not to disturb those who are working. Nobody is permitted to run around the school.

### **Expectations**

We expect all pupils in our school to follow the 'Three School Rules' and the school's systems and procedures. We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. The school's metacognition work supports children in being ready to learn.

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We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task, which may be undertaken during a break time or as additional homework.

We expect pupils to behave appropriately in the school. If a pupil is disruptive in lessons, the teacher reprimands him or her. If a pupil misbehaves repeatedly, he/she is isolated from the other pupils until he/she calms down and is in a position to work sensibly again with others.

The school's expectations are maintained during break and lunchtimes and out of class activities. Awards and sanctions are used to manage the orderly behaviour of pupils appropriately in each situation. At playtimes, the teacher on duty and Learning Support Assistants manage the pupils' behaviour. At lunchtimes, the Midday Assistants manage the behaviour and discipline the pupils with support from the Headteacher/Deputy Headteacher.

We expect pupils to be safe. The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers their own safety or the safety of others, the supervising adult stops the activity and prevents the pupil from taking part.

We expect parents to support their child and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. Parents are encouraged to inform the school of any concerns that they may have.

We expect parents to support the school in managing their child's behaviour. Where poor behaviour is consistent and of concern, we will inform the child's parents and expect them to work collectively to rectify their behaviour. We expect parents to support and promote any behaviour support plans and accept support and advice from external professionals when appropriate.

### Consequences

For behaviour which is not respectful, or unsafe or is preventing the learning, either of the individual or the learning of other pupils, we employ a number of consequences. We employ these consequences appropriately to each individual situation and child. The school may not necessarily follow these steps in a sequential manner depending upon the nature of the incident(s). We may also seek outside specialist support to help deal with behavioural issues at any point if the school feels it is appropriate to do so (e.g Attendance Improvement Officers, Educational Psychologists, Behaviour Support Team, Family Support Worker, Advisory Teachers, Social services and Health Services where appropriate HFL, St Albans Diocese Education Department,)

We also reserve the right to set consequences where a child exhibits bad, non-criminal, behaviour off the school premises and which is witnessed by a staff member or reported to the school.

Type of Incident	Consequences
<p>In most cases, incidents of inappropriate behaviour are dealt with by the <b>class teacher</b></p> <p><b>Low level disruptions/ negative behaviours.</b> may include e.g.</p> <ul style="list-style-type: none"><li>• Calling out</li><li>• Making noises</li><li>• Not listening to instructions</li><li>• Distracting others</li></ul>	<p>Age-appropriate sanctions may include:</p> <ul style="list-style-type: none"><li>• verbal warning and reference to rules/expected behaviour.</li><li>• non-verbal warning</li><li>• removal/exclusion from an activity or specific area</li><li>• loss of playtime or Golden Time</li><li>• use of warnings leading to an expectation to complete work in</li><li>• their 'own' time – whether in school or at home.</li></ul>

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<ul style="list-style-type: none"> <li>Poor attention to detail in work</li> </ul> <p>3-4 low level disruptions over a short period of time would be considered moving into medium level disruption.</p>	<ul style="list-style-type: none"> <li>"Time out" within the classroom – the pupil will be told to leave the current activity and spend a few minutes away from the others until the teacher is able to address the behaviour</li> <li>after "time out" the class teacher will discuss the pupil's behaviour with them, as well as strategies to help the pupil to manage their behaviour, make reparation and receive forgiveness. They may also be required to repeat work or catch up at playtimes</li> </ul>
<p><b>Medium level disruptions/ unsafe behaviours</b> may include e.g</p> <ul style="list-style-type: none"> <li>Continued low level disruptions</li> <li>Disrespect to adult (including adults off the school premises)</li> <li>Answering back</li> <li>Deliberately damaging someone's property</li> <li>Hurting others</li> <li>Other distractive behaviour that stops other pupils' learning</li> </ul> <p>3 5W forms over a short period of time would be considered moving into continued medium level disruption.</p>	<ul style="list-style-type: none"> <li>"Time out" in another classroom – the pupil will be sent into another teacher's classroom if behaviour is particularly disruptive, or the pupil hasn't responded to earlier warning or "time-out" within their own classroom.</li> <li>The pupil is given a 5W's prompt questions to reflect on (see Appendix 1).</li> <li>After "time out" in another class the class teacher will discuss the pupil's behaviour with them giving the pupil an opportunity to share their responses to the prompt questions, as well as strategies to help the pupil to manage their behaviour, make reparation and receive forgiveness.</li> <li>The pupil may miss some playtime (depending on the severity of the incident).</li> <li>The class teacher will share this with the parent/carer, discussing the incident(s).</li> </ul>
<p><b>Continued Medium level disruptions:</b></p>	<ul style="list-style-type: none"> <li>The concerns of a member of staff regarding repeated poor behaviour are, in the first instance, reported to the Senior Leadership Team, the Deputy Headteacher or Headteacher who will record each incident, actions and outcomes.</li> <li>After attending on three such occasions in quick succession or in response to a single, more serious incident (see below) the Deputy Headteacher or Head Teacher will arrange a meeting to discuss concerns with the child's parent(s)/carers and to decide on a joint course of action to improve the behaviour of the child. This may include the use of Circle Times by the class teacher, a simple reward chart for the child, counselling opportunities, etc.</li> <li>In such a situation the child will be put onto a Behaviour Log (Appendix 2).</li> <li>This log will make explicit the behaviour which needs to change. During each part of the day the child will earn points when s/he behaves in a positive way. There will be an expectation that they will earn a certain number of points during each day. If not enough points are earned then clear consequences will follow. (e.g, loss of break, lunchtime KS2). The parents/carers will be informed about the progress of the child's behaviour.</li> <li>Improvements, or otherwise, in the child's progress will be monitored and review meetings held with parents.</li> </ul>
<p><b>High level anti-social behaviour and unsafe behaviours</b></p>	<ul style="list-style-type: none"> <li>A meeting will be arranged between parents and the Headteacher. The child will be expected to report to the Headteacher after each day with their Behaviour</li> </ul>

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<p><b>e.g.</b></p> <ul style="list-style-type: none"> <li>• Not improving behaviour after being on a behaviour log for four weeks</li> <li>• Extreme aggression</li> <li>• Peer on peer/ bullying- physical and online (in extreme circumstances this may lead to exclusion. Please see see Anti-bullying Policy )</li> <li>• Behaving in a way which endangers others</li> <li>• Swearing at an adult</li> <li>• Racist or homophobic name calling</li> <li>• Bullying – including prejudiced-based and discriminatory bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Log. Parents will be expected to meet with the Headteacher at the end of each week.</li> <li>• Internal exclusion – the child may be kept in at lunchtimes for a fixed period to allow for time to reflect and make reparations, appropriate to their levels of understanding.</li> <li>• Where deterioration in behaviour continues consultation will be held by the SENCo, with Outside Agencies e.g. the Educational Psychologist, outreach by experts in Emotional Behavioural Difficulties (EBD) etc. The child's parents/carers are informed and consulted at every stage.</li> <li>• A Risk Reduction Plan would be considered at this point (see appendix 3)</li> <li>• Parents are made aware that failure to modify and control anti – social behaviour in school may result in fixed term exclusion from school.</li> </ul>
<p><b>Malicious accusations against school staff</b></p>	<ul style="list-style-type: none"> <li>• The Governing Body will instruct the Head teacher to follow the advice from "Dealing with Allegations of Abuse against teachers and other staff." <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_abuse_against_teachers_and_other_staff.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_abuse_against_teachers_and_other_staff.pdf</a></li> <li>• If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible.</li> <li>• If an allegation is determined to be unfounded or malicious, the CPSLO (Child Protection School Liaison officer) should refer the matter to the Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else.</li> </ul>
<p><b>Exclusions</b> The decision to exclude a pupil must be lawful, reasonable and fair and will only be followed in extreme circumstances. i.e</p> <ul style="list-style-type: none"> <li>• serious actual or threatened violence against another pupil or a member of staff;</li> <li>• sexual violence, harassment, abuse or assault (we will refer to guidance as set out in KCSIE <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> and DfE guidance in relation to Sexual violence in schools <a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a>)</li> <li>• supplying an illegal drug</li> <li>• carrying an offensive weapon</li> </ul>	<ul style="list-style-type: none"> <li>• Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds.</li> <li>• In such circumstances the school and Headteacher will follow the guidance as set out in: <a href="https://www.gov.uk/government/publications/school-exclusion">https://www.gov.uk/government/publications/school-exclusion</a> and the school's Exclusion Policy.</li> <li>• Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.</li> <li>• Prior to excluding the child the Headteacher will inform the parents/carers that exclusion is likely and imminent. Details of the process can be seen in the school's Exclusions Policy.</li> <li>• The school may also contact the police in the event of such behaviour.</li> <li>• Children's Services (CS) maintains an Integration Team, which should be the first point of contact for</li> </ul>



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- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

any queries Headteachers, governors, parents, pupils or others may have regarding exclusions.

### **Roles and Responsibilities of the Headteacher, Staff, Governors, Pupils and Parents**

The Headteacher will be responsible for ensuring that this policy is implemented and that reports on its impact are presented to Governors.

The Headteacher will:

- Inform the pupil's parent(s) or carer(s) of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary.
- Carry out an investigation to identify the reasons for the exclusion.
- Advise the parent/carer that they may representations about the exclusion to the Governing Body's discipline committee.
- Advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided.
- Notify the Local Authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupil has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

### **The role of all Staff**

All staff will apply and promote the principles of this policy in and around our school and implement whole-school approaches to positive behaviour management.

### **The role of the Class Teacher**

It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible and safe manner during lesson time and around the school. Positive class rules and code of conduct are established with the pupils each new academic year.

The Class Teachers in our school have high expectations of the pupils in terms of behaviour and they strive to ensure that all children work and behave to the best of their ability in and around the school.

The Class Teacher treats each pupil fairly and enforces the school and classroom rules consistently both in and out of the classroom. The teacher treats all pupils in their class with respect and understanding.

In the first instance, the Class Teacher deals with any behavioural incidents in a professional manner. If a pupil misbehaves repeatedly with behaviour that is a cause for concern or if an incident is of such concern, such that they have reached the Red Zone on the Behaviour Zone Chart, the behaviour will be recorded in the Behaviour

Incident Log by either the Headteacher or the Deputy Head. Parents will be verbally informed.

The Class Teacher liaises with external agencies, through the Headteacher and SENCo, as necessary, to support and guide the progress of each child.

### **The role of the Governing Body**

The Governing Body will establish a Pupil Discipline Committee of three independent members if necessary. The Headteacher will not be a member of this Committee.

The Committee will have regard to any guidance given by the Secretary of State.

In particular the Committee shall convene meetings in accordance with the guidance in 'Improving Behaviour and Attendance: Guidance on Exclusions from Schools and Pupil Referral Units' (DCSF, September 2008).

If the Pupil Discipline Committee decide that a pupil should be reinstated, they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher and the LA of their decision. In the case of a permanent exclusion, they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent(s)/carer(s) of his/her right to appeal against their decision, who they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

### **The role of pupils**

Pupils will be consulted when rules are being decided and informed when rules change. They will be expected to observe them. Any changes to rules will be discussed with the School Council before being put into place.

### **The role of parents**

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those, which reflect those principles.

The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school. When appropriate, immediate action is taken.

If the school has to use reasonable sanctions to punish a pupil, parents should support the actions of the school. If parents have any concerns about the ways that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Headteacher and then the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Arrangements for Monitoring and Evaluation**

The Governing Body will evaluate the impact of this policy by receiving data from the Headteacher when appropriate on:

- the range of rewards for good behaviour each term;
- any fixed-term and permanent exclusions – number of and analysis of behaviour;
- number of behaviour incidents recorded for action and analysis of behaviour;
- any instances of bullying and racial incidents and actions taken;
- the support provided for the victims.

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This policy should be read in conjunction with the following documents:

- Anti-Bullying Policy
- Behaviour Principles Statement
- Home School Agreement

# Time to consider the 5 W's:

<b>1. What I did.</b>	
<b>2. Why I did it.</b>	
<b>3. Which rule did I break?</b>	
<b>4. Who was affected?</b>	
<b>5. What can I do differently next time?</b>	

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**Behaviour Log:** Week beginning \_\_\_\_\_ Name: \_\_\_\_\_

Behaviour to improve: \_\_\_\_\_ Needs to achieve at least \_\_\_\_\_ per day.

**Behaviour points:**

0 – poor            1 – Requires improvement            2—Good

	Session1	Session 2	Break	Session 3	Lunch	Session 5	Totals
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							