



Behaviour for Learning Policy

'Safeguarding is everybody's responsibility'.

Manuden Primary School is fully committed to safeguarding and promoting the welfare of children and expects all staff, 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 be 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 several 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

At Manuden Primary School, our approach to behaviour reflects our vision: "A small school with big ideas... Growing hearts, Growing minds, Growing dreams." We are committed to creating a safe, inclusive, and nurturing environment where positive relationships and respect are at the heart of everything we do.

We believe that behaviour is a form of communication and that restorative practices provide the foundation for understanding and supporting pupils in their social, emotional, and academic development.

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 principles are 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.

Our Aims

- **To Nurture the Whole Child:** We prioritise the development of personal and social skills, including kindness, resilience, perseverance, and a sense of community responsibility. This holistic approach helps children thrive both in school and beyond.
- **Have High Expectations, Positive Support:** We set clear and consistent expectations for behaviour, fostering an environment where pupils feel safe, valued, and encouraged to take responsibility for their actions.
- **Undertake Restorative Conversations:** When issues arise, we use restorative practices to address the root causes of behaviour, repair relationships, and support pupils in understanding the impact of their actions on others.
- **To Recognise and Celebrate:** Positive behaviours are acknowledged and celebrated, reinforcing our shared values and inspiring others to contribute to a respectful and supportive school community.

- **Every Child as an Individual:** Every child is unique, and our approach recognises and supports individual needs. Whether addressing challenges or celebrating achievements, we are committed to tailoring responses to ensure every pupil feels included and valued.

Aims for our pupils.

- 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.
- 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.

Three Behaviour Rules

'This is what we expect in our school' At Manuden Primary School, we all follow three simple behaviour rules to guide our actions and ensure everyone feels safe, respected, and ready to learn. These rules are:

1. **Is it safe?**

We ask ourselves whether our behaviour keeps everyone safe. This includes our actions, words, and how we treat others. If something could cause harm to ourselves or others, it's not safe, and we need to stop and think about our choices.

2. **Is it respectful?**

We make sure our behaviour shows kindness and respect to everyone around us—teachers, classmates, and staff. Being respectful means listening, taking turns, being polite, and valuing others' feelings and opinions.

3. **Are you ready?**

This rule helps us focus on our learning. It's about being ready to work, follow instructions, and engage in class activities. When we are ready, we do our best and make the most of every opportunity.

We understand that different places—home, clubs, or other activities outside school—may have different rules. However, when we are in school, these rules are the expectation for everyone. The phrase **'This is what we expect in our school'** will be used with our children to help them remember these expectations. By following these three rules, we create a positive, supportive environment where everyone feels valued, respected, and able to succeed. Whether it's during lessons, at play, or in any other part of school life, these rules help us make good choices and treat others the way we'd like to be treated.

Sometimes things can go wrong!

At Manuden Primary School we understand that things can go wrong! When a child breaks one of our three behaviour rules—**Is it safe? Is it respectful?** or **Are you ready?** — we use the **restorative practice approach** to help them understand their actions and repair any harm caused. The goal is not just to correct behaviour, but to support the child in learning from the situation and making better choices in the future.

Restorative Practice

'You can't teach children to behave better by making them feel worse. When children feel better, they behave better.'

Pam Leo

Within our school we strongly believe in a restorative approach to behaviour management. Restorative approaches are an understanding that we work best when part of a community and

that to do so we need an understanding of how a community works, self-awareness of our responsibilities to that community and strong communication skills.

At Manuden Primary School, we believe that children learn best when they are given the opportunity to reflect on their actions, understand the impact of their behaviour, and take responsibility for their choices. We do not believe in punishing children for making mistakes. Instead, we focus on helping children learn from their experiences so they can make better choices in the future.

Our restorative approach encourages children to see mistakes as an opportunity for growth rather than something to be punished for. By guiding children through a process of reflection and dialogue, we help them understand how their actions affect others, and in doing so, we create a culture of empathy and respect. This approach empowers children to take responsibility for their behaviour, not because they are afraid of punishment, but because they understand the importance of making things right and treating others with kindness.

Through this approach, children also develop problem-solving skills, learning how to resolve conflicts independently and peacefully. Instead of focusing on consequences, we focus on learning, helping children to build resilience, emotional intelligence, and social skills that will serve them throughout their lives. By prioritising **learning** over **punishment**, we create a supportive environment where children feel safe, valued, and encouraged to be the best versions of themselves.

At Manuden Primary School we strongly believe that restorative practice can:

Develop	emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility
Improve	behaviour, attendance, learning, teaching
Increase	empathy, happiness, positive life skills
Reduce	exclusions, conflict, bullying, need for sanctions
Complement	PSHE and Citizenship

Restorative Practice in Action

Restorative practice is embedded in our daily routines and interactions. It involves:

- Encouraging open and respectful communication.
- Actively listening to all perspectives in a situation.
- Supporting pupils to reflect on their behaviour and its impact on others.
- Fostering accountability and enabling pupils to make amends.

By following these principles, we aim to build a school community where positive relationships thrive, and every pupil can grow their heart, mind, and dreams.

Manuden Reward and Unacceptable Behaviour Approach

At Manuden School we have a structured Reward and Unacceptable Behaviour approach that ensures consistent behaviour management for all.

At Manuden Primary School we wish to always celebrate success and positive behaviour. We have developed a reward system (Appendix 1) that builds on all children's successes allowing us

to celebrate as a school community together at different stages throughout the year. At all levels staff will focus on the 'Manuden Character Strengths.' (Appendix 6)

Examples of Unacceptable Behaviour (Appendix 2) and Possible Consequences and Sanctions to Unacceptable Behaviour (Appendix 3) ensure a consistent model for all pupils. Keeping our system clear and straightforward ensures that there is no ambiguity for pupils in relation to their behaviour. However, adaptations to behaviour expectations may be made at the discretion of the class teacher, in consultation with the SENCo, Headteacher and Senior Leadership Team (SLT), to ensure that the needs of children with Special Educational Needs (SEN) are appropriately met.

At all times our system gives children the opportunity to learn from their actions and think about how they will do things differently next time. These restorative conversations with adults in school **should never** be seen as a punishment, but rather a learning opportunity to make us all better members of our school community. Our adults are trained in restorative conversations with a well-designed script (Appendix 4) being used to guide the conversations we have with our pupils.

Exclusion and Suspension

Only the Headteacher may exclude or suspend a pupil as a response to serious acts of inappropriate behaviour, following the DFE Guidelines: 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral units in England, including pupil movement, September 2022'.

[Suspension and permanent exclusion guidance](#)



Manuden Primary School – Reward System (Appendix 1) (For staff use only)

Level	Reward Description	Reward
1	Showing the Manuden 'Character Strengths' Displaying an interest in learning by asking and answering questions. Showing independence in learning. Exemplary effort shown in schoolwork. Being a supportive learning partner. Responding well to teacher feedback. Taking pride in the presentation and organisation of work.	House point
2	Progress in learning. Showing sustained independence in learning. Good behaviour at breaktimes. Good behaviour demonstrating the Manuden 'Character Strengths' Good effort across the curriculum. Representing Manuden Primary School at outside school events. Sustained and/or outstanding effort shown in classwork.	House Point Possible weekly class certificate
3	Excellent commitment to the Manuden 'Character Strengths' Excellent contribution to the school community. Excellent progress across a half term. Excellent behaviour at breaktimes. Excellent representation of Manuden primary School in the wider community. Sustained positive attitude to learning.	House point Teacher/ headteacher note home
4	Outstanding commitment to the Manuden 'Character Strengths' Outstanding contribution to the school community. Outstanding progress across a term. Outstanding behaviour at breaktimes. Outstanding representation of Manuden Primary School in the wider community. Sustained positive attitude to learning.	House points Headteacher award in ½ termly sharing and celebration assembly
5	The following awards will be presented at the end of each academic year: Swimming award Randall/Archer award Progress award Effort award 'Happy minds' Ambassador award Manuden 'Character Strengths' award (badges) – 1 pupil selected from each year group: Thankfulness, Integrity, Self-discipline, Resilience and Respect	House point Recognition at the end of year leaver award assembly.

- All house points will count towards the overall house score at the end of the academic year.
- House point cup with ribbons (weekly)
- Termly house tea party.
- Annual house reward day TBC



Manuden Primary School – Appendix 2: Examples of Unacceptable Behaviours

Level 1 (Class Log)	Level 2 (MyConcern)	Level 3 (MyConcern)
	Persistent Level 1 behaviour	Persistent Level 2 behaviour
Disregarding school rules.		
Pushing in or not taking turns	Or any of the behaviours below	Or any of the behaviours below
Interrupting		
Talking when an adult is speaking	Arguing with staff	Unwanted physical contact
Attention seeking	Frequent disruption to lessons	Inappropriate touching
Spoiling others' games	Rudeness	Inappropriate sexualised behaviour, including misogynistic language.
Deliberate work avoidance	Swearing at pupils	Intimidation or tormenting (including mental, physical or via the internet)
Bringing sweets, chewing gum or inappropriate items in school.	Aggressive 'play'	Persistent disruption to lessons
Calling out/making inappropriate noises in lessons.	Persistent lying	Verbal abuse of staff or pupils
Running inside school.	Refusal to follow instructions/deliberate defiance or disobedience	Swearing at staff
Deliberately making unkind comments about others.	Defacement e.g. scribbling on desks or others' work.	Fighting
Arguing with pupils	Kicking, hitting, punching, biting, pushing, etc	Blatant dishonesty and refusal to accept responsibility
Stopping the learning of others	Retaliation	Dangerous defiance or refusal to follow instructions
Disrespectful attitude	Leaving class without permission	Graffiti/vandalism wilful destruction of the school environment or property
Using swear words and gestures		Violent physical attack or causing bodily harm towards pupil or staff
Play fighting		Serious physical retaliation
Dishonesty		Leaving school without permission
Lack of co-operation		Spitting at a child or adult
Being careless with school equipment		Racial, social, cultural, homophobic, religious or misogynistic verbal abuse
Spitting on the ground		Stealing
Teasing, name calling		Possession/use of weapons, drugs, alcohol, cigarettes, or other inappropriate materials
		Putting themselves or others at risk of harm
		Bullying or extortion
		Inappropriate use of social media
		Bringing the school into disrepute, before, during or after school

Adults will always consider the context and specific circumstances of each incident and child.

Appendix 3: Possible Consequences and Sanctions for Unacceptable Behaviours, considering the context and specific circumstances of each incident and child.

Level 1	Level 2	Level 3
<p>1. Responding in a low-level manner, focused on maintaining relationships and reminders of school values/class charter</p> <p>2. Reminder of the school rules</p> <p>3. Restorative conversation with class teacher</p> <p>4. Strategic ignoring of low-level inappropriate behaviour</p> <p>5. Social stories</p> <p>6. 'Time Out' with a timer/clock – adjusting length of time according to age/stage</p> <p>7. Verbal apology</p> <p>8. Finishing work at break time or at home</p> <p>9. Positive re-direction, highlighting the good example of others</p> <p>10. Being spoken to about the consequences of their behaviour by a member of staff</p> <p>11. Parents informed via Compass</p> <p>12. Re-positioning within the group/classroom</p> <p>13. Distraction free work area in the classroom</p> <p>14. Removed from a game at break/ lunchtime for a set period</p> <p>15. Talking through and resolving incidents, recording when appropriate.</p>	<p>1. Incident recorded on MyConcern</p> <p>2. A message sent home through Compass Management system to parents.</p> <p>3. Written apology</p> <p>4. Exclusion from after school activities, e.g. Football Club</p> <p>5. Being spoken to about the consequences of their behaviour by a senior member of staff</p> <p>6. Parents contacted, and a meeting held with the child in attendance</p> <p>7. Regular Home – School communication</p> <p>8. Re-location to another class for a specified period, with work</p> <p>9. Parents informed in writing (copy kept on file)</p> <p>10. Loss of break time</p> <p>11. Regular monitoring of pupil's work or behaviour and parents kept informed</p> <p>12. Senior staff investigating and recording behaviour.</p> <p>13. Restorative meeting held</p> <p>14. Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, Class targets)</p> <p>15. Arranging for pupils to work on a 1:1, group or classroom basis e.g. with LSA</p> <p>16. Personalised behaviour or reward charts for individuals after discussion with SLT</p> <p>17. Home/School Book, Behaviour Contract</p>	<p>1. Being spoken to by a member of the Senior Leadership Team and parents together</p> <p>2. Behaviour contract between pupil, parent and teacher with specific targets and time scale</p> <p>3. Headteacher's letter sent to parents (copy kept on file)</p> <p>4. Regular monitoring of work or behaviour by Headteacher</p> <p>5. Community service</p> <p>6. Suspension (this can include lunchtime suspensions)</p> <p>7. In-school exclusion – child supervised by SLT</p> <p>8. Support requested from outside agencies e.g. SWERLL, Educational Psychologists</p> <p>9. Permanent Exclusion</p> <p>Responses to any incidents associated with sexual violence/harassment will follow EPHA Model Policy</p>



Changing Behaviour Form (to be completed by adult, with child)
"The best apology is a change in behaviour."

<p>What happened? <i>Get all involved to explain what happened from their perspective.</i></p>	
<p>What are your feelings about what happened?</p>	
<p>Which school rule did I Break?</p>	
<p>Who was affected and how might it have made them feel?</p>	
<p>How will I change my behaviour next time?</p>	

Questions to support restorative conversations.

What happened questions:

- What happened?
- What has brought us here today?
- Can you tell us more about the issues that have brought us here today?
- Can you tell us more about x?
- What were your thoughts at the time?
- What happened next? And then?
- What was happening before it happened?
- What was in your head at the time? How were you feeling?
- What do you think about it now?
- At that point, what were you thinking/feeling?
- After that happened, what happened next?
- What else?

Who was affected questions?

- How have you been affected?
- Who else has been affected?
- How have others been affected?
- What has been the hardest thing for you?
- How do you feel now?
- Was anyone else involved? If there was, how were they left feeling?
- Has anyone else been affected by this?
- Can you tell us more about x?
- Anything else to add?

What happens next questions?

- What else needs to happen?
- Do you agree with that?
- What do you need to move on from this?
- What would that look like?
- When will it be done?
- How does that leave you feeling?
- What will it look like when it's done?
- What do you think about what has been suggested?
- If you can't do that, what can you do?

SMARTER approach

Specific

Measurable

Achievable

Relevant/realistic

Time-based

Evaluated

Reviewed



Playground Behaviour Observations (Appendix 5)

Your Name:	Date:	Reason for doing observation:
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1. Are children playing safely?			
2. Do children feel safe?			
3. Are children respectful to each other?			
4. Are children respectful to the adults outside?			
5. Are children using the equipment safely ?			
6. Are all children happy?			
7. Do children show lovely manners to each other and play together?			
Any other comments that could make things even better?			



Manuden Character Strengths

Love and Kindness

We show love and kindness by caring for others, using kind words, and helping friends. A smile or a helping hand can make someone's day.

Bravery and Honesty

We show bravery by trying new things, speaking up, and doing what is right, even when it's hard. We are honest by telling the truth and taking responsibility for our actions.

Exploring and Learning

We love to explore, ask questions, and discover new things. Learning is exciting, and mistakes help us grow.

Teamwork and Friendship

We work together, help each other, and share ideas. Being a good friend means listening, including everyone, and being kind.

Love of Life and Our World

We appreciate the world around us, care for nature, and treat everything with kindness and respect. We enjoy life's little moments and help make the world a better place.

(Appendix 7) Restorative Practice Flip book – Visual guide to be used with younger children, SEN pupils and children with communication difficulties.



Restorative Behaviour Flipbook

Build positive relationships



ASDResources.co.uk

What Happened?



I shouted



I broke something



Hit



Kicked



I didn't listen



I said bad words



Unkind



I was unsafe

Who was affected?



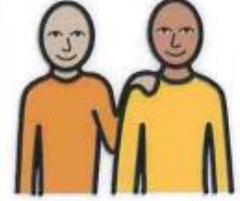
Me



Brother or
sister



Parent



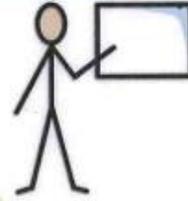
Friend



Family



Pet



Teacher



Someone
else

How did you feel?



Frustrated



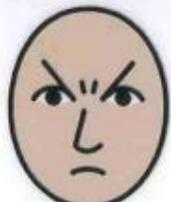
Unkind



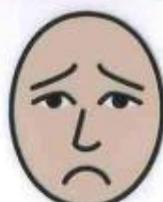
Scared



Bored



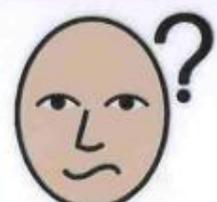
Angry



Sad



Tired



Unsure

How can we make it right



Cuddle



Say sorry



Write an
apology
letter



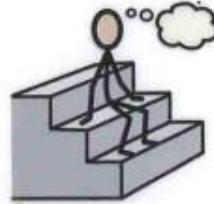
Special
activity
together



Repair
damage



Ask for
help



Time out



Offer help

What could we do next time?



Play with
someone
else



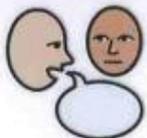
Use a
fidget toy



Take deep
breaths



Use kind
words



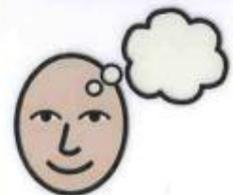
Tell a
grown up



Go to a
quiet space



Walk
away



Think