Policy: Behaviour in Schools

Manorfield Primary and Nursery School.

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Policy Approval Level	Headteacher (GB for information)	
Approved by:	Nicky Jones	**Date:** January 2026
Status	Statutory	
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At Manorfield Primary and Nursery School, we believe that every member of the school community has a responsibility for behaviour and everyone has the right to feel valued and respected. All staff and pupils have the right to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

Relationship to other policies:

This policy should be read in conjunction with policies and procedures concerning SEN, attendance, teaching and learning, safeguarding and the Equality Information document.

Encouraging a whole school ethos towards positive behaviour

Positive behaviour is built on positive relationships. All members of staff use a consistent approach when dealing with behaviour, allowing for the needs of the individual. *Expectations are explicitly taught to ensure routines and behaviour are established and understood.* Positive language is used and positive behaviour is rewarded and always encouraged.

Promoting positive behaviours

ERICA (Empathy, Responsibility, Integrity, Courage and Acceptance)
This acronym represents our school ethos and supports positive behaviour; staff and children are encouraged to use the skills in their everyday life and success is recognised with praise.

Jigsaw Curriculum
Jigsaw PHSE teaches Personal, Social and Health Education, emotional literacy, social skills and spiritual development through a whole school curriculum.

Positive Pathways
Child led positive pathways teaches the routines and breaks the steps down for children to understand and learn the intended outcome. E.g. lining up or listening in class.

Zones of Regulation
Zones of Regulation teach how to regulate feelings, energy and sensory needs in order to meet the demands of challenging and social situations. Each class has access to a regulation station.

Class Charter
Each year, every class negotiates their own agreed set of expectations and display as a class charter. This links to JIGSAW curriculum.

SEN and ELSA
Children with specific behavioural issues are supported through SEN procedures and may also receive support from the ELSA or through wellbeing sessions.
This intervention promotes higher self-esteem and positive behaviour.

Rewards for positive behaviour include

- Praise
- Certificates
- Positive recognition wall
- Positive recognition in celebration assembly
- Whole class privileges
- Talking to parents/carers, or sending a note home
- House points

Pupils requiring Additional Support

Specific behaviour needs (this could be SEND/ Home life issues)
We recognise that some pupils are vulnerable and may require additional support in orer to succeed in a positive way. All pupils who have been identified will be reviewed regularly to ensure their needs are being met if possible. This will be identified by the class teacher (behaviour logs,) SENDCO or parents. Pupils who require additional support will have an individual behaviour support plan, which may include:

- Extra adult support
- Mini positive pathways
- Specific resources
- Individual timetables
- Offered support from the ELSA
- Referred to the SENDCO for an assessment of their needs (see SEND Policy)
- Referred for a multi-agency assessment
- Referred to alternative education provision such as CAMHS, Social Care etc.

Dealing with inappropriate behaviour

<u>The School Staged Intervention process is as follows:</u>

Minor Incidents, often just need minor intervention:

- REMIND - Discreetly gain child's attention to alert them to their behaviour
- RECOGNISE – Acknowledge those who are modelling positive behaviour.
- RAISE QUESTION - A discreet discussion to establish individual needs.
- RE-EVALUATE- Take actionable steps to further support the child. Consider seating, challenge of work etc.

When minor intervention does not work
LOGICAL CONSEQUENCES relates and supports the child to resolve the behaviour or make amends in a productive and supportive way. These must:

- Relate to the behaviour
- Be helpful and purposeful
- Not pass judgement, shame or blame
- Be discussed with the child and given respectfully
- Give clear and positive choices to restore behaviour expectations.

When ordinary sanctions do not work, or when the incident is more serious
Such as: bullying, physical harm towards others, peer on peer abuse, racism, refusing to listen and in order to keep themselves or others safe

Children who refuse to modify their behaviour, and whose behaviour impacts on the learning and welfare of other children, may be listed on the Class Behaviour Log. This is the first written record of unacceptable behaviour. Three entries on the log in a two-week period from the first incident will result in the child moving to formal discipline levels.

Level 1

- Member of SLT to intervene
- Speak to child and other children / staff involved – write up notes
- Speak to the parents.
- Targets agreed and monitored – time bonded
- Reintegration through restorative justice
- Reported to the governors / LA if needed

Level 2

- Another meeting is arranged with parents, a senior member of staff and the class teacher
- New, or adapted, targets for improvement will be set
- Parents will talk / meet with teacher at the end of the day

Level 3 - Head/Deputy involved

- A meeting is arranged with parents, the Head or Deputy and the class teacher
- Further targets for improvement will be set, for any time between 5 – 10 days
- Parents will be expected to meet daily with staff and discuss progress
- Modified days (shorter) may be put in place to support the child getting back on track

If improvements are not made, the child will be subject to fixed term seclusions/exclusions. Following a fixed term exclusion, a re-integration meeting will take place with the Head or Deputy, the parents and the child in order to ensure positive behaviour moving forward. These meetings allow the child to reflect on their actions prior to returning to class. A child may not attend their class until this has taken place.

Manorfield is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted. However, if the child is causing harm to themselves or others by disregarding school rules, and has become unsafe or unmanageable, exclusion will be used immediately and may skip the above levels.

Use of physical handling – acceptable forms of handling in Manorfield School

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (e.g. in PE, Drama etc.)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- is physical contact really necessary
- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

In the event of this requiring anything other than a light touch to the upper body, an Incident form will always be completed and parents/carers informed. Staff may use reasonable force to prevent harm, maintain safety, or prevent serious disruption. Any use of force will be proportionate, recorded, and communicated to parents/carers on the same day where possible.
As a Mainstream School, we do not routinely train our staff in positive handling but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.

Screening and Searching Pupils
In line with DfE guidance (Searching, Screening and Confiscation, 2023), the school may screen and search pupils when there are reasonable grounds to suspect possession of prohibited items. Searches will be conducted respectfully, by appropriate staff, and recorded.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously, referred to the LAD

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O, and dealt with using the Local Authority procedure. All allegations must be reported to the Headteacher in the first instance. However, if the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. In the event of an allegation proving unfounded or malicious, the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the school's 'Staff Code of Conduct' in order to minimise the risk of allegations being mad

Sexual Harmful behaviour – including peer on peer abuse.
As a school we take allegations of this extremely seriously, and any reported incidents will be thoroughly investigated, (see appendix A for our full procedure on this). Through the curriculum, high expectations for behaviour and our school ethos (ERICA) we have developed a culture of what is and is not acceptable, and those behaviours are challenging

in a safe environment. We believe it can always happen here, even without evidence. Those who experience these behaviours be it the victim or the perpetrator will be offered wellbeing support as well as being educated about this topic, see our Safeguarding policy for further information on types of sexual harmful behaviours.
If an allegation is found to be true then sanctions included exclusion will be put in place.

Behaviour out of school

Pupils are expected to uphold the reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school.

Behaviour outside school that affects the reputation or orderly running of the school may be subject to sanctions. This includes behaviour in the community and online, in line with DfE statutory guidance.