

MANOR LEAS INFANT SCHOOL



Little People, Big Ideas

Behaviour Policy

Policy number	24
Policy revision	9
Policy reviewed	Spring 2024
Review date	Spring 2025
Committee	FB
Author	Headteacher

Behaviour Policy for Manor Leas Infant School

1. Aims and objectives

At Manor Leas Infant School, our primary aim is to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy aims to promote a caring atmosphere and stimulating, secure environment providing a sense of community and shared values, in which the staff will ensure collective responsibility for the positive reinforcement of behaviour. This policy also applies to behaviour exhibited online or on electronic devices.

At Manor Leas Infant School, pupils and staff work hard to demonstrate our school values consistently in school: kindness, respect, happiness, safety, community and achievement.

- Staff, pupils, parents and trustees will work together to ensure appropriate behaviour is clearly and consistently maintained throughout the school. This is based upon positive behaviour management with encouragement and praise given for acceptable behaviour, thereby encouraging the continued development of self-esteem and emotional well-being.
- Children know that someone will listen to them if they want to discuss an issue or concern;
- The school code of conduct is applicable in all areas of the school at all times;
- Children have a choice in how they behave and staff will emphasise there is always a choice. In making this choice children will develop their independence;
- A hierarchy of rewards and sanctions will underpin the policy and will be the consequence of the children's behaviour;
- It is important that everyone shows respect for each other. This principle applies in the relationship of adult and adult, adult and child, child and child. Adults should show that they value others and remember they are role models for the children in their care;
- Individual pupils, school staff and other adults will be consistently encouraged and supported in meeting these objectives.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the special educational needs and disability (SEND) code of practice.

3. Role and responsibilities

- The board of trustees is responsible for monitoring the behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and

Behaviour Policy for Manor Leas Infant School

that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

- Staff are responsible for:
 - Implementing the behaviour policy consistently
 - Modelling positive behaviour
 - Providing a personalised approach to the specific behavioural needs of particular pupils
 - Recording serious behaviour incidents on Cpoms (see Appendix 1) and storing in the school office
 - Keeping a running log of incidents for children with specific behavioural needs
 - Recording suspected bullying incidents in bullying logs (see anti-bullying policy for more information)
 - Keeping parents informed about their child's behaviour
 - The senior leadership team will support staff in responding to behaviour incidents
- Parents are expected to:
 - Support their child in adhering to the pupil code of conduct
 - Inform the school of any changes in circumstances that may affect their child's behaviour
 - Discuss any behavioural concerns with the class teacher promptly

4. Our school code of conduct (created by the children)

- We play and work together in a friendly way.
- We share things and are kind to each other.
- We speak to others in a polite, friendly way.
- We look after our belongings and those of other people.
- We can always tell an adult how we feel.
- We walk and talk quietly inside the school.
- We talk quietly during lunchtimes.
- We listen carefully to what others have to say.
- We look after our school.
- We behave in this way wherever we are in our school to make this a happy place for everyone.

5. Agreed strategies

- Positive behaviour is noticed quickly and is encouraged, praised and celebrated.
- Parents should receive comments and/or reports about particularly good behaviour on an informal, verbal basis by teachers. Daily and weekly awards for good work and/or good behaviour are an integral part of the whole school practice.
- If a child remains on the sunshine all week then they will take part in that week's Golden Time. If a child is moved onto the cloud once during the week, they will still be able to attend, providing they stay on the sunshine for the rest of the week. If a child moves onto the raincloud they will not be able to attend that week's Golden Time.
- For EYFS children: if a child remains on the sunshine all week or moves on to the cloud once only during the week they will receive a sticker each Friday.

Behaviour Policy for Manor Leas Infant School

- An effective curriculum appropriately differentiated to stimulate and engage children is a key factor in motivating children and maintaining an orderly environment. Teachers need to have high expectations of achievement and behaviour. Children need to be encouraged, under the guidance of the teachers to set some of their own goals, reflect on their progress and work co-operatively with others;
- We recognise that all children are individuals and have different needs and therefore the strategies used will be matched appropriately;
- Rewards to reinforce good behaviour include thumbs up, verbal praise, positive comments on work, stickers, headteacher awards, house points and **ClassDojo messages** ~~notes to parents~~;
- Children receive house points from the staff. They are accumulated and children who receive 25 house points will be awarded a certificate in the weekly Celebration assembly. Each child in the school is allocated to one of four houses, Bolsover, Lincoln, Newark and Tattershall. Each week the house points are totalled and the winning house is celebrated in the Celebration assembly. A trophy is presented to the winning house at the end of the academic year;
- A 'Star of the Week' sticker is given in our weekly celebration assembly when we congratulate children on especially good things done during the week. Individual classes have their own reward systems e.g. stickers for good work, sending the children to show their work to other teachers and the headteacher, star charts displayed in the classroom, a child's work shown to the rest of the class as a good example;
- Each class agrees their own class charter at the beginning of each year;
- **Each class helps to review the School Learning Charter each year**
- **Each week staff look out for a pupil who is demonstrating one of the school values; this is celebrated and the pupil is rewarded with a gem which is added to the class and school collection.**
- The school employs a number of sanctions to enforce agreed codes of conduct and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation through the use of our 'sunshine' behaviour chart which is established in each class;

6. Our sunshine behaviour management system (see appendix 2)

- All classrooms have a Sunshine behaviour management display where the children start each day with their peg on the 'sunshine'. The children follow the school code of conduct rules at all times and if they maintain this behaviour they remain on the 'sunshine'
- If a child demonstrates outstanding behaviour, work or attitude to learning they will be moved first to the 'rainbow' and if this continues further to the 'star'.
- Where a child does not follow the code of conduct rules, they will be given a single verbal warning. If the behaviour continues after the verbal warning the child's peg will be moved off the 'sunshine' on to the 'cloud'. In EYFS, the child will be given a verbal warning, and if the behaviour continues, the child will be removed from the area. If this continues, the child's peg will be moved on to the 'cloud'. An opportunity will be given to the child to talk in order to support the child to improve their behaviour. If the child improves their behaviour they will be moved back to the sunshine.
- If there is a continuation of behaviours, they will visit another classroom for five minutes.

Behaviour Policy for Manor Leas Infant School

- Behaviours where the peg may be moved to the cloud / raincloud may include:
 - Shouting out
 - Answering back
 - Poor attitude towards adults and children
 - Lack of respect for resources
 - Lack of effort with work
 - Stopping others from learning
 - Refusal
 - Hurting others
- On return to their own classroom, the child's peg is moved to the 'cloud' to support the aim of moving back to the 'sunshine'.
- When the child returns, they must complete the task they were doing and break time (if appropriate) will be used to complete the task.
- Once the child has seen a neighbouring class teacher, no further warnings will be given and for any repetition, the child will be taken to see the deputy headteacher/headteacher.
- Any act of physical abuse, verbal abuse and malicious damage, when confirmed through investigation will automatically mean the child's peg is moved to the 'raincloud'.
- A child will be encouraged to move back up to the 'sunshine' for good behaviour although any consequence incurred will not be removed.
- Penalties of missed Golden Time will not be cancelled out and teachers will make a note of these as the week progresses. For EYFS children this will be more immediate and will relate to 'time out'.
- During the break times or lunch times, the agreed code will be applied uniformly by staff on duty. Where a child's behaviour is not in line with the school policy and they are outside on the playground, the child can stand/walk around with the adult that is on duty. If the behaviour of the child necessitates their removal from the dining hall, they will see the deputy headteacher / headteacher. Any necessary action will be reported to the teacher at the end of the session. Serious incidents will be recorded on Cpoms. ~~in the class Incident Log.~~ This is kept in each class and can be completed by any member of staff.
- The teacher will contact a parent at the end of the day if a child has to see the deputy headteacher/headteacher or moves on to the 'raincloud'
- If a child has been sent to the deputy headteacher/headteacher on two further occasions during a week the teacher will again contact the parents, and along with the deputy headteacher and/or SENCO, discuss strategies to support the child in modifying their behaviour
- If the child is sent out of the classroom on a further two occasions in any one week, the child will then be sent to see the headteacher who will investigate the situation through discussion with the child and their teacher. The parents will be informed of this and any subsequent action taken. Depending on the situation, it may be decided to withdraw a privilege or seek support from the ELSA staff
- Continued lack of improvement will lead to the headteacher, along with the Special Needs Co-ordinator (SENCo), contacting the parents. At this meeting, targets for improvement will be set and a reward system agreed. The child, with the agreement of the parents, will be placed on the Special Needs Register and a set of targets will be established. Termly

Behaviour Policy for Manor Leas Infant School

reviews of the progress against these targets will be arranged at which the child, parent, class teacher and SENCo will be present

- Continued lack of progress over the subsequent term **may** ~~will~~ lead to advice being sought from an outside agency. This may be the school nurse, educational psychologist or behavioural support services
- Insufficient progress will lead to a decision to involve more than one agency and an assessment for additional support will be requested with a view to securing an Education, Health and Care Plan for the child
- The remaining 2 sanctions are only to be used in the most extreme circumstances:
 - Fixed Term **suspension**
 - Permanent Exclusion

See Exclusion policy for further information.

7. How we support behaviour management in our school

- All children and parents will be aware of the school code of conduct and all rewards and sanctions will be made known to them;
- Teachers have their own class rules and strategies based upon the school philosophy and code of conduct therefore ensuring a consistency of approach - suggested and agreed by the class themselves;
- PSHCE/Circle Time and Jigsaw materials
- Collective Worship time
- Playground/playtime activity zones
- Celebration of school values
- Children are given the opportunity to discuss the issues surrounding any incidents with the headteacher and other staff
- ~~Pen portraits~~ **Behaviour plans** will be produced by the SENCo so that all adults (who need to know) are aware of how to manage specific behaviours in identified children
- The school can access the county's **Behavioural Outreach Support Service** for support and advice in line with the Code of Practice, Special Educational Needs
- External agencies will support individual children where appropriate e.g. Pastoral Support Plan, BOSS support, EP visits
- All staff are made aware of any behavioural issues within the school
- Staff attend training where appropriate

8. Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Behaviour Policy for Manor Leas Infant School

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

9. The use of physical intervention

Members of staff will only use physical intervention when absolutely necessary. All staff are aware of this authorisation and are familiar with the guidance in 'Use of Reasonable Force; Advice for Headteachers, Staff and Governing Bodies (July 2013)'.

Most members of staff have attended Team Teach training, which supports using a variety of strategies to defuse situations and lessen the possibility of using physical intervention. Their certificate is updated every three years. The actions that we take are in line with government guidelines on the restraint of children and fully recorded as appropriate (See Use of Reasonable Force policy for more information).

10. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SENCo will consider a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. In these cases, the behaviour management system may be adapted to meet the needs of the individual child.

11. The Nest

In school we have seen an increase in children struggling with life's daily challenges, including heightening feelings and emotions which may hinder them from making use of educational facilities generally provided. The school has therefore developed a safe space called 'The Nest' in which children will have time to learn through play in an appropriately stimulating environment, or have the opportunity to regulate their feelings in a quiet space. The Nest is designed to be used in short spells of 10-15 minutes with the aim of enabling the pupil to return to class regulated and ready to access their learning. However, in some cases the pupil may need to access The Nest for longer periods of time, but this will be discussed and agreed with the pupil, parents and staff on a case by case basis.

Behaviour Policy for Manor Leas Infant School

12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

13. Links with other policies

- Anti-bullying policy
- Exclusions policy
- Child protection and safeguarding policy
- Managing allegations of abuse against staff
- Use of reasonable force policy

14. Policy review

This policy has been agreed by the staff and trustees and will be reviewed every year. The policy is signed on behalf of the board of trustees by:

Chair of Trustees

Date: 23.1.24

Behaviour Policy for Manor Leas Infant School

Appendix 1

SUNSHINE RULES

1. All children start on the 'sunshine' each day.
2. A single verbal warning is given if behaviour requires it.
3. The child's peg moves to the 'cloud'.
4. Repeated behaviours will mean the child's peg moves to the 'raincloud' and the child is sent to the teacher in a neighbouring class for 5 minutes. Work will be completed when they come back and at play-time if necessary.
5. On return from another class, the child's peg is moved up to the cloud.
6. No further warnings are given although if the behaviour continues the child is sent to the deputy headteacher or headteacher.
7. If a child gets onto the raincloud they will not attend the weekly Golden Time. If a child gets onto the cloud once in that week, they may attend the weekly Golden Time if they remain on the sunshine for the rest of the week.

*For EYFS pupils the children receive a sticker rather than Golden Time.

Please note:

- *Any act of physical abuse, verbal abuse or malicious damage, when proven through investigation will automatically mean the child's peg is moved to the 'raincloud'.*
- *A child will be encouraged to move back up to the 'sunshine' for good behaviour choices although any penalty incurred is not removed.*
- *The teacher will contact the parent at the end of the day if a child is taken to see the deputy headteacher or headteacher or moves into the 'raincloud'.*
- *A child that moves on to the rainbow having displayed positive behaviour will be given a 'rainbow' sticker.*
- *A child that moves to the star having displayed consistently positive behaviour (something amazing) will be given a 'star' sticker and a note is to be sent home to parents.*