MANOR LEAS INFANT SCHOOL

Little People, Big Ideas

Behaviour Policy

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Author	Headteacher

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 rules are 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;
- 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 legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping children safe in education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3.Role and responsibilities

The trustee board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the trustee board
- Ensuring that staff and pupils are aware of the behaviour policy and expectations
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring staff are aware of, and are able to contact, external agencies where appropriate e.g. Pastoral Support Team, Behaviour Outreach Support Service, Educational Psychologists, NeedBright Solutions, Children's Nursing Team
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including the use of individual behaviour plans where appropriate
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using PSHCE/Circle Time and Jigsaw materials to support learning
- Recording behaviour incidents promptly on cpoms
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings to discuss their child's behaviour
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key values, rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

4.Our school rules
Pupils are expected to follow our school rules, which are linked to our school values:

We always try our best and will not stop others from learning. (Achievement)
We always listen to each other, follow instructions and show good teamwork. (Community)
We are always friendly, honest and polite. (Happiness)
We always use kind hands, words and actions. (Kindness)
We always take care of each other, our school and its equipment. (Respect)
We always use equipment sensibly and make safe choices. (Safety)

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

5.Responding to positive behaviour
When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Pupils will receive recognition for following the school rules through verbal praise, use of stickers, receiving of value gems or Dojo Points. One pupil per class will also be chosen as 'star of the week' and pupils can be awarded a 'Headteacher's Award' to reward effort put into specific pieces of work.

If a pupil reaches a set target of Dojo Points per term, they will receive a small individual reward. The number of points needed to reach each target may be different in different key stages and may be adjusted to reflect the length of the term.

- If target one is reached, the pupil will receive a 'dojo' sticker and one additional playtime.

- If target two is reached, the pupil will choose one item from the reward box.

- If target three is reached, the pupil will take part in a special treat with Miss Turner.

In addition, if a class achieves a specific amount of points per term, they will take part in a whole class reward.

6.Responding to negative behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always addressing behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the pupil will be taken into account when applying consequences, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

When applying consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Examples of negative behaviour and school procedures

<u>The following behaviours are unacceptable and will be addressed by staff:</u>

- Talking during learning time when asked not to
- Interrupting/calling out during learning time
- Not completing work (that they are capable of)
- Stopping others from learning
- Not following instructions
- Lying to an adult
- Stopping others from joining in an activity

- Saying unkind things to others
- Being rude or answering back
- Damaging/misusing property by being careless
- Rough play
- Leaving the learning space without permission
- Deliberately not following the PANTS rule or school's privacy rules

Where a child exhibits one of the above behaviours, staff will follow these steps:

1. Give a verbal reminder of the school rule and how it is not being followed.
2. If the behaviours continue, give a warning and explain that if the behaviour continues, the pupil will be in the grey book.
3. If the behaviours continue, the pupil is put in the grey book. The adult will remind of the consequence of being in the book three times in a week and explain how the pupil can prevent having to see Miss Turner (or Mrs Botham). If a pupil is in the grey book three times in one week, they will visit Miss Turner (or Mrs Botham) to discuss their behaviour and how we can work together to improve it.
4. If the behaviours improve, this is acknowledged in a positive way. A note is made in grey book of improvement.

   If the behaviour continues further on that day (even after an initial improvement), the pupil will be put in the grey book and spend five minutes in a different space. Any learning missed will need to be completed, and at play-time if necessary. The class teacher will discuss the behaviour with the pupil. Parents/carers will be informed of the behaviour and the pupil will visit Miss Turner (or Mrs Botham) to discuss their behaviour and how we can work together to improve it.

   If, after seeing Miss Turner (or Mrs Botham), the behaviour still continues on that day, no further warnings are given and the pupil will be put in the grey book for a second time and spend ten minutes with Miss Turner (or Mrs Botham). Any learning missed will need to be completed, and at play-time if necessary. Miss Turner (or Mrs Botham) will discuss the behaviour with the pupil again. Parents/carers will be informed of the repeated behaviour.
5. If a pupil visits Miss Turner (or Mrs Botham) three times in one week for these behaviours, then parents will be invited into school for a meeting with class teacher and Miss Turner

- <u>If a pupil displays one of the following behaviours, immediate consequences will be given by school staff:</u>
  - Causing significant disruption to the whole class
  - Bullying

- Swearing with intent
- Racist abuse or discriminatory language
- Hurting someone on purpose
- Fighting
- Damaging property on purpose
- Stealing
- Using equipment dangerously on purpose
- Attempting to leave the school grounds

Where a child exhibits the above behaviours, staff will follow these steps:
1.The pupil will be moved in the grey book and will spend five minutes in a different space. Any learning missed will need to be completed, and at play-time if necessary.
The class teacher will discuss the behaviour with the pupil. Parents/carers will be informed of the behaviour.
The pupil will visit Miss Turner (or Mrs Botham) to discuss their behaviour and how we can work together to improve it.

If a pupil visits Miss Turner (or Mrs Botham) three times for these behaviours over a term, then parents will be invited into school for a meeting with class teacher and Miss Turner.

If there are repeated instances of negative behaviours, targets for improvement will be set and a personalised behaviour plan may be agreed. The child, with the agreement of the parents, may be placed on the Special Needs Register if appropriate and a set of targets will be established. Termly 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 may lead to advice being sought from an outside agency. A Pastoral Support Plan may be implemented and an assessment for additional support may be requested with a view to securing an Education, Health and Care Plan for the child.

Fixed Term suspensions and permanent exclusions may be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information.

7. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see our anti-bullying policy for further information.

8.Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

For example:

-Short, planned movement breaks for a pupil who finds it difficult to sit still for long

-Adjusting seating plans to allow a pupil with a visual impairment to sit in sight of the teacher

-Staff training for specific areas of SEND

-Use of The Nest to support pupils to regulate their emotions during a moment of sensory overload

Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to apply consequences the pupil for the behaviour.

The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate 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/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the Lincolnshire local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9.The Nest

The school has developed a safe space called 'The Nest' which the children can access with support from a member of staff. The Nest is designed to be used in short spells of 5-15 minutes with the aim of enabling the pupil to regulate themselves and return to class ready to access their learning. 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.

10.Wraparound Care

Busy Birds is committed to providing a safe and happy environment for the children who attend. If a child's behaviour is a risk to the safety and well-being of staff and/or other children in our care, we will follow our behaviour policy in dealing with such behaviour, in close dialogue with parents to seek a resolution of the issue. In the event that a child's behaviour is reasonably considered to endanger others, and all routes according to our behaviour policy have been adhered to, we will take external advice and arrange a meeting with parents/carers to discuss further options available. If a parent/carer does not support Busy Birds in gaining help and advice from outside agencies, or all reasonable avenues of support have been exhausted, then we reserve the right to terminate the child's place at Busy Birds.

11. Off-site misbehaviour

Consequences may be applied where a pupil has displayed negative behaviour off-site when representing the school. This includes when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has displayed negative behaviour off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out immediately on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

12. Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

13.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

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.

14.The use of reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Whilst reasonable force should be used as a last resort, all members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. 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; the training is updated every two 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).

15. 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

16. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and managing allegations of abuse against staff policy for more information.

17. Training

As part of the induction and staff CPD process, staff are provided with regular training on managing behaviour, including training on:

- Strategies to support SEND pupils
- Team Teach
- De-escalation
- Behaviour as a communication
- Policies e.g. Anti-bullying, Exclusions, Child protection and safeguarding, Managing allegations of abuse against staff, Use of reasonable force

18. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Perceptions and experiences of the school behaviour culture for staff, pupils, trustees and other stakeholders (via anonymous surveys)

The data will be analysed regularly by the Headteacher.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

19. 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

20. Policy review

This policy has been agreed by the staff and trustees and will be reviewed every year.