



Behaviour – Statement of Procedures

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School Name: The Manor CE Primary School

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Author: Emma Hembury

Owner: Emma Hembury

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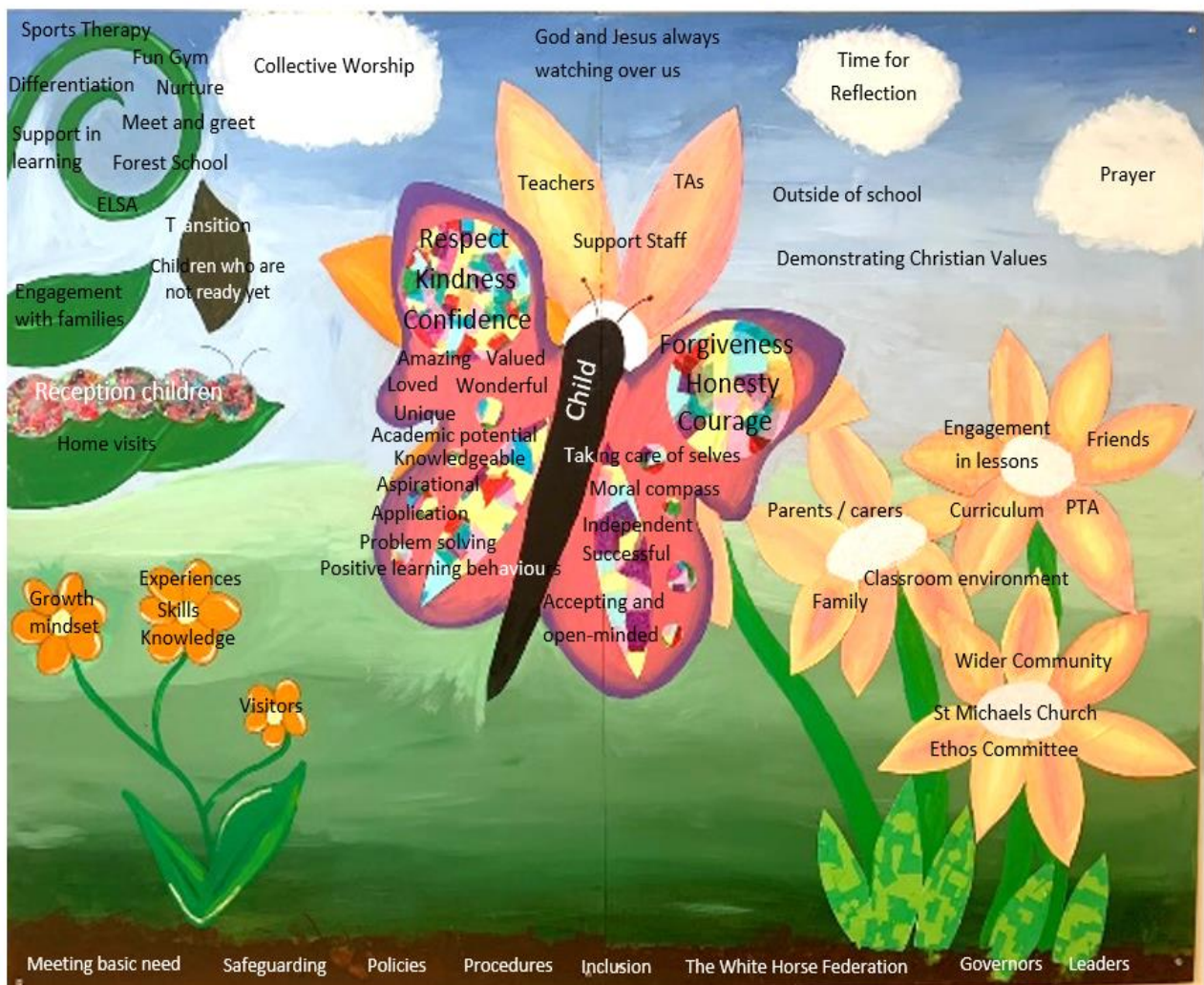
The Manor School Statement of Behaviour Procedures

These are our school's behaviour procedures which are in line with The White Horse Federation Behaviour Policy.

Our Christian Vision

We will strive to ensure that every child is valued as a unique individual who has been created in the image of God. Our Christian values of respect, compassion, courage and humility will form the foundation of everything we do in school. Our Christian ethos will be demonstrated in the main through the relationships that people have with each other here.... between adults and children, adults and adults and children and children.

You are amazing, loved, valued, wonderful and unique & God made you that way.



"I have come that they may have life, and have it to the full." (John 10:10)

We believe that children need to feel safe and secure in an ordered environment if they are to achieve their personal best and to become responsible and confident members of the community. Creating such an environment is the responsibility of all members of the school community through recognising that they all have responsibilities and rights:

Responsibilities of Pupils:

- **To live by our school values and demonstrate them in school daily;**

- To treat others with consideration and respect;
- To listen when others are speaking;
- To follow instructions from teachers and other members of staff;
- To try to sort out difficulties themselves, with support available if needed;
- To ask for help when needed;
- To do their best;
- To let others learn;
- To observe school rules;
- To be ready for lessons and to have the equipment that they need.

Rights of Pupils

- To be able to learn to the best of their ability;
- To be treated with consideration and respect;
- To be listened to by adults in school;
- To know what is expected;
- To feel safe;
- To be treated fairly.

Responsibilities of Staff

- To live by our school values and demonstrate them in school daily;
- To create a safe and stimulating environment in which pupils can learn;
- To treat everyone with consistency and respect at all times, without regard to race, gender or ability;
- To communicate effectively with each other, children, parents and the wider community.

Rights of Staff

- To be treated with respect by pupils, parents and colleagues;
- To be able to teach to the best of their ability;
- To be listened to by others in school;
- To be clear on what is expected of them in their role;
- To feel safe;
- To be treated fairly.

Responsibilities of Parents

- To support school rules and guidelines;
- To ensure that children attend school regularly;
- To ensure that children arrive at school on time;
- To ensure that their children have the equipment that they need at school, e.g. P.E. kit;
- To tell the school if they have any concerns about their child.

Rights of Parents

- To know that their children are safe;
- To be sure that their children are treated fairly and with respect;
- To know that their children are given the opportunity to learn at school;
- To be able to raise concerns with staff and to be informed about their child's progress.

Organisation

Praise and positive reinforcement are the main means of achieving our aims. Children need to feel valued, respected and safe and they need to have a sense of self worth and of responsibility. The security of clear, fair and consistent rules, with praise for children following those rules, is a major part of our procedure.

All members of our school community are expected to live by our core Christian values. These underpin our procedures:

- Respect

- Responsibility
- Compassion
- Courage
- Trust

We explore other Christian values throughout the year which all members of the school community are also expected to demonstrate. Children develop a clear understanding of these, particularly through collective worship:

Courage	Creativity	Peace
Trust	Forgiveness	Justice
Thankfulness	Friendship	Hope
Compassion	Truthfulness	Humility
Generosity	Respect & Reverence	Wisdom
Perseverance	Service	Responsibility

Playground Expectations

Demonstrate our values through:

- **Playing together and choosing games which don't hurt others**
- **Letting other children get on with their own games**
- **Including others in games**
- **When the first bell goes, stopping and listening. When the second bell goes, walking to your classroom lines**
- **Show respect to all adults and children by listening to them when they are speaking**

Class Expectations

- **These are decided by each class at the beginning of each year in line with our core values**

All expectations are reflected on and discussed regularly through worship, PSHE, by School Council and in other class time.

School System to promote positive behaviour

We have a whole school system of consequences for choosing to demonstrate our values and follow our school rules which are to be: *ready, respectful and safe*. This is grounded in our vision and values and is taught to the children when they start school and continues throughout the school.

We support our children in achieving positive behaviour by having clear routines in place in school so that the children understand our high expectations.

Visible Consistencies- This is how we do it here...

1) Meeting and Greeting

At the start of the day and start of the afternoon we stand at the classroom door and welcome every learner.



2) Embellished Countdowns

For example;

- 5- Finishing off the sentence you are writing
- 4- Put your books in a neat pile ready to be collected
- 3- Everything out of our hands
- 2- Fantastic Carl you are showing me you're reading to learn
- 1-Let's move on



3) Show me good walking

We make everyone feel safe by insisting on good walking at all times.



4) Thumbs in

- To signal that a child wants to talk they will show their thumb
- If a child is desperate to discuss something they will move their thumb to show this
- This is in replacement for hands up
- We use lollipop sticks to enable us to do random questioning during lessons



Valuing appropriate behaviour

At The Manor Primary School we value appropriate behaviour and we communicate this to children through praise. Such praise or rewards must not be confused with bribery (which is defined as offering inducements for somebody to behave immorally.)

Material rewards (such as cups and trophies, house points, stickers, certificates) are awarded for appropriate social behaviours as well as academic effort or achievement. Children are praised and rewarded consistently for demonstrating of our Christian values.



The following show the rewards that children will enjoy when they choose to follow our school rules and demonstrate our values:

- **House points**—When they start at school, all children are placed in one of our houses which are named as: Elizabeth, Einstein, Williams and Attenborough . Children can earn points for their house by demonstrating our school values – good work, good effort, positive attitudes, kindness, showing compassion, etc. These are totalled each week by House Captains and Vice Captains and celebrated in Golden Book Assembly each week. We have a House Champions cup which is awarded at Christmas, Easter and the end of the year.
- **Values Star Award** – a member of each class will be awarded with their class Values Star Award each week. This is awarded for continuously demonstrating our school core Christian values – compassion, courage, respect, responsibility and trust.
- **Moving to a value on the values board** – each class has the same system for encouraging children to demonstrate our school values. Children’s names will be moved to the relevant value being demonstrated. This cannot be taken away. The expectation is that every child’s name will be on the board at the end of each school day.
- **Put a butterfly on the values sky** – When a child has achieved something particularly special, they will be praised by their teacher and asked to go to see Mrs Willcox. If she is not available they can go and see another member of the leadership team. The child will tell Mrs Willcox why they have been sent and what value it links to. They will be given a butterfly to put on the relevant part of the wall. This will be for exceptional achievements. Class teachers will keep a list to ensure that all children visit Mrs Willcox at least once a year. Teachers should avoid sending the same children too regularly.
- **Hot chocolate Fridays** – Mrs Hembury will host the week’s hot chocolate Friday afternoons for hot chocolate and a biscuit. There will be 1 child from each year group who will be chosen by teachers for something outstanding. This is a chance to recognise the children who always demonstrate our values, try their best and are great role models through their attitude, growth mindset, etc. This is to ensure that these children are recognised for all they achieve and do not go unnoticed. Children are unlikely to be part of this more than once. Teachers will keep a record.

Discouraging anti-social behaviour

For effective learning to take place a quiet, yet firm, insistence on high standards of behaviour needs to be established at all times. This needs to be consistently applied across the school by all staff members. We recognise that children achieve success in learning social behaviour at different rates. All staff take care to

ensure that children are shown respect at the same time as rejecting the bad behaviour... it is the behaviour that is rejected, not the child. Children's self-esteem can be maintained if sanctions are seen to be fair and just.

We believe that sanctions should be given sparingly and quietly so as not to humiliate a child.

Every day is a new day and a fresh start, regardless of what has taken place the previous day.

If a child is not demonstrating our values or is making poor choices they will be given quiet warnings. If their choices do not improve they will be given a values token reminding them to demonstrate this value. If the behaviour does not improve they will be given a second token at which point they will take these to show Mrs Willcox / Mrs Hembury who will remind them about the importance of showing our values at all times. If Mrs Willcox/ Mrs Hembury is not available, the child will go to see another member of the leadership team. A note will be sent home to parents to ask them to further reinforce the importance of demonstrating our values at all times.

On return to class a child can be noticed as soon as possible for showing our values which will result in them moving onto the class board.

Before these tokens are used regulation strategies are used by staff, these vary and are bespoke to the needs of the child.

Choices

At The Manor we discuss choices with the children and if necessary children will be asked to stay behind at the end of a lesson to restore and repair.

The Manor Script

As a staff we have evolved a range of assertive sentence stems that we used regularly. These are displayed in the staff room.

A model 30 second script

- I noticed you are...
- It was the rule about...
- You have chosen to...
- Do you remember last week when you...
- That is what I need to see today...
- Thank you for listening...

A 30 second intervention

- State the behaviour and which rule it goes against
- Explain the sanction is. Immediately refer to previous good behaviour
- Walk away; allow time -If there are comments as you walk away write them down and follow up later
- Catch somebody following the rules

Teaching appropriate behaviour

This behaviour procedure sets out the expectations of being a member of the school community. Social and interpersonal behaviours are taught like other learned behaviours such as learning to read, to write, to spell, etc through PSHE and through individual programmes with children who need them including work with our ELSA (Emotional Literacy Support Assistant) and our Creative Pupil Mentor.

All staff are in agreement about expectations for children. Children are clear about these expectations to prevent some pupils being unsure about what behaviour is appropriate, and what is not. Children who struggle with this are provided with additional intervention. These fundamental expectations, shown through our Core Christian Values clear consequences charts, apply to adults and children alike throughout the school community.

Break Time Behaviour

Incidents of bad behaviour at lunch or play time will be reported to the child's class teacher at the end of lunch if it has been dealt with outside. Children involved in more serious incidents will be sent in during

break or lunch time for their behaviour to be dealt with and followed up by a member of the Senior Leadership Team.

Children who are involved in serious or repeated cases of bad behaviour outside will miss parts of or whole lunch breaks. These incidents must be recorded on CPOMs.

Behaviour Records

Incidents of negative behaviour are recorded in the Behaviour Log as part of CPOMS, an online tool.