



September 2025

The Manor – Behaviour Principles Policy

Introduction

Our behaviour principles are designed to supplement the White Horse Federation Behaviour Policy and is designed to ensure that all pupils at The Manor Primary School have the opportunity to learn, be successful and achieve their best. We expect high standards from our pupils in terms of work and behaviour, and believe that good behaviour is essential if effective teaching and learning are to take place. We emphasise the need for all pupils and staff to respect each other and those who work with them.

This policy has been written so that all of us - members of staff, parents, carers, pupils, and governors - can work together to maintain outstanding behaviour, attitudes and standards of work.

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1. Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective lifelong learning. We believe that all members of the school community have core rights and responsibilities.

These rights and responsibilities allow all children to achieve their full potential and are encapsulated within our Christian ethos and the school's values:

'Let your Light Shine' (Matthew 5)

The rights of the pupils	The responsibilities of the pupils
• To feel safe in school, emotionally and physically • To learn without interference from others	• To treat other people with respect • To let everybody else learn • To make others feel safe in school, mentally and physically

• To work and study in a high-quality learning environment • To be treated with respect regardless of ability, disability, race or gender • To be treated fairly • To have the opportunity to learn from our mistakes • To have your opinion heard	• To listen to others when they express their opinion and consider their point of view • To look after equipment • To ensure you treat the classroom and school with respect and ensure it is clean and tidy • To understand and accept that all people make mistakes
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The rights of the staff	The responsibilities of the 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 the school • To have systems and routines in place to support them in their role • To feel safe and be supported by leaders in the school	• To create a safe, calm and ordered environment in which all pupils can learn • To always deal with any behaviour concerns in a calm, respectful and dignified way • To treat everyone with consistency and respect at all times, without regard to race, gender or ability • To ensure the learning environment is tidy and organised and free from distractions so all children can successfully learn • To consistently follow the agreed systems and routines • When a serious behaviour incident occurs, to reflect on the antecedent and consequence and put in place measures to try and stop the incident being repeated.

The rights of the parents	The responsibilities of the parents
• To know their child is safe • To know that their child is always able to learn without distraction from other pupils • To know their child is treated fairly, consistently and with respect • To be able to raise concerns with staff • To be fully informed about their child's progress	• To fully support the school's behaviour approaches • To support the staff as they try and resolve any behaviour challenges • To always manage any concerns in a calm and respectful manner. • To ensure all children attend school regularly and arrive on time • To inform the school if they have concerns about their child (this is best done through arranging a meeting) • To always manage any concerns in a calm and respectful manner.

	To ensure all children have the equipment they need at school e.g. PE kit
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2. Core principles

Built around the School's values, our expectations around our approach to behaviour are summarised through the common language of a Calm School Code:

- Move Calmly
- Listen Carefully
- Speak Politely
- Act Kindly

To support this, we have a behaviour curriculum which clarifies our approach to developing excellent behaviour in the school. This helps staff, parents and children to understand our expectations throughout the school day.

3. Excellent behaviour through proactive whole-school routines

It is important that the culture of excellent behaviour is embedded in the way children behave not just when they are in their classrooms, but when they are involved in whole-school activities. We have established our whole-school approaches through our behaviour curriculum in a number of areas including:

- Behaviour in Worship
- Excellent Manners and speaking politely
- Moving around the School
- Lining up at the end of playtime
- Behaviour at dinner time
- Behaviour on a school trip
- Behaviour at playtime

See Appendix 1 for more information on these whole-school agreements.

4. Excellent behaviour in the classrooms

Consistent systems and routines are in place in classrooms across the school. These include:

- Leaving the classroom
- Passing out and collecting books
- Meet and greet
- Coming into the classroom
- Leaving school at the end of the day

See Appendix 2 for more information on these classroom agreements.

Our classroom expectations aim to allow all children to achieve their full potential and are summarised by the acronym SLANT (see Appendix 3):

- Sit Up
- Listen
- Actively contribute
- Nothing in hands
- Track the speaker

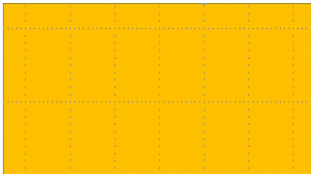
Saying 'Show me SLANT in 5, 4, 3,2,1' is the children's cue to be ready and to focus on the teacher

4.1 The classroom behaviour system

This system promotes the positive behaviour we want all our pupils to demonstrate. Every child's name is on a behaviour chart which is displayed prominently in each classroom and each child starts every day with their name on green. We want all children to behave in way that means they stay on green or demonstrate consistently excellent behaviour and move to gold. Staying on green means the pupil is doing exactly what is expected on him or her. It means he/she is following the classroom expectations, responding to instructions and working hard in every lesson. The principles behind the system are:

- Children get recognition for doing the right thing and doing what is expected of them
- No child is neutral; no child is forgotten or overlooked - The child who does everything expected of them in a quiet, unassuming way is still recognised if s/he is on green
- There is a presumption that the majority of children will be on green all the time
- Children who move away from green can work their way back. Pupils can turn a situation around by showing that they can make the right choices
- The consequences for not doing the right thing are clear
- All adults take responsibility for promoting positive behaviour
- The headteacher and members of SLT called only when all strategies have failed or there is a very serious incident.

The behaviour chart can be explained to children in the following way:

	Behaviour choice	Consequence	Teacher strategies and actions
	Consistently modelling the school's values and Calm School Code.	I have achieved something that I should be really proud of. The adults at home and in the class will be proud of me. Teachers will inform the parents about the behaviour I have shown and/or send a certificate home.	The children receive a prize. Inform parent of great behaviour. Record who has been on gold. Share the success with the class.

	I am consistently making the right choices even when it is difficult. I treat others as I would like to be treated and understand that they have the same rights as me. I can look after my environment.	You are proud of yourself and others are proud of you. You are trying your best with your learning. You are a role model to other children. You will earn house points and class-based rewards.	Teacher gives out house points and verbal praise. The pupil may go to the head teacher for a head teacher's award for a high quality piece of work. Class-based rewards can be used.
Warning	I am beginning to make the wrong choices - I will think about how to turn it around.	I am beginning not to learn and others may not want to be around me. I am disturbing the learning of other children in the class.	The teacher uses a range of low level behaviour management approaches such as, physical proximity, identifying the positive behaviours and non-verbal strategies. Teacher to issue a warning to clearly identify the desired behaviour. (see Appendix 4 – strategies for self-regulating behaviour)
Move off green and on to white	I am behaving in a way that stops my learning and learning of others. I have made poor behaviour choices.	I must see the teacher at the end of the lesson. I may be moved away from my friends. I have disrupted learning of others. I can still repair the situation and get back on to green.	The child sees the teacher at the end of the lesson. The teacher uses restorative questions to help the child change the behaviour and get back onto green.

Move off the behaviour chart	I have made a poor choice and I am not responding to adults who are trying to help me.	I have disrupted my own learning and the learning of others. I will be moved away from my friends and classmates. I will lose miss my playtime and stay with my teacher. I can still repair the situation and get back on to green.	The child misses the playtime and stays with the teacher. The teacher contacts the parents to inform them about the behaviour A meeting may be arranged to set up the weekly report card (see section 9)
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The classroom behaviour system should be consistently adhered to however, any very serious incidents that take place either in the classroom or the playground (e.g. Use of physical violence) the system should be by passed and the pupil should be sent to the head teacher or a senior member of staff.

It is a priority that the learning of the class is not affected by the behaviour of an individual child. If necessary, the child demonstrating the unacceptable behaviour will need to work with an adult away from the class so the learning in the lesson is not disrupted.

5. Recognition of excellent behaviour

Developing excellent behaviour is the responsibility of everyone in the school. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. It is our intention to reward and promote appropriate behaviour and challenge and change inappropriate behaviour through the public and private recognition of what is good.

5.1 Class-based recognition

In addition to regular teacher praise, other rewards will include:

- **Being moved to 'gold'** on our classroom chart through consistently demonstrating excellent classroom behaviour and receiving a prize.
- Parents being informed of great behaviour and demonstrating the school values through **Class Dojo** (and excellent work where appropriate)
- The **school values** are displayed in the classroom and children are sent to an SLT member for going 'above and beyond' in demonstrating the values.
- **House points** are given for hard work, resilience and excellent learning.

5.2 Whole-school recognition



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Children's excellent behaviour is also recognised across the school through sharing in our Worship Celebration on a Friday afternoon:

1. **Awards from outside school** – these are given to SLT during the week
2. **Above and beyond** – celebrating children sent to SLT for going 'above and beyond' with our school values and/or showing excellent learning. Children who have gone above and beyond will also be celebrated with a butterfly near the school entrance.
3. **Values star of the week** - this is awarded for continuously demonstrating our school core Christian values – aspiration, community, love, joy and knowledge. This will be celebrated in our Friday Worship assembly.
4. **Excellent learning** - each week a piece of excellent learning will be shared in our Celebration Worship.
5. **Other class awards** - e.g. reading certificates, maths awards
6. **Attendance** – the class with the best attendance will receive the best attendance trophy
7. **House points** – These are totalled each week by the house captains and displayed in the hall. The winning house will enjoy an end of term award
8. **Lunchtime awards** – children who have shown the school's values at lunchtime.

6. Positive approaches to support children with changing their behaviour

We strongly believe that, as well as managing behaviour, pupils need to be taught the appropriate skills to be able to change and adapt their behaviour. At The Manor school we have a range of approaches to support children in developing their social, emotional and behavioural skills. These approaches include:

6.1 Restorative approaches

All members of staff will use restorative questioning to help pupils to understand the consequences of an incident when it has occurred both in and outside the classroom. Restorative questions include:

- What happened?
- What did you do wrong?
- Who has been affected by what has happened?
- What do you need to do to make things better?
- What would you do differently if the same situation happened again?
- What might happen if the behaviour was repeated?

See Appendix 5 for a behaviour reflection form.

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

6.2 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...

6.3 A 30 second intervention

- State the behaviour and which rule it goes against
- Explain what 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

6.4 Positive framing

Positive framing is a technique that changes pupils' behaviour with comments framed in a positive manner. Students are more motivated by the idea of reward or praise rather than being punished for what they do. Examples include:

- Instead of "will you stop talking" you say "I'd like everyone listening, please".
- Instead of "John, stop turning around and distracting Mike" you say "John, I'd like you facing this way and getting on with your work... thanks."
- Instead of "some of you aren't paying attention" you say "I need all eyes looking at me"
- Instead of "stop touching the pencil" say "in this class we like nothing in hands"

6.5 Circle Groups

Circle Groups can be used to reinforce a group problem-solving approach to finding solutions to specific issues that have arisen.

6.6 Emotional Literacy Support Assistants (ELSAs):

The school has Emotional Literacy Support Assistants who can deliver support packages such as:

- Social skills
- Support with anxieties and worries
- One-to-one time to talk
- Anger Management

6.7 Positive approaches at playtimes and lunchtime

It is important that there are always sufficient adults on the playground/ field each playtime and lunchtime. At lunchtime, two adults will be on the playground, two on the field and one will be 'floating' to support where needed. Please see the timetables for further information. If on a particular day you are able to cover a playground duty, please arrange to swap with another member of staff and record the change on the staff notice board. 4

6.8 Behaviour in the lunch hall

The school has two lunch sittings with children sitting on specific tables in mixed-age groups. We ask that children show respect at lunchtime through:

- Moving calmly
- Helping others
- Stay in your seats
- Good manners
- Indoor voices

7.Addressing poor behaviour choices

Addressing poor behaviour is the responsibility of all adults - teachers, support staff and parents. The school believes that it is important that a consistent approach to the behaviour of pupils in the school is established which all staff follow. The majority of the children in our school respond to a clear reminder of the appropriate behaviour they should be displaying. For those children who find it harder to behave and abide by the rules, staff use a number of management strategies and techniques. These strategies are based on the belief that children who display inappropriate behaviour have either not yet learned the appropriate behaviour or currently lack the skills set to behave appropriately. Staff at The Manor have a wide repertoire of behaviour management strategies and techniques to help:

- Tactical ignoring of inappropriate behaviour and reinforcement of positive behaviour
- Modelling of appropriate responses and behaviour by staff, parents and peers
- Non-verbal communication - a shake of the head; a finger to your lips and the use of eye contact
- Setting clear boundaries
- Providing structure and routine where the children learn to predict events and the consequences of his/her actions
- Providing a high level of consistency between all adults who work with the children
- Direct identification of inappropriate behaviour e.g. 'You are out of your seat' as opposed to 'why are you out of your seat?'
- Use of verbal and non-verbal praise
- Using the language of choices - making good choices and wrong choices
- Using language linking to the school values e. g. 'you were not showing respect when you said that'
- Reiterating what the good choice would be and then providing thinking time for the child to adapt their behaviour
- Setting small achievable targets to increase confidence
- Talking through the good choices the children could have made instead
- Reminding and prompting and encouraging- verbal, physical and gestural to make good choices

The use of these consequences should be characterised by certain features:

- Issues should be dealt with calmly, without a raised voice but firmly, referring to why the action is being taken and what that action is.

- Adults should not use any form of degrading treatment or language to 'punish' a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils and young people is not acceptable in any situation.
- Although persistent/serious misbehaviour needs recording, every pupil must feel that every session is a fresh start.
- It is the behaviour of the pupil that is being questioned, not the pupil.
- When staff are talking about a child's behaviour it should be focused on specific needs and challenges. Language that describes the child or that is not specific to the behaviour is unhelpful in finding solutions to challenging behaviour.

Although rewards are central to the encouragement of good behaviour, it is also important that there is a need for consequences for inappropriate behaviour to protect the security and stability of the school community.

7.1 Classroom consequences

- On the classroom behaviour chart, if a child is moved off green and onto the white then a conversation is had with the child to identify the behaviour that needs to change to help the child get back onto green (see restorative conversations above). This conversation would usually take place at playtime.
- If the child is moved off the behaviour chart, then they will miss all or part of their playtime with the class teacher or an adult from the class. At the end of the playtime a restorative conversation is held to try and ensure the behaviour improves. If a child was to miss a playtime, a conversation would be had with the parents either on the playground or by phone.
- During the playtime the behaviour reflection sheet can be used to support the child in improving the behaviour.
- If the behaviour incidents occurred in the afternoon, parents will be informed and the consequence will occur the next day.
- If after missing a playtime, the behaviour continues, a member of SLT will be called and the child will work out of the classroom
- If a more serious incident occurs then a member of SLT will support by helping remove the child from the classroom and address the behaviour that has occurred.
- If it is deemed necessary for a member of SLT to be called, then a CPOMS incident needs to be recorded with the antecedent, consequence of the behaviour incident recorded as well as an explanation of what will be different next time to ensure the behaviour is not repeated.

7.2 A child leaving the classroom without permission

It is important that children do not leave the classroom with adult permission as for safeguarding reasons we need to know where every child is at all times. It is important that children understand this is not acceptable as it impacts on their learning and that learning of other children in the class. While the circumstances of the situation may vary and different approaches may be required, it is important we are as consistent as possible in our approach across the school.

If a child leaves the classroom without permission the following approach should usually be taken:

- A member of staff (usually a teaching assistant) makes sure the child is safe
- An initial script used:

'I notice that you have left the classroom and I can see that you are upset/ angry etc. Our expectation is that you use the reflection corner in the classroom. Thank you for going to the reflection corner.'

The child needs to be given take up time and can have a timer when back in the room.

- If go back into class they will be supported by staff to make a successful return to their learning e.g. supported by a TA to restart their work or to talk through what has happened so that it can be resolved.
- If the child stays outside the staff member should say:

'I can see you are upset but you need to go into the reflection corner. If you choose to stay outside you will need to make up this time by meeting with the teacher at playtime. I know you will make the right choice. Thank you'

- If the child still chooses to stay outside then the following script is used:

'You need to understand that every choice has a consequence. If you choose to go back in the class and this will happen (e.g. stay on green, supported with learning, the concern will be dealt with by the teacher/TA). If you choose not to go back into class this will happen (e.g. you will be moved off green, need to catch up with your work at playtime, meet, with teacher). I will leave you to make your decision.'

Give the child take up time and thank them for making the correct choice.

- If the child still refuses to come in or leaves the school building, they will be observed from a distance (not followed around the school) and then the consequences followed up at playtime.
- SLT will be called if the child is being unsafe, if child refuses to do consequence, or if the child continues to leave the classroom later in the day.
- If a child leaves the classroom, it is important that the teacher informs the parents and a reflection on the incident is recorded on CPOMS to help avoid the same situation being repeated.

7.3 Playtime and lunchtime consequences

By providing a range of play activities, the children should have positive and enjoyable playtimes however there will be occasions when children make the wrong choices or the behaviour on the playground falls below the standard we want at The Manor.

In this situation a number of strategies can be used:

- If children are struggling to acquire a certain skill set (such as sharing), it is the responsibility of the adult on duty to support the children in finding a solution and engaging with the children to get the play back on track. Adults should be using the restorative language when working with children.
- If a child is making the wrong choices, then a warning is given that if the behaviour continues, the child will have to sit out of playtime. Behaviours that might warrant missing playtime include upsetting another child or refusing to do what they are told
- If severe behaviour (e.g. bullying, vandalism or aggression towards staff members) was to occur, a member of SLT would be called to help support the situation and help decide the most appropriate course of action
- If a member of SLT needs to be called, a CPOMS incident needs to be recorded with the antecedent, consequence of the behaviour incident recorded as well as an explanation of what will be different next time to ensure the behaviour is not repeated.

It is important that playtime and lunchtime incidents are dealt with at playtime so that, while the teacher needs to be informed, the incident does not affect the learning in classroom afterwards.

8. Child on Child Abuse

Child on child abuse is not acceptable, will not be tolerated at The Manor. It is not an inevitable part of growing up. Child on child abuse can be through:

Bullying (including cyber bullying)

If bullying does occur the following actions would be taken:

- Speak to all children involved and record the details of what has happened
- Inform parents of all children involved and request a face to face meeting
- Decide on actions to be implemented and how these will be monitored and checked.
- Identify if these are isolated incidents or patterns of behaviour

Both bully and victim will be supported:

- For the victim: - Protection from the bully, e.g. asking duty staff to watch out for the victim, keeping the bully in at playtime and lunchtime.
- For the bully: - Analyse possible reasons for bully's action by looking at the "whole child", including family situation. - Gather information, e.g. classroom observations. - Investigate the underlying causes and take necessary steps in an attempt to resolve the bully's problems, possibly including obtaining advice from outside agencies.

Child on child sexual abuse

Sexual violence and sexual harassment - Sexual violence and sexual harassment can occur between two pupils of **any age and sex**, from Primary, into Secondary and into College. **We recognise that 'it could happen here'**. It can occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and 'face to face' (both physically and verbally) and are never acceptable. Please refer to the school's safeguarding policy for further information about how any incidents should be dealt with.

9. Children with particular needs

Some children have specific needs and may behave differently to their peers. We treat children as individuals and special arrangements and additional support may be provided.

As a school we ensure that all staff working directly with children/young people have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. As a school we support these children through close communication with the class teacher, SENCO and external professionals.

The SENCo will advise teachers where special approaches or strategies are required. A list is maintained by the SENCo of the children who have individual programmes to support positive behaviour. For all pupils on this list, any incidents of challenging behaviour must be recorded using the CPOMS, as a tool to better understand the function of the behaviour. A frequency chart (Appendix 7) should also be maintained so that patterns of behaviour can be explored. A risk assessment (Appendix 8) for children with particular needs supports these children and must be reviewed and altered after a serious incident.

10. Report cards

In some cases, pupils will be placed on a weekly report card (See Appendix 9). This will be completed with the class teacher, parent/carer and the pupil. It will include:

- Clear targets for the pupil to work towards and the agreed strategies and action that will be put in place in school and at home.
- There will be daily correspondence between the teacher and the parent/carer regarding the pupil's behaviour and progress towards meeting the agreed targets. Any pupil who is placed on a report card will be recorded on the report card log in the class file and copy of the report card will be passed onto the Headteacher and SENCo.
- At the end of a fixed period, there will be a review of the weekly report card and next steps discussed. The next steps may include:
 - The report card can be ceased as the pupil has modified his/her behaviour
 - The report card can be ceased but specific strategies to remain in place
 - The report card needs to continue for another fixed period. After 3 weeks on report card and the behaviour has not improved, then there will be a meeting with the class teacher, pupil and Head/SENCo to put together a behaviour plan.

11. Behaviour Plans

In some cases, children may need to have individual behaviour plans which are specific to their needs (see Appendix 10). As part of the behaviour plan, some pupils are dealt with in a specific way and this is shared with all members of staff who work with the pupil. The school recognises that some pupils have specific behavioural needs and is committed to working with the pupil and the parent to support them in the best way they can. At this stage it may be appropriate to make a referral to the Behaviour Support Service for external assessment and advice.

In very rare cases, positive handling may be needed to support a child and adults working with them. This should only be done when there is an immediate risk to the safety of the child or another child. Wherever possible only members of staff who have had Team Teach training will be part of the positive handling plan. Any handling of a child will be reasonable and proportionate and will be recorded in the school log. Very occasionally a parent may be called in to help manage any challenging behaviour and support the child in returning to class. If this happens, the parent support form (Appendix 9) should be completed.

12. Suspensions and Reintegration

Suspensions should be done as a last resort after a variety of different strategies have been put in place and regular on-going reviews taking place.

If a child's behaviour shows no improvement after all available options have been used and other procedures followed, the child will be suspended for a fixed term.

A child will also receive a fixed term suspension if the incident is in the opinion of the Headteacher, particularly serious. Examples of this could include physical violence to a member of staff or pupil, or extensive vandalism to school property.

Following a suspension, a reintegration meeting will be arranged for the pupils and their parents. The purpose of this meeting is to:

- a) Emphasise the importance of the parents working with the school to take joint responsibility for the child's behaviour;
- b) Discuss how behaviour problems can be addressed;
- c) Explore wider issues and any circumstances that may be affecting the pupil's behaviour;
- d) Reach agreement on how the pupil's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour;
- e) Create a forum for a discussion about what support could be put in place for the parents

13. Post-Incident Care

Where there has been a disruptive incident that may affect other pupils' well-being, a member of staff will talk to these pupils as soon as possible after the event to ensure that they are reassured by the actions taken and feel safe to continue in their daily routines.



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Support will be given by a member of the Senior Leadership Team to a member of staff who may have been subject to violent or verbal incidents involving children.

14. Monitoring Behaviour

All members of the Senior Leadership Team have a role in monitoring the reported incidents related to bullying, race, homophobic and transphobic, gender and disability. We maintain a log of these incidents so that we can follow things up, speak to everyone involved and work to reduce future incident. The Headteacher will monitor behaviour to identify vulnerable children who may appear and to identify any patterns of behaviour and/or names of pupils re-appearing. The Principal and Assistant Principal will monitor consistency of approach by staff and will follow up individual cases if required.

The safeguarding governor along with the Senior Leadership Team will be responsible for monitoring this policy. It will be reviewed on an annual basis or earlier if required.

The policy should be read and understood in conjunction with the following documents:

- The White Horse Federation Behaviour Policy
- Keeping Children Safer in Education (KCSiE) September 2021)
- *Guidance for Safer Working Practice for Adults who work with Pupils and Young People (May 2019)*

Appendices

Appendix 1- Whole-School behaviour curriculum

Appendix 2- Classroom behaviour curriculum

Appendix 3 – SLANT poster

Appendix 4 – Regulating behaviour

Appendix 5 – Behaviour reflection form

Appendix 6 – Lunchtime behaviour poster

Appendix 7- Frequency chart

Appendix 8 – Risk assessment form

Appendix 9 – Report card

Appendix 10 – Behaviour support plan

Appendix 11 – Responses to each stage of behaviour management



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