

Behaviour Policy		
Responsible Post	Headteacher	
Responsible Committee	FGB	
Review Schedule	3 Years	
Review Date	20 th May 2026	
Next Review	May 2029	
Changed	Yes	

'With God's love we have the courage to try our best and have hope for today and tomorrow.'

At Manor, our whole school Behaviour Policy is rooted in our Christian vision and our core values of 'Love, Courage and Hope'. We believe all children are unique and valued, and we strive to create a safe, respectful and nurturing environment where everyone can flourish.

- Love guides relationships built on kindness, respect and forgiveness.
- Courage supports pupils to take responsibility, make positive choices and learn from mistakes.
- Hope reflects our belief that everyone can grow and change, with behaviour seen as a learning journey.

Through consistent and fair expectations, we encourage positive behaviour, personal responsibility and restorative practice, enabling all pupils to thrive academically, socially and spiritually.

'Forgive and you shall be forgiven'.

Luke 6:37

We encourage all pupils to value themselves and others by respecting rights and tolerating difference.

We believe that it is important to create a positive school ethos where all children and adults feel valued for their individuality and diversity.

All adults working within the school will consistently follow the rewards and sanctions in this behaviour policy.

Aims

We aim to:

- promote good behaviour through the provision of a small set of simple school wide rules which are positive and can be understood by all pupils within the school
- promote good behaviour by modelling appropriate behaviour at all times
- recognise, acknowledge and praise appropriate behaviour when it occurs
- ensure that all pupils have equal access to rewards for good behaviour
- ensure that the school rules, rewards and sanctions are formulated through consultation and are clearly explained and understood by pupils, staff, governors and parents
- ensure that the rules can be followed and applied to all school situations.
- teach appropriate behaviour, the need for rules and boundaries through the PSHE programme.
- Use Circle time to address sensitive issues

School rules

Be kind and caring towards each other

Play nicely with everyone

Work hard and always try your best



Listen to one another

Keep your hands and feet to yourself

Always tell the truth

Walk sensibly in school

Use indoor voices in the school building



As part of the PSHE programme each class will review the school rules each September. Each class will be responsible for agreeing a small set of rules for their class at the beginning of each Autumn term. Through taking part in this process the children will learn why it is necessary to make and follow rules.

Rewards

We will encourage and reward positive behaviour by:

- praising good behaviour
- giving stickers / dots / stars for appropriate and / or good behaviour
- informing parents when children behave well
- using reward certificates at Achievement Worship every Friday
- sending to the head teacher / other adults to be praised
- reporting to children when positive comments are made by the wider community
- Individual classes also use their own reward systems

Sanctions

Sanctions will only be used when children display negative behaviour.

Each session in the school day is considered to be a new opportunity for a child who has misbehaved in a previous session and children are encouraged to start afresh – every child will be given a new chance to conform each session.

A behaviour display is positioned clearly in each class. All children begin each session with their name on the happy face.

If children misbehave their name can be removed from the class chart. If a child's behaviour is reformed within the allotted session their name will be returned to the happy face.

The following steps will be followed when a child / children exhibit inappropriate behaviour:

1. When a child behaves inappropriately they will be told and their misdemeanour will be clearly explained.
2. A further misdemeanour will result in their name being placed on the 'oh dear / sad' face.
3. If the child continues to misbehave their name will be removed from the chart.
4. Continued misbehaviour will result in the child being sent to a different class.
5. Continued misbehaviour will result in the child being sent to the head teacher, or senior teacher in her absence.

If a child is finding it difficult to conform to school / class rules and constantly displays poor behaviour an Individual Education Plan (IEP) and / or an Individual Behaviour Management Plan (IBMP) will be used to support and monitor an improvement in behaviour.

Parents will always be informed if Step 5 is reached. Severe misdemeanours can move straight from an early stage to Step 5. Violent incident forms will be filled in when necessary – these can be obtained from the school office and must be returned to the Headteacher.

In extreme cases, the school follows the DfE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' as a guide to the legislation that will govern the exclusion of pupils from maintained schools.

The Playground Pals will also support children who find playtimes difficult by working with staff to help these children play appropriately within the school grounds.

The trained school ELSA may be involved in support work through working individually or within a group situation to develop behaviour management strategies.

At times, it may be necessary to consult with outside agencies to support behaviour management. These will include the educational psychologist, EOTAS, the Primary Behaviour Service, the Inclusion Team and the school nurse.

The person with overall responsibility for ensuring good communication and effective planning to support behaviour management within the school is the Headteacher.

Monitoring will be carried out through regular discussion between class teachers, Learning Support Assistants, other adults working within the school, School Council members and the head teacher. It may be necessary to keep records for some children, to assess patterns of behaviour / triggers for poor behaviour over a period of time.

This Policy is linked to:

Curriculum Policy
Child Protection Policy
Equal opportunities Policy
Single Equality Statement

Anti Bullying Policy
Physical Intervention Policy
Relationships and Health Education Policy