

Manor Primary School

Part of
Leading Learners
Multi Academy Trust



Behaviour Policy

Approved by:	Governing Body	Awaiting Sign-Off
Last reviewed on:	Sep 2026	
Next review due by:	Sep 2027	

Rationale:

At Manor Primary School, the key to a positive school culture is one that celebrates the conduct of our children. All staff must have the highest expectations for behaviour, which includes the positive behaviour of children and adults in class and around the school. For successful learning and teaching to take place, we must create an environment where children can learn and teachers can teach.

This Behaviour Policy is based on our school values:

1. Pride
2. Ambition
3. Resilience
4. Respect
5. Kindness

This policy is focused on helping children develop a clear understanding of right and wrong. Our core values are explicitly taught and prominently displayed throughout the school. Rather than relying on a punitive approach, our strategy focuses on building self-esteem and guiding students to self-regulate their behaviour, while maintaining clear sanctions when boundaries are crossed. Positive relationships are fundamental to creating a culture where every child can achieve success.

Policy Objectives:

To provide a framework to ensure a happy, secure and calm environment where pupils feel safe, can learn and develop as caring and responsible young people. It is written for all members of our school community to allow everyone to understand the policy and apply it consistently and fairly.

We will achieve this by:

- Promoting positive behaviour for learning.
- Providing a clear framework of rewards and consequences that are understood and communicated to pupils, parents, carers and the wider school community.
- Promoting positive self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all.
- Providing an environment which is free from disruption, violence, bullying and any form of harassment.

Our School Rules:

Children are expected to behave appropriately, in a sensible and responsible manner. We expect that children show respect for all others, both in school and in the wider community. This policy is a framework within which all are treated in a fair and consistent way.

- Be proud
- Be ambitious
- Be resilient
- Be respectful
- Be kind

These rules are shared and discussed with our children and referred to on a regular basis to ensure that the children understand them and use these rules to self-regulate their own behaviors and the behaviour of their peers.

A Relational Approach

At Manor Primary School, we use a relational approach to support and manage behaviour.

- Behaviour is something to interpret.

- Children are prone to make mistakes and are highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate behaviour' can be a sign of unmet need, stress/difficulty in coping, lack of understanding and lack of skills.
- The causes of the difficulties are most likely in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet need.

Our Approach to Relationships and Behaviour:

At Manor Primary School, we believe that the reward should be in the behaviour itself.

- The more we notice good behaviour, the less we need to overly reward it: it becomes '*the way that we do it here*'. We value the effort pupils put into demonstrating good behaviour and developing good relationships.
- Most children will, at some point, require support to ensure that good behaviour is habitual and valued as a vital skill that supports learning and leads to successful outcomes for all.
- It is important that all adults deal with behaviour concerns at the time that they occur. By addressing these concerns, we confirm our expectations ensuring a consistent approach across the school. The outcome will be that children feel secure; they know that everybody expects the same and by consistently modelling and expecting good behaviour we show that this is important to everyone.
- When dealing with behaviour that does not meet our agreed expectations, we do this in two ways. Firstly, we use a restorative approach to deal with conflict in order to find meaningful, positive solutions for all involved and to learn and plan to prevent further incidences. If this approach is unsuccessful, we have agreed consequences which can be used to support the child in learning about good behaviour.

Behaviour is a process:

We understand behaviour is a learning process. Children will push limits and boundaries as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement and disappointment. We view poor behaviour choices as inevitable. This means that we offer support, help and guidance to the children so that they can learn from their choices. It is our role to help guide children to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them.

Responding to poor choices:

We believe in using restorative approaches to help children take responsibility and find a solution. This could be a sincere apology followed by an act of kindness. This helps children understand how their choices impact both themselves and the people around them.

When solving conflicts, we guide children through four key questions:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Staff help our children to understand how their brains react to stress. We support them through co-regulation, helping them recognise when they are becoming overwhelmed and teaching them positive self-regulation strategies for the future. Learning from these moments ensures they can make more successful choices next time.

As part of our restore and repair process, children have the chance to show they are sorry. This can be done verbally, in writing, through a picture, or by an action. While we focus heavily on learning and reflection, our process does not shy away from using consequences when they are logical, appropriate, and proportionate.

Our School Reward System:

- Verbal praise: all adults in our school community will promote behaviour through timely recognition.
- Individual rewards: for some children, it may be appropriate for them to have an individual reward system / chart. This is to help the child actively improve their behaviour through encouraging the correct choices and through learning to manage their behaviour. This is managed by the class teacher and the SENDCo.
- 'Star of the Week': each week, one child from each class is nominated as 'Star of the Week' which is celebrated in assembly;
- Class Dojo: points are awarded to children individually. These points also form a collective, accumulated class score which builds towards whole class rewards. All Dojo points are linked to our five school values.
- 'Note Home: notes are issued to children by their teacher to share positive recognition with adults at home;
- Headteacher Award: stickers, pencils and certificates are presented to children for consistently good work and behaviour, or to acknowledge outstanding effort and demonstration of our school values.

Our School Sanctions:

Our school behaviour system aims to encourage the children to uphold the school values and follow the school rules, to ensure a safe and positive learning environment for all. Our expectations in school are clearly shared with the children: they understand our school values and expectations of behaviour. Unfortunately, there will be times when agreed rules are not followed. Therefore, it is important that the children know that unacceptable, disruptive behaviour is not tolerated. If children choose not to follow the school rules, a staged approach to sanctions operates (sanctions will be applied appropriately to each individual situation).

Behaviour Response Flowchart

A Staged Approach to Supporting Positive Behaviour

1. EXPECTATION

Proactive Strategies: Tactically ignore minor poor behaviour using private signals. Actively catch children being good.

BE PROUD

BE AMBITIOUS

BE RESPECTFUL

BE RESILIENT

BE KIND



2. POSITIVE REMINDER

A clear reminder of expectations delivered using a collective 'We' statement.

"..., we expect everyone to [insert expectation], thank you."



3. 'CHOICE' CONVERSATION

A discrete, individual conversation with the child outlining their choices clearly.

"...that can either go into your pocket or onto my table..."

If behavior does not improve following this conversation, progress directly to the consequence stage.



4. CONSEQUENCE

Loss of Playtime (10 Mins): Spent at lunch or breaktime to allow reflection time with the person who gave the consequence.

If refused: Do not make an issue in the moment. Calmly remind the child that a clear consequence will be followed up at a time convenient to the teacher, then remain calm and continue teaching the class.

ACTION REQUIRED: MUST BE LOGGED ON CLASS DOJO



5. INTERNAL SECLUSION

Always maintain the language of 'choice'.

- **Remainder of the Session:** Complete learning away from class in another classroom or with a member of the SLT.

- **Remainder of the Day:** If behaviour persists upon return to the classroom, the rest of the day is spent in an alternative learning space.

ACTION REQUIRED: RECORD ON CPOMS & INFORM PARENTS (IN PERSON OR VIA PHONE CALL)

Extreme or Persistent Behaviour: For serious incidents, the staged approach can be accelerated straight to the appropriate level. A member of the SLT will handle the incident directly, arrange a parent/carer meeting, and agree a behaviour plan. Serious or persistent incidents could result in a suspension/exclusion.

SEND & SEMH Adjustments: Sanctions are recognised as not always appropriate for children with SEND and identified SEMH needs. For these children, a separate plan or supportive programme must be put in place.

Serious Incidents:

Manor Primary School will not accept the following behaviours:

- Refusal to carry out the instruction of a member of staff

- Leaving the classroom without adult permission or supervision
- Physical assault against a child
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a child
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Behaviour that discriminates against others based on the following protected characteristics: age; disability; gender reassignment; marriage or civil partnership (in employment only); pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Behaviours such as these (but not limited to them) are classed as serious incidents and parents/carers will be informed. In the case of serious incidents, the Headteacher, along with the Senior Leadership Team, will decide an appropriate sanction which may be one of, but not limited to, the following:

- Behaviour plan
- Internal or lunchtime seclusion
- Suspension (with agreement from the Trust CEO)
- Permanent exclusion (with agreement from the Trust CEO)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Internal Seclusion

The decision to seclude a pupil is never undertaken lightly. Pupils may be internally secluded for persistently disruptive behaviour or a particular serious incident.

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. It is important that during a suspension, pupils still receive their education: work will be set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Only the Headteacher (with verbal agreement from the Trust CEO) has the power to suspend or permanently exclude a pupil from school.

In the event of the Headteacher issuing a permanent exclusion, the Headteacher will inform the parents immediately, giving all the reasons for the exclusion. The school will make arrangements during the first 16 days from the date of the exclusion for a panel of the Local Governing Body to meet and hear the case for the exclusion. The school will provide work for the pupil to complete during the first five days of exclusion. The Headteacher will inform the Local Authority, the CEO of the Trust and the LGB about any permanent exclusions, and about any suspensions. The exclusion panel will consider the circumstances giving cause for the exclusion and will apply the civil standard of proof i.e. 'on the balance of probabilities' in establishing the facts. The panel will consider any representation by parents and the school and will decide either to uphold the Headteacher's decision to permanently exclude the pupil or to overturn the decision and reinstate the pupil at the school.

Physical Intervention:

Pupils and staff need to be safe and protected; this will sometimes involve positive handling to bring control to the actions of a pupil who has lost control. The school works in line with the DfE guidance *Restrictive interventions, including use of reasonable force, in schools (April 2026)*

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as volunteers.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with children.

- Force is used either to control or restrain. This can range from guiding a pupil safely by the arm through to circumstances such as breaking up a fight or where a pupil is restrained to prevent potential violence or injury to themselves or others.
- Reasonable in the circumstances means no more force than is needed.
- Schools generally use force to control pupils or restrain them.
 - Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom.
 - Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main reasons: to control pupils or restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always be dependent upon the individual circumstances.
- Examples of when to use physical force include: removing disruptive children from a classroom when they have refused to follow an instruction to do so; preventing a pupil leaving the classroom when allowing them to leave would put others at risk; restraining a pupil at risk of harming themselves through physical outbursts.

- Schools cannot use force as a punishment – it is always unlawful to do so.

Staff Training

If a particular child or group of children are identified as requiring reasonable force on a regular basis, the staff involved will have completed specialist 'Team Teach' training.

Malicious Accusations against School Staff

Accusations made against school staff are thoroughly investigated. Should the investigation prove that the accusation was malicious, a suitable sanction will be agreed between the Headteacher and parents. Further support for the child, with regard to mental health or safeguarding, will also be discussed. Staff who are wrongly accused will receive pastoral support.

Searching Pupils

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe (*Searching, Screening and Confiscation: advice for schools, July 2022*).

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

Prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property
- tobacco and cigarette papers
- fireworks
- pornographic images
- recording devices

Two members of staff must always be present at a search; It should take place out of public view whenever possible; Staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

At Manor Primary School, a pupil might reasonably be asked to turn out his/her pockets to hand over an item that is causing disruption or that has been suspected of being stolen. The school will follow the Behaviour Policy procedures if the pupil unreasonably refuses to cooperate.

Power to Discipline beyond the School Gate

The LGB confirm that the Headteacher and staff are authorised to use the strategies outlined in this policy to cover the following areas:

- Pupils taking part in school visits;
- Pupils taking part in off-site educational activities;
- Pupils taking part in residential visits;
- Pupils travelling to and from school;
- Behaviour when wearing the school uniform in a public place.

Rights, Responsibilities and Expectations

At Manor Primary School, we all have the right to feel safe, happy and respected. This applies to every member of our school community: children, teachers, support staff, school management, parents and visitors to our school. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour at Manor Primary School.

Responsibilities of the Children

To show an understanding of the school's values children should:

- **Be my best self** by following our school rules every day.
- **Ask for help** whenever I need a hand.
- **Be kind to others** and take good care of their things.
- **Be an active listener** giving my full attention when others speak.
- **Wear my school uniform with pride**, looking neat and ready to learn.
- **Line up calmly and quietly**, waiting patiently for my turn.
- **Be an ambassador for our school**, making good choices on school trips and on my way to and from school.
- **Remember we are part of a bigger team**, both inside school and out in our neighbourhood.
- **Treat everyone with respect and kindness**, including classmates, staff and visitors.
- **Look after our school building**, taking care of our classrooms and equipment.
- **Tell the truth**, even when it's hard.
- **Walk safely and sensibly around school**, especially during assembly time, playtime and lunchtime.
- **Show respect to their environment**

The Role of the Staff

It is the responsibility of all staff to ensure that the school rules are enforced in class and around school, and that children behave in a responsible manner at all times. All staff should have high expectations of children in terms of behaviour and strive to ensure that all children work to the best of their ability. Staff will treat each child fairly, with respect and understanding, and will follow the school rules and behaviour system consistently.

- To be vigilant in all areas of school, in relation to any type of poor behaviour and ensure that appropriate and fair action is taken in relation to any such incidents.
- To take appropriate action in response to incidents arising and to ensure that, where necessary, incidents are recorded.
- To be role models for children, and treat all staff and children with respect, and behave in a manner that is in keeping with the school's values.
- To be consistent in the application of this policy, and feedback to the SLT any points relating to the effectiveness of this policy or behaviour management procedures.
- To partake in any training or CPD offered by school, in relation to behaviour and SEMH.

Responsibilities of the Teachers

- Collect children promptly at times of lining up
- Treat children as individuals - get to know them and respect them
- Model appropriate behaviour when dealing with incidents and discussing problems
- Be consistent in the use of rewards and sanctions
- Recognise and praise children's positive behaviour
- Ensure the curriculum is inclusive and ensure all needs are met within lesson
- Have well prepared lessons which are personalised, relevant and engaging
- Engage with all children in school

- Inform and update any staff working within their class of any behavioural needs of individual children
- Show good, respectful and active listening
- Ensure all children have the opportunity to express themselves, listening to what has been said
- Engage with parents/carers in order to share positive information about behaviour and to elicit support in improving behaviour
- Teach children how to develop resilience
- Be democratic and consultative, finding out what works for children and ensure they have ownership over classroom expectations
- Be reflective; alter strategies if others are not working
- Record challenging / inappropriate behaviours

Responsibilities of Senior Leaders

- Model and promote school values
- Visit classes to support behaviour
- Be visible and present around school
- Track behaviour and support those children who are consistently presenting challenging behaviour
- Ensure all staff are aware of any specific information relating to pupils and try to include staff in relevant meetings regarding pupils
- Show good, active and respectful listening
- Contact parents/carers in order to share positive information about behaviour and to envisage support in improving behaviour
- Recognise and celebrate children's behaviour
- Issue meaningful consequences when required
- Ensure positive behaviour is recognised through celebrating achievement e.g. assemblies
- Support restorative practice, through mediating and providing staff with support so they can carry out restorative interventions

Responsibilities of Support Staff

- Engage with all children in school
- Circulate the playground maintaining visibility and presence
- Keep children with specific needs in view and supervise all areas
- Intervene quickly and calmly
- Have restorative conversations with children prior to use of sanctions
- Be consistent in the use of rewards and sanctions
- Keep teachers aware of specific behavioural information
- Engage with children and get to know them
- Show good, respectful and active listening
- Ensure all children have the opportunity to express themselves - listen to what is said

The Role of Parents

The school works collaboratively with parents to ensure that children receive consistent messages about how to behave at home and at school.

- We expect parents to support their child's learning, and to co-operate with the school as set out in the home-school agreement.
- If the school has to use reasonable sanctions for behaviour, parents should support the actions of the school.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Senior

Leadership Team/Headteacher. If these discussions cannot resolve the problem, the Local Governing Body should be contacted after which a formal grievance or appeal process can be implemented.

Responsibilities of Parents / Carers

- Ensure their child arrives to school on time
- Ensure that their child is wearing the correct school uniform every day
- Ensure their child has the necessary equipment for school, PE kit, water bottle and appropriate outdoor wear
- Ensure that their child has something to eat and drink before school
- Attend any scheduled meetings regarding their child e.g. parent/carers consultations, individual meetings
- Work with the school to resolve issues
- Contact the school directly whenever there is a problem, so that it can be quickly resolved
- Contact the school if there is anything we need to know which could affect their child's learning/behaviour

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has access to all records of all reported serious incidents of behaviour. Parents will be informed and, in certain cases, will be asked to attend a meeting in order to discuss their child's behaviour further.
- The Headteacher has the responsibility for giving internal exclusions and suspensions to individual children for serious incidents. For repeated or serious incidents, the Headteacher may permanently exclude a child. This final action is only taken after the Trust CEO and the Chair of the Local Governing Body has been notified.

The Role of the Local Governing Body

The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The members of the LGB support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour policy, but LGB members may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this in to account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the LGB on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour. The Senior Leadership Team records incidents where a child is sent to them on account of poor behaviour, for example incidents of racism or bullying. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the LGB to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Local Governing Body reviews this policy annually. The LGB may, however, review the policy earlier than this, if the government introduces new regulations, or if the LGB receives recommendations on how the policy might be improved.

Other Information

This policy should be read in conjunction with the following school policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Home-School Agreement
- Special Educational Needs Policy
- Equality Policy

And the following DfE policies:

- [Behaviour in schools: advice for Headteachers and school staff \(September 2022\)](#)
- [Searching, Screening and Confiscation: advice for schools \(July 2022\)](#)
- [Restrictive Interventions including use of reasonable force \(April 2026\)](#)
- [Preventing and tackling bullying: advice for Headteachers, staff and governing bodies \(July 2017\)](#)
- [Cyber bullying: advice for Headteachers and school staff](#)
- [Home-school agreements: guidance for local authorities and governing bodies](#)
- [Keeping children safe in education 2025](#)
- [Suspension and permanent exclusion guidance](#)

Manor Primary School Code of Conduct

We are passionate about providing an exceptional educational experience for our pupils and their families. We put our pupils at the heart of everything we do and we are committed to our core values and school rules. To help us achieve this we expect our governors, staff, parents, carers, visitors and guests to follow our Code of Conduct.

- **Always be professional, friendly and welcoming**
- **Always be polite and courteous with everyone you meet**
- **Respect others and their views**
- **Work as a team, share what you know with others**
- **Keep your promises**
- **Remember, everyone is an individual and it is our behaviour that sets the example.**
- **Together, we make it happen for our pupils**
- **Remember to make every decision by thinking about what is best for the children**

Being a governor, member of staff, parent, carer, visitor or guest at our school means not just talking about these values but truly living them every day.