



## Whole School Behaviour Policy

We are in the process of updating our Behaviour Management systems at Manby Lodge. Please refer to Appendix at the bottom of this policy.

Date Reviewed: Autumn 2023

Next Review Date: Spring 2024 – or before, if any changes are made to the way we manage Behaviour

## 1. Introduction

Manby Lodge Infant School is a happy and caring school where expectations of behaviour are high. We provide a safe and positive learning environment where children can understand and express their feelings and respect those of others. We aim to build a community based on partnerships with children, staff, parents, governors and the wider community.

Our school values of **Happiness, Kindness, Confidence** and **Independence** underpin everything we do at Manby Lodge Infant School and provide a foundation for good behaviour.

## 2. Aims of the School Behaviour Policy

The aim of this policy is to outline for all members of our school community a range of strategies to enable pupils to behave well, and the strategies to use when pupils do not behave well. This ensures a consistent approach towards managing behaviour across the school.

The school recognises that the encouragement of good behaviour is the result of a partnership between all staff, teaching and non-teaching, the Governing Body, parents, children and all within the local community.

All the partners have an important part to play and it is recognised that the aim of this partnership is to offer the children the opportunity to develop self-discipline and to have high regard for themselves and all others within the community.

The policy is based on the principle that all children will be encouraged to develop high standards of behaviour and discipline according to their age, maturity and ability and that they should be treated and valued as individuals.

Equal opportunities are an integral part of promoting good behaviour within the school. Staff have high expectations of all children regardless of background or additional need. All staff are role models for the children and actively encourage high standards of behaviour. Good relationships are key to children behaving well, and staff at Manby Lodge understand this.

At Manby Lodge Infant School we are committed to ensuring the welfare of all pupils, and to ensure children are safe, happy and able to thrive without bullying or discrimination.

## 3. The Statement of Principles and our School Values

The staff and governing body have formulated a statement of principles to ensure all equalities legislation and other legal requirements are met to underpin the behaviour policy. These principles sit within our four values:

Values	Principles	Aims for the Children
Kindness	<i>Concern for others</i>	<ul style="list-style-type: none"><li>• show respect for the needs and feelings of other children and adults</li><li>• be kind and considerate to others in the playground and throughout the school</li><li>• show respect for other peoples' property</li><li>• be encouraged to share games and equipment in and out of the classroom</li></ul>
	<i>Respect for the Outside Environment</i>	<ul style="list-style-type: none"><li>• be involved in caring for the school grounds and buildings</li><li>• help tidy up after playtimes</li><li>• respect communal play equipment</li></ul>

		<ul style="list-style-type: none"> <li>• have the opportunity to be involved in future development of the school grounds</li> <li>• show respect for plants and trees</li> </ul>
<b>Confidence</b>	<i>Self-Respect</i>	<ul style="list-style-type: none"> <li>• experience success</li> <li>• know that they are valued as individuals, by adults and their peers</li> <li>• know that their ideas and contributions are welcomed and acted upon</li> <li>• know that their efforts will be praised</li> <li>• be proud of their own achievements</li> </ul>
	<i>Self-Discipline</i>	<ul style="list-style-type: none"> <li>• take pride in their learning and presentation of school work and homework</li> <li>• be encouraged to take responsibility for their own actions</li> <li>• know, understand and follow the school rules within all the different areas of the school environment such as classroom, hall, PE, lunch time and playground</li> <li>• understand the boundaries that are set and the consequences of not adhering to school rules</li> <li>• cooperate willingly with adults and peers</li> </ul>
<b>Independence</b>	<i>Honesty and Fairness</i>	<ul style="list-style-type: none"> <li>• be encouraged to recognise and value the truth</li> <li>• to develop the ability to reflect on and value the opinions and ideas of others</li> <li>• be involved in the development of the rules for good behaviour and discipline within the class and school</li> </ul>
<b>Happiness</b>	<i>Politeness</i>	<ul style="list-style-type: none"> <li>• learn to respond to others whether adult or child, in a positive and polite manner</li> <li>• both be spoken to and learn to speak to others in a polite manner</li> </ul>

#### 4. Positive Relationships

Staff know that behaviour is a form of communication. Strong positive relationships between staff and pupils help pupils to behave well. Staff nurture children at Manby Lodge, and build relationships based on praise, encouragement, clear boundaries and high expectations. Staff also build relationships with parents and work in partnership with them so children understand how to behave in school.

#### 5. Relationships, Sex and Health (RSE) curriculum

We use the Jigsaw scheme to support our teaching of the RSE curriculum. There is a different theme each half term; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. Areas covered include understanding and developing self-esteem, managing emotions, understanding relationships, mental and physical health.

Each class teacher will also hold 'Circle Time' sessions as and when required. This is in response to issues that arise throughout the normal school days. This provides the children with the opportunity to openly discuss issues such as friendships, appropriate behaviour, caring for others and caring for the environment.

The **Zones of Regulation** are also used across the school. The Zones are a recognised and evidence-based approach to firstly help children to name and recognise their emotions, then to support them to manage their emotions and self-regulate these.

We also talk to the children and remind them that they have the right to be safe, learn without interruption, be happy, and have an opinion.

## **6. Staff Responsibilities**

All staff at school have a responsibility for encouraging good behaviour within the school. All staff support each other, and no member of staff is isolated. It is not seen as a weakness to seek the support of colleagues.

- All staff are to be good role models, and follow the principles when with colleagues, parents and children
- All staff to use positive values based language to promote good behaviour
- All staff use positive reinforcement with children, using specific and targeted praise.
- All staff make children aware of expectations of behaviour and learning on a regular basis
- Staff communicate and make parents aware of school expectations for good behaviour
- Staff ensure that children are aware of the consequences of their actions

## **7. Pupil involvement**

The pupils on School Council reviewed and rewrote **Manby's Golden Rules** in Autumn 2020 with support from the PSHE Lead. The rules were then shared and agreed with SLT. These rules are displayed around the school and are referred to regularly by staff. They give clear guidance to children of how we expect them to behave. School Council will review these rules again in Autumn 2022.

We expect children to follow the Golden Rules when in after school and before school clubs, and when off site on educational trips or visits.



# Manby's Golden Rules



**We are sensible.**



**We are always kind.**



**We look after our school and environment.**



**We are good friends.**



**We always try our best.**



**We are helpful.**



**We tell the truth.**



**Learn More • Do More • Be More**

## 8. Visual Behaviour Management System

Displayed in each classroom is a Sunshine, Rainbow and Cloud System. The children start each new day with their name card on the sunshine. Their name card will be moved onto the rainbow when the child demonstrates excellent learning behaviour or attitudes (**Promoting & Rewarding Positive Behaviour**). Their name card can also move down the series of grey clouds onto the thunder cloud if the child makes poor choices and shows inappropriate behaviour (**sanctions**).

## 9. Promoting and Rewarding Positive Behaviour

We recognise the excellent behaviour displayed by the majority of our children most of the time and rewards are provided such as:

- Children receive a rainbow sticker at the end of the day, when their name is placed on the rainbow.
- Verbal praise, including showing work to other adults and classes
- Class acknowledgement of achievement e.g. applause, high fives, thumbs up, superstar
- Star of the week in Reception Classes
- Additional class reward systems may vary from class to class eg table points, marble jar, paper clip chain for compliments
- Inform the person picking up at the end of the day and/or parents
- Sharing assembly for individuals, groups or whole class
- Recognition of use of the school's learning behaviours and values



## 10. Sanctions

**Examples of inappropriate behaviour include:**

- Not listening to the teacher or adults who are speaking
- Repeated calling out
- Distracting or trying to distract other children
- Being rude to adults
- Being rude or verbally unkind to other children
- Not staying on task
- Destroying other children's learning or games
- Being physical towards other children or adults eg lashing out
- Destroying the learning environment



The Manby Lodge behaviour system deals with inappropriate behaviour and choices for all\* children. If children do not adhere to the school's rules then the following procedure will be used; (\*See notes for children with SEN below)

**Step 1** A verbal reminder is given to the child and they are reminded of the rules and expectations. The child's name is added to the **light grey cloud**.

**Step 2** A verbal warning and reminder is given again of the rules and expectations. The child's name is added to the **dark grey cloud**.

**Step 3** If the behaviour continues the child's name is then added to the **"thunder cloud"**, and the incident is recorded centrally. A restorative approach will be taken alongside sanctions. The child will be asked

what they did, why they did it, how it affected others, and what can they do to make it better. Strategies will be discussed to prevent this behaviour happening again in future. They may also miss some minutes of their breaktime or lunchtime. **An instant step 3 can occur as below:**

### **Instant Step 3 (Thunder Cloud example of behaviour)**

- Refusal to follow adult instructions
- Intentional harmful physical contact with a child or adult
- Racial, cultural, disability or any discriminatory abuse
- Inappropriate language or tone at an adult or child
- Deliberately intending to endanger another child or adult
- Deliberately damaging any property
- Stealing
- Biting

**Step 4** If the behaviour continues the child will be sent to a member of SLT.

A further sanction will be agreed. This will usually be an increase in the time missed during playtime or being denied the opportunity to choose an activity that they particularly enjoy such as construction, ipad, etc. Parents will be informed by the class teacher.

**Step 5** If the behaviour continues, the class teacher and a member of SLT (usually the SENCO) will meet to discuss plans to support the child. Where necessary support from outside agencies will be sought – e.g. Behaviour Support. An instant step 5 can take place at the discretion of the Headteacher. Parents will be informed by the Headteacher

The Headteacher and Deputy Head will keep a record and will monitor the frequency of thunder cloud behaviour incidents across the school.

NB If a child is put onto the “**thunder cloud**” after having been put onto the Rainbow he / she will still receive a Rainbow sticker at the end of the day as well as parents being informed that he / she is on the “**thunder cloud**” e.g. The child may have been awarded a rainbow for wonderful writing in the morning, then hurt a child a lunchtime.

### **11. \*Children with Behavioural Difficulties/Special Educational Needs Related to Social, Emotional, Mental Health (SEMH)**

We are especially aware of the needs of some children who may need additional support for behaviour. Vulnerable pupils, including Children in Care, children with additional needs (including Social, Emotional, Mental Health needs), or children with a social worker, may receive behavioural support according to their needs. There may be occasion where an alternative individual behaviour plan is necessary, additional strategies may be planned and reasonable adjustments may be needed. These adjustments will be coordinated by the SENCo and class teacher in partnership with parents. SEN agencies will be consulted where necessary including the Specialist Teachers for Inclusive Practice, Positive Touch team, Behaviour Support, Educational Psychologist, Paediatrician, Speech and Language Therapy.

### **12. Managing Pupil Behaviour Outside School**

The above rewards and sanctions still apply when pupils are out of school even when not supervised by school staff. Manby Lodge pupils are representing their school when out in the community and can be easily identified by their uniform in a public place. We therefore ask parents and carers to support the school in developing good citizenship with their children.

When pupils are on visits and school outings we expect their behaviour to be exemplary as the children are representing Manby Lodge out in the community. With particular identified pupils, we will work with parents to ensure their behaviour on visits and outings is acceptable. We will also take into account whether 1-1 staff/parent ratio is needed to support the child.

Cyber bullying and inappropriate online use is also covered by this policy. At Manby Lodge Infant School, the children are taught how to be safe online, and taught about the associated risks around content, contact and conduct.

### **13. Restrictive Physical Intervention**

Surrey County Council fully endorses the underpinning principles published by the Department for Education and Skills/Department of Health (2002), being that the use of force should, wherever possible, be avoided but that there are occasions when the use of force is appropriate.

We adhere to the Surrey Model 'Touch' Policy (August 2019 version).

The use of physical intervention should only ever be used as a last resort following the application of other appropriate strategies such as withdrawing the child from the situation, de-escalation and the instruction to stop

Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control.

Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to face violence in the course of their work.

Every effort should be made to ensure the presence of another adult in any situation where physical intervention needs to be used.

'In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force', for example to prevent a young pupil running off the pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.' (Education Act 1996: The use of force to control or restrain pupils).

As with all state schools any form of physical punishment by staff is not allowed.

### **14. Allegations of Abuse Against Staff**

Allegations made by pupils against staff will be investigated. Where pupils are found to have made an unfounded or malicious allegation against a member of staff, these will be taken very seriously and the Headteacher will consider disciplinary action if appropriate. Further information about allegations made against staff can be found in our Safeguarding and Children Protection Policy.

### **15. The Headteacher**

In cooperation with the teaching and non-teaching staff, the Headteacher monitors situations which have arisen. Should such situations escalate, the Headteacher then becomes responsible for dealing with the situation.

## **16. Parental Involvement**

We aim for a positive relationship with our parents and when families join the school they are asked to sign our Home School Agreement.

Full support is expected from parents in dealing with their child's behaviour, in accordance with the home school agreement. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements which might affect a child's behaviour or performance at school

## **17. Exclusions**

For a serious breach of the school's behaviour code, the Headteacher has the right to exclude children from school for a fixed term. In extreme situations in the absence of the Headteacher this may be exercised by the Deputy Head. Surrey Exclusions guidance which follows DFE guidelines will be followed.

The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the Headteacher. The process is complex and is in accordance with the DFE and Surrey Exclusions Guidance.

## **18. Incidents Related to Bullying and/or Peer on Peer Abuse**

Bullying is not tolerated at Manby Lodge. It can involve verbal or physical abuse where an individual is made to feel discriminated by their peers or by an individual. Every child has the right to be happy in school and feel comfortable in the school environment. Teachers record incidents of bullying or alleged bullying and each incident is dealt with individually. In principle, sanctions may involve 'time out' removing or isolating the child to reflect on their behaviour and use of a restorative approach where appropriate.

### **For Procedures – Please refer to our Anti-bullying Policy**

Our aim is to resolve the matter quickly so that the bullying stops. However, if it continues parents will be asked to meet with the Headteacher and further discussions will be held to resolve the issues.

We aim to support the victim and help the bully (ies) change their behaviour.

A range of responses appropriate to the situation may include:

- A referral to ELSA (Emotional Literacy Support)
- Circle time in class or with a group of children; individual work with the victim or perpetrator (e.g. social stories, activities set out in Anti bullying strategies), zoning play areas, referral to outside agencies if appropriate
- Removal of the perpetrator from the playground or classroom
- A referral to Behaviour Support Services
- Carry out sanctions/consequences as listed in this policy.

## **19. Racism**

Racism will be not tolerated at Manby Lodge. Any racist incident should be recorded on a Significant Incident Form which will be reviewed by the Headteacher. Parents will be informed. All incidents are recorded and monitored by the SLT. The school has a responsibility to report racist comments/incidents to the Local Authority.

## **20. Monitoring and Evaluation of the Policy**

The implementation of this policy will be monitored on a regular basis through the Senior Leadership Team and staff meetings to see how successfully the strategies work. Focussed observations will provide further evidence as to whether children are conforming to expected standards of behaviour. Governors are involved with the monitoring of behaviour in school, and behaviour is regularly discussed in FGB meetings alongside any issues related to this policy.

### **Behaviour Policy - Covid-19 Addendum**

The principles as set out in Manby Lodge Infant School Behaviour Policy remain and should continue to be followed. This addendum should not be used as a stand-alone document and should be read in conjunction with the existing policy. It sets out the expectations of Manby Lodge Infant School in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. It describes the new systems in place and how pupils will be supported to adhere to them.

This Surrey County Council addendum follows the advice and guidelines provided by the DFE. It has been adapted for use at Manby Lodge Infant School.

#### **Children should ensure that they are:**

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where pupils may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate

#### **All pupils will be supported in the following ways:**

- Throughout the school there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed.
- All adults will explain new routines sensitively and help pupils to feel safe and reassured by the rules in place.
- The new routines and expectations will be explained and repeated by the pupils' teacher every day and throughout the day. This will reassure all pupils and particularly the most anxious.
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- Whilst new expectations are established, we will focus on routines, safety and well-being rather than academic challenge.
- An age appropriate strategy for pupils to share their concerns e.g. a worry box, will be available in every group so that pupils' concerns can be heard and responded to every day.

- School staff will pay particular regard to families and pupils who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.
- All our usual systems for affirming our pupils' good behaviours will continue, apart from giving Rainbow stickers - with a particular focus on 'Being Clean' and 'Being Kind' behaviours.
- For pupils who are not managing for any reason to follow our school expectations we will follow the process outlined in our original behaviour policy.
- If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the headteacher may, as a last resort, consider alternative arrangements or exclude a pupil either for a fixed period or permanently.

#### **Support for pupils who have additional or special educational needs:**

- Pupils will have their individual support plan/proactive behaviour plan /risk assessment reviewed in light of the new circumstances.
- If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the pupil can manage his/her behaviour safely.

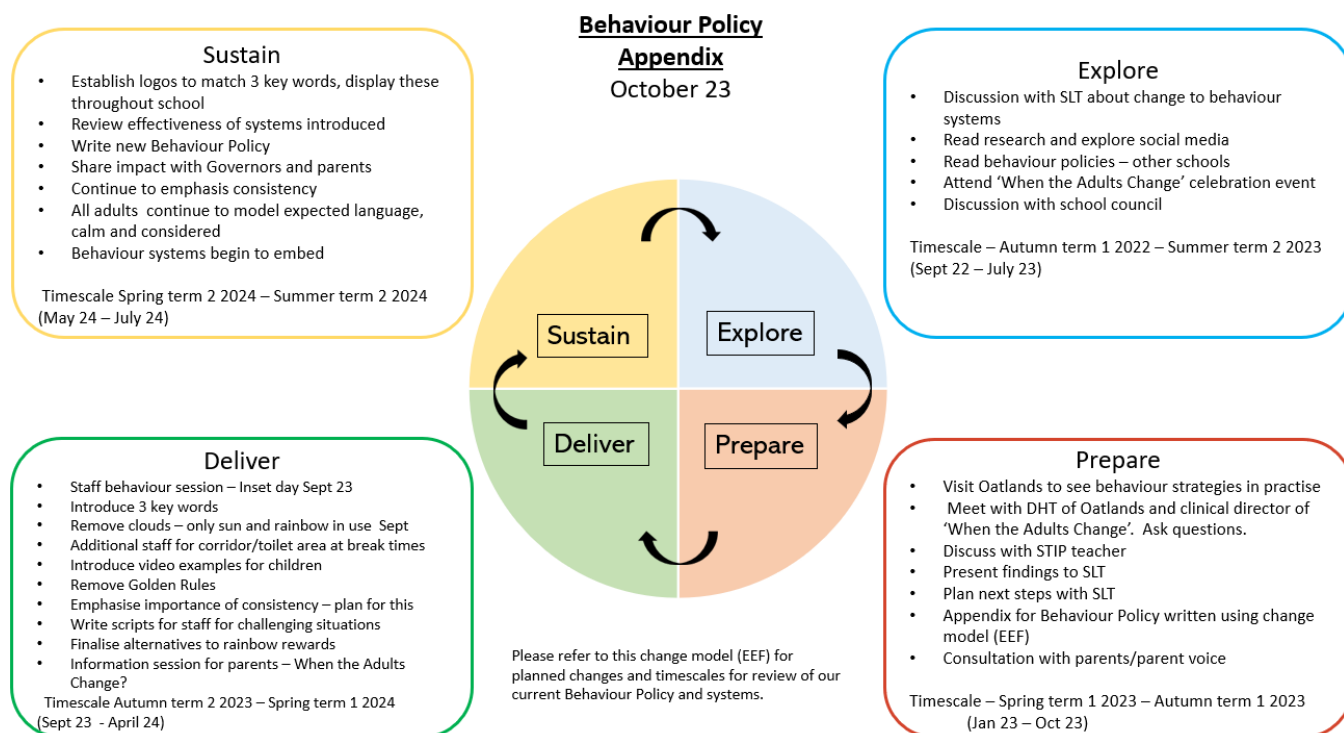
#### **Positive Touch and Physical Intervention**

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. If staff are unable to follow social distancing due to needing to use physical intervention, they will wear PPE including gloves, apron and face shield.

Manby Lodge Infant School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.

## Appendix 1



**(Larger version available below)**

## Behaviour Policy

### Appendix

October 23

- Sustain**
- Establish logos to match 3 key words, display these throughout school
  - Review effectiveness of systems introduced
  - Write new Behaviour Policy
  - Share impact with Governors and parents
  - Continue to emphasis consistency
  - All adults continue to model expected language, calm and considered
  - Behaviour systems begin to embed

Timescale Spring term 2 2024 – Summer term 2 2024  
(May 24 – July 24)

- Explore**
- Discussion with SLT about change to behaviour systems
  - Read research and explore social media
  - Read behaviour policies – other schools
  - Attend 'When the Adults Change' celebration event
  - Discussion with school council

Timescale – Autumn term 1 2022 – Summer term 2 2023  
(Sept 22 – July 23)

### **Deliver**

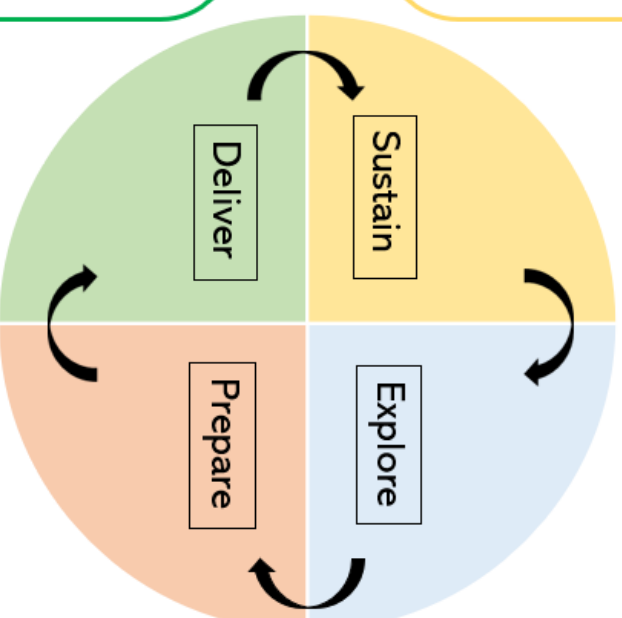
- Staff behaviour session – Inset day Sept 23
- Introduce 3 key words
- Remove clouds – only sun and rainbow in use Sept
- Additional staff for corridor/toilet area at break times
- Introduce video examples for children
- Remove Golden Rules
- Emphasise importance of consistency – plan for this
- Write scripts for staff for challenging situations
- Finalise alternatives to rainbow rewards
- Information session for parents – When the Adults Change?

Timescale Autumn term 2 2023 – Spring term 1 2024  
(Sept 23 – April 24)

### **Prepare**

- Visit Oatlands to see behaviour strategies in practise
- Meet with DHT of Oatlands and clinical director of 'When the Adults Change'. Ask questions.
- Discuss with STIP teacher
- Present findings to SLT
- Plan next steps with SLT
- Appendix for Behaviour Policy written using change model (EEF)
- Consultation with parents/parent voice

Timescale – Spring term 1 2023 – Autumn term 1 2023  
(Jan 23 – Oct 23)



Please refer to this change model (EEF) for planned changes and timescales for review of our current Behaviour Policy and systems.