

Manor Park Primary School



Positive Behaviour Policy

Date of last review: November 2021
Agreed by Governors: November 2021
Shared with all staff: November 2021
Frequency of review: Annually
Date of next review: 1st September 2022
Chair of Governors: Sarah Leigh
Email: sarah_leigh@manorpark.coventry.sch.uk
Vice Chair of Governors: Matthew Potts
Email: matthew_potts@manorpark.coventry.sch.uk

Principle and Purpose

This policy is built around the stated aim of the school, to create a happy atmosphere in which all children will be able to make good progress, become self-reliant and co-operative and will develop and show respect for others.

The principle of the policy governing the whole area of relationships between staff and children is that there should be consistency of treatment and fairness and justice for all involved.

Through the policy we aim to:

- foster and maintain good behaviour
- implement a whole school approach to behaviour and discipline
- help staff to manage pupil behaviour more effectively
- promote equal opportunities policies

Role of Parents

It is most important that parents understand alongside their children, the Code of Conduct and its implications for them. Parents are encouraged to co-operate with the school in matters of discipline and reinforce the school's efforts at home.

Rules and Routines

We foster good caring and responsible behaviour in a positive way. This applies particularly to the school day, organisation, midday supervision and the way in which we respond to accidents.

Procedure for dealing with undesirable behaviour

1. Class Systems

Classroom behaviour will be managed in every class in school based upon the Park Personal Qualities and Anti-Bullying STOP. Each class has a behaviour board in which children move across the day according to their behaviour. Boards will operate as detailed below:

- All children will start their new day on position green.
- Children will be moved one step at a time up and down the board across the day.
- A child reaching red due to unacceptable behaviour and having moved through amber will be given a verbal warning by the teacher.
- When on the red position, if the child's behaviour does not improve, upon the next inappropriate behaviour the child will be sent to the year phase leader.
- Gold stickers will be given to children displaying exceptional behaviour.

Class teachers may use a range of sanctions in the classroom to deal with undesirable behaviour including:

- Giving a verbal reprimand, explaining clearly to the child why their behaviour is unacceptable.
- Implementing loss of privileges in the classroom for a pre-determined time, for example child is moved by teacher, last to leave the room, loss of responsibility in the classroom.
- Keeping a child in for a short period of time (maximum 15 mins) as a sanction for unacceptable behaviour or to complete work which has not been completed due to poor behaviour. Teachers will be responsible for the supervision of children at these times.
- Logging isolated incidents of undesirable behaviour onto CPOMS (software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues) and reporting them to parents if they consider it relevant to do so.
- Using a home school journal as appropriate for recurrent misbehaviour.

- Requesting assistance from a colleague, who should wherever possible be a member of Senior Leadership Team in the event of an extreme incident. If necessary, other children should be removed from the room if they are at risk. These incidents should always be reported to the Headteacher or Deputy Headteacher and then to the parents.

Whole group punishments should be avoided wherever possible.

2. Senior Leadership Systems

- The member of SLT dealing with a child sent to them will record the incident on CPOMS and call the child's parents to inform them of the school's concerns.
- A meeting will be held with the child and their parent(s) to discuss their behaviour, set targets for improvement and to agree a way of working together in dealing with the matter.
- The member of SLT will impose a sanction as appropriate, including loss of the opportunity to take part in extra-curricular activities. Continued disruptive behaviour will result in the child being stopped from taking part permanently. If a child is being stopped from taking part due to his/her behaviour during school time, the member of staff should liaise with whoever is responsible for the extra-curricular activity. Any sanction implemented will be explained clearly to the child.

3. Exclusion both fixed term and permanent from school

- Fixed term exclusion may be used when lesser sanctions are inappropriate, following persistent escalation of school sanctions, as outlined in this policy. Every individual pupil's needs are different and exclusions will be applied after consideration of the child, incident, behaviour history and social and academic need. If excluded, parents must collect their child as soon as possible and an internal exclusion will apply until the child is collected. This will be in addition to the total fixed term exclusion days applied by the Headteacher. If a child reaches 45 days fixed term exclusion in one academic year, the exclusion will automatically become permanent.
- Permanent exclusion is used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the DfE statutory guidance on exclusions (September 2017). *A 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 in the school.* Permanent exclusion may be used in the case of assault on staff/other pupils (kicking, punching, spitting, biting etc), persistent breaches of the behaviour policy after escalating sanctions imposed, damage to school property, bringing offensive weapons into school etc.
- The following timescales and actions relating to exclusions to be taken by the school and governing body are detailed in the table below.

Type of exclusion	Period of exclusion	Requirements	Time frame
Permanent	Any	Must consider reinstatement Must invite parents, headteacher and representative of LA (or PRU) to a meeting and allow representations to be made.	Within 15 school days of receiving notice of the exclusion
Fixed	Any - if exclusion results in pupil missing a public examination or national curriculum test	Must consider reinstatement Must invite parents, headteacher and representative of LA (or PRU) to a meeting and allow representations to be made.	Within 15 school days of receiving notice of the exclusion
Fixed	Brings total to 16 days or more in a single term	Must consider reinstatement Must invite parents, headteacher and representative of LA (or PRU) to a meeting and allow representations to be made.	Within 15 school days of receiving notice of the exclusion
Fixed	Brings total to 6-15 days in a single term	If requested to do so by parents, must convene a meeting to consider reinstatement Without request, no power to overturn headteacher's decision. Must invite parents, headteacher and representative of LA (or PRU) to a meeting and allow representations to be made.	Within 50 school days of receiving notice of the exclusion
Fixed	Brings total to 5 days or less in a single term	Must consider any representations made by parents Cannot direct reinstatement Not required to arrange a meeting	Silent - presume 50 days as above

Rewards

The children are rewarded for appropriate behaviour in the following ways:

- Staff making regular, positive comments about everyday acts of consideration.
- Drawing commendable behaviour to the attention of parents, staff and other pupils.
- Gold stars awarded to all children who display exceptional behaviour
- Class teacher stickers, headteacher awards and deputy headteacher awards.
- Assembly times and phase achievement assemblies for highlighting praiseworthy behaviour.
- House points awarded for children displaying our personal qualities with the winning house awarded a termly celebration event.

Recording Incidents

- The school maintains comprehensive behaviour records on CPOMS for all children. Incidents are logged by the member of staff witnessing the behaviour as they feel necessary to do so. SLT will always log incidents which are brought to them by phase leaders.
- Detailed records are kept of any event that may give rise to disciplinary or legal action or be the subject of subsequent enquiry or become a matter of public interest. Examples of what are included would be personal injury or assault to children or staff, damage to property, serious or recurrent disciplinary problems involving children or staff. Children absconding must be included.
- When serious incidents occur, including injury to staff, staff involved in or witnessing the incident must make a detailed report as soon as possible afterwards. The report should include time and date of the incident and be signed.
Staff may offer additional information within a reasonable period after they have had time to reflect; receipt of such information should also be timed and dated.

Pupils with special educational needs and/or disabilities (SEND)

- This policy should be read in conjunction with the school's SEND policy.
- In the context of this policy, a child is considered to have SEND if he or she:
 - has difficulties in learning which are significantly greater than the majority of other pupils of the same age
 - has a disability which prevents or limits him or her from accessing the curriculum

- has behavioural, emotional or social difficulties which impact adversely on his or her learning and progress

- The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding, making reasonable adjustments and generally in respect of pupils with SEND. A reasonable adjustment that the school may make would be to impose a lesser sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.
- Whilst all pupils identified with SEND are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils.
- An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies.

STOP

Several Times On Purpose

Manor Park Primary School 

Personal Qualities

Use your imagination and creativity, and don't forget to take risks!

Respect yourself and others, focus and co-operate to excel!

Self-sufficient
Always work hard, concentrate and show independence!

Original

Attitude

Resilient
Never give up and keep pushing yourself!

SOAR to Success