



Manor Park CofE VC
First School
Policy

Wellbeing and Relationship Policy
(former Behaviour Policy)

Our Mission:

Love for God, Love for each other, Love for Learning

Please read in conjunction with:

- *Anti Bullying Policy*

Written: August 2025

Review: August 2026

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BEHAVIOUR POLICY

Parents, teachers and pupils should know these standards of behaviour. We all have a responsibility to uphold our values and expectations. Remember...

“Managing behaviour is not a one-person crusade. It is about everyone working together to support one-another; staff, children, parents and governors”

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Precis

The behaviour policy is simply our Mission Statement:

Love for God - Love For Each other - Love for Learning

Every behaviour - positive or negative - must be drawn back to the Mission Statement. For example, when discussing random act of kindness from a child, point out and notice: “You are showing a real love for each other and therefore God, by being so kind and helping Duncan when he fell over.” The children need to see and hear this part of our way and the way we do things at Manor Park First School.

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Aims of the Policy

Create a School community where everyone lives out our mission. Love for God, Love for each other, Love for Learning;

Ensure that children and adults display high standards of good behaviour and courtesy at all times;

Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences;

Ensure that pupils develop self-esteem and self-discipline; prevent aggressive behaviour and bullying;

Provide clear guidelines to staff, pupils and parents about standards of behaviour and the range of rewards and sanctions that are applied;

Our success is tested not by the absence of problems but by the way we deal with them.

Our behaviour policy is deeply rooted within our mission

Love for God, Love for Each other. Love For Learning.

This means we:

- Always treat people as we wish to be treated ourselves
- Follow instructions immediately
- Keep hands and feet to ourselves
- Walk quietly in and around the school
- Speak quietly and listen without interrupting
- Take care of our own and other people's property

4	Implementation
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As a school we adopt a positive approach to behavioural issues which is rooted within our mission.

- All members of the school community are responsible for ensuring that we live out our mission daily
- The attitude of all staff towards the implementation of this positive policy is of vital importance, for it is the adults within the school who determine the environment in which good relationships can develop

For example, we show our Love for each other by:

- Starting dialogue positively;
- Greet pupils;
- Deal with misbehaviour - to ignore it is to condone it;
- Set high standards of speech, manner and dress;
- Build positive relationships with children, their parents and the community.
- The general ethos of a class should always emphasise positive behaviour and attitudes towards one another framed within our school Mission. We aim to create and sustain a positive, supportive and secure environment, which encourages pride in everything the children do. Good behaviour in class is dependent on good teaching. Calling out should be discouraged; letting others have their turn and listening attentively should always be the norm. A calm working atmosphere should be encouraged; talking should always be related to the task. Noise levels should always be under proper control.
- We recognise that some children find it difficult to behave well all the time and for those children it may be appropriate to use additional measures such as a sticker card or good news system to promote good behaviour. Details of any special arrangements should be recorded on their provision map,, however; we should always promote high standards of behaviour from all children.

- Expectations of behaviour in the shared areas of the school should be the same as those in the classroom.

4.1

Implementation: Role of the Adult

The staff at Manor Park first have high expectations of behaviour. They are committed to creating and developing an inclusive teaching and learning community in which everyone is valued and respected. We believe that all pupils must experience a sense of belonging and pride in their school and develop a respect for self and others. We endeavour to create a community in which empathy and understanding are paramount and in which everyone is expected to accept responsibility for their own actions.

It is important that staff:

- Set a correct example, e.g. good manners, punctuality etc.
- Establish a relationship with pupils
- Address pupils in a courteous manners
- Try to minimise the likelihood of difficulties by pre-empting issues whenever possible and being proactive in bringing about any improvements.
- Show consistent dealings with pupils
- Create a good rapport
- Deal with inappropriate behaviour as ignoring it may be viewed as approval
- Have a welcoming attitude to pupils
- Ensure that pupils line up quietly in the playground
- Ensure that classes walk quietly going through the building
- Teach the safe use of IT and the Internet by discussing and educating acceptable and safe use of IT with children as part of their curriculum.

Staff should demonstrate a shared responsibility for addressing behaviour of all children across the school.

When dealing with issues, adults must:

- Avoid confrontation;
- Listen;
- Establish the facts on both sides; each child needs a voice;
- Judge only when certain;
- Target the behaviour, not the child;
- Use punishment sparingly.

We aim to create and sustain a positive, supportive and secure environment, which encourages pride in everything the children do. Well prepared, stimulating lessons generate good behaviour and earn respect.

Teachers are expected to:

- Bring the children in from the playground promptly and quietly to begin on time;
- Walk their children in from lunch and settle them;
- Be prepared for lessons at all times;
- Keep everyone on task;
- Extend and motivate all pupils;
- Encourage confidence in discussion;
- Keep an attractive, clean and tidy learning centred classroom.

4.2

Implementation: System for Reward and recognition

Rewards and recognition have been divided into two key areas:

- Individual rewards;
- Team rewards;

Individual - Manor Park Superstar Cake Board

-Children who move to the superstar on the behaviour chart move their name up the cake chart.

- When the child has reached 20 on the cake chart they will receive a Headteacher reward.

Individual – Star Certificate

- Children who consistently through the week show that they are living out our mission by working hard, behaving well, achieving/progressing could be considered for the Star Certificate. It is important that the teachers considers this within the context of each individual child.

-one child per class is picked on Thursday each week.

- children will be rewarded in the Celebration assembly each week

Team rewards-House Points

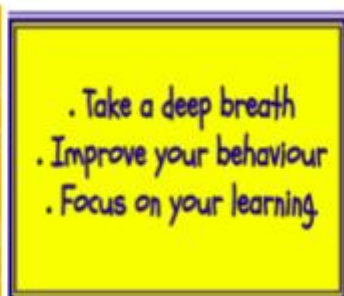
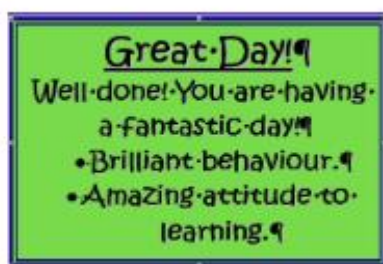
Children can be given House Points for anything that is worth rewarding, but they are particularly good during feedback in work, and when catching children doing the right things - such as politeness-holding doors open for adults/each other, helping a friend who is upset etc.

- Children put the house points on their class charts as and when they are given out.
- Year 4 will collect the house points on Friday and the House totals will be revealed.
- At the end of each term results are given to the children and the winning team is rewarded a " non-school uniform day on the first Friday back.
- The totaliser will be reset for every new term.

4.3	Implementation: Behaviour chart
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At Manor Park First we use a visual behaviour board to help children recognise their own behaviour. Reminding them how to live out our mission but also to celebrate when they are showing Love for God, Love for Each other and Love for Learning.

The boards are divided as follows.





Each child has a name tag on as they start each day on Great day. Their name can be moved up the chart as a way of celebrating good behaviour and conduct or down the chart as a reminder for the pupil to address any misbehaviour or attitude.

When dealing with issues, we aim to:

- Avoid confrontation;
- Listen;
- Establish the facts on both sides; each child needs a voice;
- Judge only when certain;
- Target the behaviour, not the child;
- Use punishment sparingly.

4.5	Implementation: Steps for dealing with low level Misbehaviour
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Basic misbehaviour may also be described as 'low level' and should usually be dealt with by the class teacher in the first instance. Types of 'low level' misbehaviour may include general disruption e.g. talking on the carpet at inappropriate times, wilfully distracting other learners etc.

Step 1: Name(s) on behaviour chart move to 1st step "Take a deep breath". Teacher reminds child about expectations and links it to our mission. How can we show love for learning? Etc.

Step 2: Name(s) on behaviour chart move to 2nd step. 'Think about your behaviour'. Teacher remind the child again about expectations linked to our mission.

Step 3: Name(s) on behaviour chart move to 'Time out' - Teacher will send the child to another classroom / or SLT - Child will be reminded about expectations, spend some time in time out and then join the class when they are ready to learn - fresh

start. The class teacher will inform the parent at the end of the day and teachers record it on Arbor.

Before using more serious sanctions, it is expected that usual behaviour management strategies (Quality First Teaching) have been used, such as well-pitched lessons, engaging and inclusive learning activities, teacher presence, shared expectations, positive behaviour management techniques, clear routine as well as verbal warnings.

Arbor is being monitored by the Behaviour Lead and persistent disruption over a period of 2 weeks will lead to parents being invited to discuss possible steps to ensure the child can flourish within the behaviour rules of the setting. At this point the Inclusion leader might also become involved.

Continual low level disruption/misbehaviour does not necessarily have to reach this point before parents are made aware. We want to work closely with our families in order to address and resolve any concerns as quickly as possible.

4.6	Implementation: Steps for dealing with high Level Misbehaviour
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This type of behaviour could involve:

- blatant rudeness, such as swearing and answering back;
- violence between children/unsafe behaviour;
- refusal to cooperate/children who continuously reach step 2;
- theft;
- destroying of school property
- cases of bullying(see specific guidance section within this policy);
- racism(see Equal Opportunities Policy).

Step 1: Child moves immediately to time out and SLT must be called. Teacher must update Arbor

Step 2: Behaviour Lead/SLT will talk to the child and can instigate an internal exclusion e.g. removal from playtime/class depending on the severity of the behaviour. SLT will also inform parents - Inclusion lead will support reintegration into class, advise the teacher on behaviour strategies - at all times link it back to

our mission. How could you show love for learning? etc. Action taken must be recorded on Arbor.

4.7	Implementation: Steps for dealing with persistent high Level Misbehaviour
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For the majority of children, following the whole school policy is enough for them to successfully learn how to regulate and moderate their own behaviours. For others, however, it is recognised that they may need additional support in this area.

Step 1: Persistent dealing with high Level misbehaviour (over a period of 2 weeks) will lead to the parent invited to formal meeting with Headteacher, senior manager, and the class teacher. Further support from the Inclusion lead will be sought, possible wellbeing plans put in place. / external agencies might become involved. Behaviour log will be put in place.

Step 2: Persistent dealings with high level misbehaviour after step 1 has been put in place could lead to external suspension at the discretion of the Headteacher, further support from outside agencies, EHCP, Family support will be sought.

5	Bullying and Racial Incidents
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Children are taught that bullying of any kind is unacceptable. "Bullying is the repetitive, intentional hurting of one person by another, where the relationship involves imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or through cyberspace".
(Anti-bullying Alliance ABA 2013)

Manor Park embraces difference and never tolerates bullying.

Please see the Anti-bullying policy for further information on how to respond to bullying and racial incidents within our dynamic. When dealing with a racial incident, the Racial incident form must be sent to the Local authority.

7	Use of Force
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Reasonable force covers the broad range of actions used by teachers at some point in their careers that involve a degree of physical contact with pupils. This right and responsibility applies to any member of staff at the school. Schools do not have to seek parental permission to use force.

Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight, or restraining a pupil to prevent violence or injury. The decision as to

whether to use force is down to the professional judgement of the staff member and should always depend on the individual circumstances.

Any restraint used by staff **MUST BE RECORDED** on Arbor, SLT informed, a debrief had with all staff members involved and parents informed. Following this Arbor will be updated and a well-being plan either put in place or adjusted.

This is a list of examples. It is not a complete list as all instances in school vary:

- removing disruptive children from the classroom where they have refused to follow an instruction to do so
- Preventing a pupil leaving the classroom where allowing them to leave would impact their safety or disruptions.
- Preventing a pupil behaving in a way that could seriously disrupt a school event, trip or visit
- Preventing a pupil from attacking a member or staff or another pupil.

Where a child needs swift intervention to prevent themselves from being a danger to themselves or others, reasonable force may be used to remove the child from the classroom. Please see the following link to the full document:

[Use of reasonable force- Advice for headteachers, staff and governing bodies.](#) - DfE July 2013

However, it may be appropriate in some classes to remove the other children from the room, depending on the incident or on the physical position of the child in relation to others. Staff are required to make a dynamic risk assessment at the time to assess which action will result in the swift safety of the class. If you are in doubt, ask SLT.

It is the policy of our school to try to deal with all behaviour issues in an active, positive way, employing a wide range of strategies, including ABC forms, Support Plans, and specifically designed "recovery" programmes, to avoid such issues reaching the point of suspension

However, should the need for suspension arise, following a sustained period of unacceptable behaviour or a single case of extremely dangerous or violent act, the school will adapt the following recommended approach.

- Child will be excluded, initially for a fixed period of 1 - 4 days.

- Parents / guardians will be notified immediately and asked to remove the child - work will be provided for the first 5 days of any exclusion period.
- They will be given a formal letter outlining the reason for the exclusion, the exclusion process and details of procedures they may wish to adopt.
- Chair of Governors will be notified as will the appropriate agencies
- School will put in a rescue plan to support pupil on return
- Reintegration meeting held on return and rescue package in place (school support, outside agencies etc)