



MANOR JUNIOR SCHOOL
Motivation, Joy, Success!

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Behaviour Policy

10th January 2018

Ratified and agreed by Governing Body on: _____

Signed: _____

Mrs R Fisher
(Chair of Governors)

10.01.2018

Date: _____

Signed: _____

Mrs C. D'Netto
(Headteacher)

10.01.2018

Date: _____

Policy to be next reviewed: Spring Term 2021 _____

Spring Term 2018

Behaviour Policy

Behaviour is the way we act and respond to people and to situations we find ourselves in.

Treat others as you would wish them to treat you

Expectations:

Our Behaviour Policy at Manor Junior is not a discipline policy. Our policy contains the sanctions and rewards that we will use to encourage positive behaviour, but it is much more than that.

We understand that our pupils' happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

At Manor Junior School we believe in the power of positive and frequent praise for good caring behaviour as a more effective way of improving standards and relationships than constant criticism.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home.

The goal is to produce caring, successful pupils with a high self-regard and esteem, where pupils can learn to make and keep friends as well as an awareness of appropriate behaviour in all social and academic contexts.

We want Manor Junior to be a safe and enjoyable environment for every pupil.

SMSC Life of the School:

Our Mission Statement:

Motivation

Joy

Success

is underpinned by the core values of our school

Our Values:

Enthusiasm

Respect

Inclusion

Challenge

When your child enters Manor Junior School they will be taught by staff who are patient, enthusiastic and have expert subject knowledge. The staff team is united in its aim to develop life-long learners, who enjoy challenge and achieve well.

At Manor Junior School your child will be part of an inclusive learning community where they are confident to take risks, develop respect for others, problem solve and learn about the amazing world of which they are a part.

Manor Junior School staff are hardworking, trustworthy and approachable to parents, we respect differences, understand the context in which we work and the wider world and aim high for all our children.

Our Vision:

➤ **Learning**

Children are confident, independent learners. They have skills to learn independently and are curious to seek out further challenges. They participate in decision making, are able to speak clearly and confidently, expressing tolerant world views. Their good self-esteem ensures that they are able to appropriately risk take and try new things. They have an understanding of what they can do and what they need to do to take the next step in their learning

➤ **Teaching**

Teachers and other adults that work with children have high expectations of all learners. They have excellent subject knowledge and a range of teaching skills to draw upon. They regularly seek to develop their practice to ensure that their pedagogical skills continue to be highly effective for all groups of pupils to engage in learning. Adults gather accurate assessment information and give incisive feedback to children about what they can do to improve their knowledge.

➤ **Curriculum**

Our curriculum is the life-blood of Manor Junior School. Our curriculum engages all learners because it is fun, inspiring and promotes equality of opportunity and diversity. British values are at the heart of our curriculum enabling children to be creative, to transfer skills across their learning and to celebrate being part of a diverse world community.

➤ **Environment**

Our school environment enriches the children's learning journey by providing a safe place for children to participate in active play and discover the natural world. Facilities are designed to promote a sense of awe and wonder, where children learn to care for the environment.

ERIC: Our Core Values

The ultimate aim of our behaviour policy is to enable pupils to be self-assured young people. To achieve this we have our 4 core values that all pupils follow:

1. To be **enthusiastic** towards learning and friendship
2. To be **respectful** to both adults and children
3. To be **inclusive** in our approach to caring for others and our environment
4. To be **challenged** to achieve our best

Role of all adults in the school

We have high expectations of children that can only be achieved if our expectations of adults are equally high. All adults model good behaviour for the children and help them to **learn** how to build positive relationships and deal with conflict.

Three Step Approach

We want to empower children to articulate their feelings when they feel they are being hurt verbally or physically. This is to help them to avoid escalation in conflict and a solution before the situation worsens.

The key principles of the Three Step Approach is to help our children to use their voice and their hand to develop an assertiveness to deal with conflict.

- **Stop it, I don't like it. (I don't like what you are doing)**
- **I have asked once, please can you stop, you are hurting my feelings.**
- **Ok I am going to get help from a grown up because you will not stop.**

This conversation may look different as we progress to higher year groups but the principles remain the same.

Where children find themselves in conflict or disagreement we use the **Restorative Justice** approach. By using the restorative approach we teach children the following skills:

- ☐ non-violent communication,
- ☐ development of empathy and rapport,
- ☐ understanding and managing anger,
- ☐ developing self-esteem and valuing others,
- ☐ assertiveness,
- ☐ tolerance and understanding of difference.

By using the restorative approach we increase a general commitment to listen to one another.

Examples of restorative justice questions used by adults to children:

- ☐ What has happened?
- ☐ Who has been affected?
- ☐ How can we involve everyone who has been affected in finding a way forward?
- ☐ How can everyone do things differently in the future?

Reflective Chart (see appendix)

The reflective chart is to be used to give all children the opportunity to reflect on their behaviour when they have been involved in any conflict.

This process allows children time to sort things out and establish an agreement, where needed. We are providing the children with tools to resolve future conflict calmly.

See also appendix for advice on Investigating Incidents with Pupils

What behaviours do we challenge at Manor Junior?

The majority of our children are well behaved. At Manor Junior we will not accept any behaviour that causes hurt or distress to another person. We will not accept non-engagement in learning, disrespectful behaviour to children or adults, or damage to school property or grounds. If children demonstrate these behaviours, then children must be made aware that their behaviour choices have consequences.

It is the role of all staff to consistently implement the following sanctions:

- ☐ An initial reminder and verbal warning is given.
- ☐ A warning is issued as a final reminder, and a chance given to rectify behaviour.
- ☐ Subsequent warning leads to a loss of 15 minutes of break time and a record is kept in the behaviour log.
- ☐ A third warning leads to the loss of part or all of lunchtime.

If the child fails to respond to these clear sanctions in a positive way then the following sanctions are applied:

- ☐ Behaviour target chart (see appendix) is given to the child and a meeting between the class teacher and parent is organised in person or by phone.
- ☐ If behaviour continues to be an issue a formal meeting with the Year Group Leader, class teacher and parent is convened with the evidence of the behaviour target.
- ☐ If behaviour still continues to be an issue a formal meeting with the Senior Teacher (Behaviour Lead), class teacher and parent is convened with the evidence of the behaviour target and for a rigorous behaviour support plan to be put in place.
- ☐ In extreme cases of poor behaviour it may be appropriate for the child to have an immediate internal exclusion and the involvement of the Head Teacher.

Good Practise.

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Don't leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see

A simple chart showing all incentives and sanctions is found in the appendix.

Behaviour Logs

A robust system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.

STOP – Prevention of bullying

Prevention of bullying is high on our school agenda. Within school we ensure we have a regular (half-termly) focus on positive relationships and assemblies including relevant visitors. We maintain close links with our community police officer who frequently comes in to speak to our children.

We have ensured we have de-cluttered the school, to create open spaces free from areas of potential bullying.

We have a high staff to pupil ratio during break and lunch time periods. We ensure children can identify people they can speak to in the event they feel they are being bullied. In addition to this all our staff are highly trained to deal with incidents that may occur and know who to speak to regarding these incidents.

We take any incidents of bullying and intolerance very serious and encourage children and parents to always let teachers know of any incidents so we can take action against it.

Internet Safety

Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety Policy

Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

Powers to Search without consent for prohibited items includes:

- ☒ Knives and weapons
- ☒ Alcohol
- ☒ Contraband
- ☒ Legal/ Illegal drugs
- ☒ Stolen items
- ☒ Tobacco and cigarette papers
- ☒ Fireworks
- ☒ Pornographic images
- ☒ Any article that has been or is likely to be used to commit an offence, cause personal injury, or

emotional harm, or damage to property.

- ☒ Any item banned by the school individual school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and images of child abuse, will always be handed over to the police.

Under the discretion of the Head teacher confiscated items may be passed to the police or returned to parents. However, it is for the teacher to decide if and when to return a confiscated item. Any confiscation must be agreed with the head teacher.

Additional Strategies to support inclusion:

It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the class teacher with the support from the Inclusion Manager and the Learning Mentors will ensure that individual behaviour support plans are in place.

In addition to this, we want to:

- Encourage children to take responsibility for their actions.
- State clearly what is right and wrong.
- Explain what is acceptable and unacceptable behaviour.
- Provide a clear, consistent structure for behaviour management throughout the school.

Social and Emotional Plans

These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the Inclusion Manager/Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

SEN code of practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse.

Intervention from the LA/Outside agencies. This may include:

- Outreach support
- Observing pupils and advising on new strategies
- SEN referral
- Behaviour Support Plan
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Learning Support Assistants on managing behaviour
- Delivering training on Behaviour Management
- *TEAM-TEACH*
- Early Help Assessment

Some children may become anxious and confrontational at times when they cannot control their behaviours, staff receive annual reminder training on strategies that can help avert conflict.

Our school has an obligation to keep children safe. If the need arises trained staff will use positive handling Team-

Teach strategies in order to prevent violence and reduce the risk of injury to staff and children. We have a specific policy for this; please see our Positive Handling Policy.

Parental Responsibility

It is important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil.

When parents are approached it should be to:

- Seek their help and support
- Inform them of any incidents which may cause their child to become distressed or anxious.
- Involving parents will, in most cases, follow these steps:

An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.

- The parents are asked to come in for a formal meeting with the class teacher; a senior manager may also be present.
- Parents are asked to come in for a meeting with the Head Teacher or Behaviour Lead

Our policy has enough flexibility to accommodate for children with vulnerabilities. For example if a child shows consistent low level disruption, then it is only fair to share with parents the positive behaviours.

Other policies that should be referred to are:

- ☐ Positive Relationships (Anti Bullying)
- ☐ SEND Policy
- ☐ Equality Policy
- ☐ Positive Handling

Review:

Policy to be reviewed ever three years or as changes in legislature demands.

Appendix 1

Incentives	Sanctions
<p><u>Praise and house points</u> House points are for the individual child and handed out as 1, 2 or 3. They are recorded on a class list that is displayed in the classroom. They are linked to gaining privilege time at the end of each half term.</p>	<p><u>Reminder and Verbal Warning</u> Using a calm voice tell the child that they have a “pre-warning”, only one pre-warning is given and the name of the child is written on the white board in the classroom.</p>
<p><u>Notes home</u> At the teacher’s discretion, but regular, for showing behaviour that we expect to see at Manor Junior. Notes home may say “was an active learner” “was kind and encouraging” etc...particularly for children who show consistent low level disruptive behaviour</p>	<p><u>Loss of break or part of lunch time</u> Complete the behavior log and give to the office regularly. The child should be supervised by the class teacher in class. Time lost can be up to 15 minutes. However, if a serious issue then may lose whole or part of lunch and should be supervised by the class teacher.</p>
<p><u>Certificate at Golden Assembly</u> The teacher will reward up to two children per class for consistently showing effort towards their learning or behaviour that we expect to see at Manor Junior School. The child will know why they have received the certificate and be able to explain this at the assembly.</p>	<p><u>Meeting with parent and Class Teacher</u> By telephone or in person- inform parents that you are monitoring the child’s behavior. And that you would like their support at home to try this too.</p>
<p><u>Termly Prize giving Head Teacher Certificate/medal/trophy (tbc)</u> A child that has consistently demonstrated our core values, who has made exceptional effort or progress will be awarded termly in our prize giving assembly. Certificate will be awarded for each subject award and medal/ trophy for each core value This will be for one child in each year group.</p> <p>Year 6 There will be an end of year shield for one pupil who has been able to show consistently the core values. A shield will be presented to the child with the child’s name engraved. The child will take home a smaller trophy.</p>	<p><u>Meeting involving parents, teacher and Year Group Leader</u> Parents are invited in to meet with the teacher and YGL and it is explained to them why the parent has been called in Behaviour Target chart is set up involving the child. The chart must have no more than 3 targets and they should be in child friendly language. Complete the behaviour log to show that the child is on a behaviour chart. This should be short term and effective to enable impact. Be mindful that some children with SEN may only be able to achieve one target at a time. Targets need to be agreed and review date set.</p>

<p><u>Privilege time</u></p> <p>Every week the house captains will be responsible for collating the house points and putting up new charts in each classroom. They will work together to add up the points and transfer the results onto the weekly chart that will then be shared in golden assembly. The winning house will have their house colour ribbon displayed on the House trophy.</p> <p>The points will be displayed on a school houses display so that children can see the points accumulating each week.</p> <p>The winning house each half term will be commended. Each half term the house captains will meet with the Behaviour Lead and decide on the privilege for the winning house. Eg, extra playtime/ non uniform day for the winning house.</p>	<p><u>Meeting involving parents, Class Teacher and Behaviour Lead</u></p> <p>Parents are invited in to meet with the teacher and Behaviour Lead (depending on the needs of the child Behaviour Lead may involve Inclusion Manager) It is explained to them why the parent has been called in reference to previous behaviour target. Actions need to be agreed using the behavior support plan. Child needs to see the Behaviour Lead regularly with their targets and a review date set with parents.</p>
	<p><u>Internal Exclusion</u></p> <p>Meeting involving parents, Class teacher and Headteacher Children need to recognise that this is the end of the chain of consequence and it is extremely serious if the Headteacher and parents are having to meet due to persistent behaviour issues that require an internal exclusion.</p> <p>A formal meeting will be held with the parents, Class teacher and Head teacher to explain why the meeting is being held, On the day of the internal exclusion the parent will bring the child to the school office. The child will spend the day in the Head teacher's office. The class teacher will prepare a work pack for the day and check at break and lunchtime if more is required.</p> <p>In some circumstances the chain of consequence may need to miss some of the stages and be escalated to the Head teacher or Behaviour Lead.</p>

Appendix 3– Behaviour Support Plan (BSP)

Behaviour Support Plan for Manor Junior School

Name of Child:	
Date of Birth:	Class:
Teacher:	
Date of Plan:	

Positive Intervention Strategies (Distractions): 1. 2.
Positive Reinforcements: 1. 2.
Consequences: 1.
Positive Handling Strategies:
Other info:
Behaviour Support Plan Review Date and Outcome:
Signed by Parent: _____ Name: _____ Date: _____

Appendix 4

Managing Classroom Behaviour (Notes from Bill Rogers' book)

The start of the Autumn Term is the establishment phase. If behaviour management is not handled well from the start, the class develops poor habits which are difficult to change.

These notes will help us with managing potential conflict in a professional manner. These are preferred behaviour management practices that reflect our core values.

- Behaviour leadership should be corrective and consistent, encouraging and preventative (rules, expectations, procedures)
- Talk about what a learning community is:
- We all have a right to learn
- How do we learn well here?
- How can we support one another here?
- How do we feel safe here?
- How do we show respect here?
- Avoid unnecessary conflict (eg use of sarcasm, ridicule)
- Describe reality:

e.g. playtime's over not don't...stop...why....?

You're sitting on the table not why are you sitting on the table?

This raises awareness of behaviour.

- Don't ask why! – why questions just lead to excuses, boxes the child in and cause secondary behaviour which distract from the main issues (what you want them to do)
- Avoid the overuse of STOP, DON'T, SHOULD, CANT, MUST
- Focus on the primary issue – avoid arguing or debating side issues, if possible
- Only ask direct questions: what? When? Where? How?, Where should you be sitting?
- Use respectful, corrective language.
- Don't overpraise, thank them, don't over thank them. Use thumbs up and nod gestures
- Always use – us we our (class)
- Use a lot of non-verbal clues. If using gestures use an open hand, don't point your finger.
- Posture is very important – it should be open expectant and confident.
- Use positive expectant tone of voice. Gradually reduce the volume.
e.g settling down (as little louder)
- Use humour to defuse and reframe a situation
- Walk away and give TAKE UP TIME
- Tactical ignoring is useful. Never actually really ignore behaviour and don't ignore really bad behaviour.
- If faced with an unruly class/group, the first person to be calm is the teacher. Calm but assertive.
 - Communicate your calm while you are waiting (tactical pausing to give pupils take up time). Could use a signal or cue for group attention.
 - Don't pace up and down in front of the class (ADHD pupils will focus on your movement and only listen to half of what is being said. It causes unconscious restlessness in these pupils and the eyes involuntarily track the movements)
 - Ignore secondary behaviour
 - Use describe reality technique eg “ you're out of your seat, its whole class learning time now” “ eyes and ears this way. I need your attention for the next 5 minutes.
 - Use firm blocking by repeating what you want them to do.

- Avoid questioning phrases like ‘ would you please look this way’ or ‘ can you settle down please’
- Conditional directions are useful e.g when... then.... When you put up your hand and stop calling out then I will answer your question.
- Using thanks at the end of an imperative form of words implies expectations e.g eyes this way, thanks.
- Affirm pupils who are ready ‘ thank you Bilal, you’re ready’
- Don’t say good morning and start until they are ready, even if it takes a long time. Whole class attention is necessary to enable focus and processing of even routine directions. If the teacher talks over class talking and kinaesthetic noise the pupils get used to it and there is a group habituation that is not easy to change.
- 70-80% of the class co-operates if the teacher is respectful and courteous. 20%-30% need leading or the 70-80% will drift.
- If a child is given a choice and refuses to follow, defer the consequence – see them at playtime. They have to live with the thought that there will be a consequence. Give take up time whilst tactical ignoring.
- Be human – let pupils hear positive statements (raises self -esteem and motivation)
- Use diagrams to develop behaviour awareness.

Wrong	Right

- Use the HOW, WHAT, WHERE, WHEN to discuss the difference (not WHY). Aim to make the child aware of their behaviour and respect other people’s rights. Show what the new correct behaviour **looks, feels, and sounds like**
- Consequences should be **related** e.g take the ball away if playing with the ball in the wrong area
- Consequences should be **reasonable** and preserve **respect and dignity**. Always ask what does the child learn from it?
- Always separate amicably. Don’t let the sun go down on your anger. Start the next day/lesson afresh
- Try to stay **relaxed but vigilant**

Appendix 5

CONFLICT RESOLUTION SUPPORT FOR CHILDREN

1. **Listen carefully to the other person** – let the other person explain his or her side of the story. Pay close attention to try to understand the person’s feeling and point of view.
2. **Explain your position without blaming the other person** – tell your side of the story and express your feelings in a non-threatening way. Use statements such as ‘I feel angry’ or ‘I’m upset’ instead of saying ‘you made me mad’. Using I-statements makes it easier for the other person to listen to you.
3. **Allow time to cool off** – if either of you is extremely angry, tired or ‘out of control’ it may be better to agree on a later time to deal with the problem. Allowing a cooling off time for one or both of you may prevent a bigger conflict.
4. **Problem solve together to create a win-win situation** – make it your goal to find a resolution that both of you can accept. This is best done when both of you are calm enough to consider each other’s point of view. You may need to try one or more other strategies first, such as apologising or listening carefully to the other person’s side of the story. Problem solving may also lead to compromise.
5. **Be willing to compromise** – both persons in a conflict must co-operate in order to reach a compromise. You will probably have to give up something, but you will both get something too. Use problem solving to reach a compromise you can agree on.
6. **Say you’re sorry** – if you’re responsible for the conflict say ‘I’m sorry – I didn’t mean to do it’ or ‘I’m sorry we got into this fight’. Saying ‘I’m sorry’ doesn’t necessarily mean you admit any wrong doing. ‘I’m sorry’ can just be a way of saying ‘I know that you are hurt and angry and I feel bad about that’.
A problem often gets worse when one person feels badly and thinks the other person doesn’t care – or care enough. This feeling can be eased by a simple – I’m sorry.
7. **Use humour if the situation calls for it** – making light of a conflict, without making fun of the other person, may ease the tension both of you feel. Humour generally works best when you direct it towards yourself in a natural light-hearted way. This may help the other person to realise that the situation isn’t as bad as it seems.
8. **Ask for help when you need it** – when no one can suggest a solution, it’s best to ask someone else to step in and help resolve the conflict. The new person can bring new ideas and a fresh perspective to the problem.
9. **Know when to walk away from a conflict** – if you need yourself in a situation where you might be physically hurt, walk or run away. If you think the other person might become violent, it’s best to say you’re sorry and leave quickly rather than try to save face or be tough.



Reflection Chart

Name: _____

Date _____

Class: _____

Where did it happen _____

What happened	What do you feel you did wrong	What should you have done	In future, how can you prevent this from happening again



Target Chart

Name: _____

Date _____

- 1.
- 2.
- 3.

	Lesson 1	playtime	Lesson 2	lunchtime	Lesson 3	Lesson 4
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Parental signature: _____

Teacher signature: _____

ERIC-CLASS CHARTER

Enthusiasm

- Do our best in our learning and friendships
- Complete homework as requested
- Be punctual and aim for 100% attendance

Respect

- Respectful to adults and pupils regardless of abilities or disabilities
- Care for the school environment
- Listen to everyone's opinions and choices
- Work together to ensure there are no put downs

Inclusion

- Acceptance of those with different faiths and beliefs and those without faith
- Keep the school safe for everyone
- Give everyone a voice and an opportunity

Challenge

- Take feedback to help improve our learning
- Help others' when learning is challenging
- Be self-assured and able to recognise when wrong