

## **Manor Junior School Positive Behaviour Management Policy**

Written and agreed: 28/06/23

Reviewed by Governors: 26/06/24

Further Review by: 31/07/25

This policy should be read in conjunction with other key documents including:

- Anti-bullying policy
- Equality scheme
- Child protection and safeguarding policies
- Use of physical intervention policy
- SEN and inclusion policy,
- Teaching & Learning policy
- Complaints policy
- Acceptable use of ICT policy

### **Aim of the policy**

At Manor Junior School we aim for our pupils to become healthy, independent and responsible citizens. We encourage them to understand their rights and responsibilities as well as to be respectful human beings. Through clear expectations we strive to help develop the pupils' sense of self-worth, their aspirations both now and for the future, and for them to achieve as closely to their full potential as is possible.

### **Key principles**

At Manor Junior School every child should feel safe, cared for and know that they belong. Strong, kind relationships between staff, pupils and families are essential and central to everything we do. We recognise and celebrate the fact that children are all different in their characters, personalities and abilities and we have high expectations for all. Self-regulation is learned and, like any other skill, is developed more quickly within some pupils than others. Pupils struggling to self-regulate are supported by staff to learn new ways to deal with uncomfortable feelings that do not interfere with the safety and learning of other pupils. Equally, pupils demonstrating skill in self-regulation, kindness and empathy for others are recognised and valued for their important contribution to the Manor School community.

### **Our School Rules**

- **Ready**
- **Respectful**
- **Safe**
- **Kind**

### **Adults in School will:**

- Be emotionally consistent
- Show interest in pupils as individuals to build strong relationships
- Celebrate and recognise pupils making good choices and going 'above and beyond'
- Privately (whenever possible) redirect pupils who are not following the school rules

### **Parents and Carers will:**

- Celebrate and recognise when their child has made good choices and gone 'above and beyond'
- Show interest in their child's schooling
- Respect decisions made by the school with regard to behaviour management
- Share any concerns privately with staff members so they can be dealt with in school

### **Pupils will:**

- Follow the school rules
- Celebrate and recognise other children who have made good choices and have gone 'above and beyond'
- Share any concerns or worries with adults in school or at home
- Be proud of their achievements

## Recognition

- All classes have a recognition board on which they write up pupil's names who have shown the agreed class focus. Once a pupil name is written on the board it will not be removed until the end of the day. A name may be followed by one or two ticks if the child continues to demonstrate this behaviour. Pupils do not earn additional rewards for having their name on the recognition board, as the reward is the adult's attention and recognition.
- Positivity Postcards – all adults in school will give out an average of one postcard a day to a child they feel has gone 'above and beyond' in demonstrating the school rules.
- Each adult in school will share positive verbal feedback with one pupil's parents / carers each week. This may be in person on the playground or via a phone call home. In some circumstances, for example when a parent works and is not available to take a call, then an e-mail may be sent.
- Three peers from each class will recognise each other's good behaviour by passing on 'bands' to other pupils that they feel have gone above and beyond in demonstrating the school rules. These will be worn for a day before being passed on to another pupil.

## Rewards

- Certificate assembly
- Star of the week
- Classpoints – classes can build points as a class which can be exchanged for a class reward.

## Consequences

- Two minute conversation – at break / lunch / after school
- Restorative conversation at lunchtime or after school (if pre-agreed with parent)
- 'Natural' consequence e.g. – tidy up mess / finish work at lunchtime / take work home to finish
- Spending a lesson / morning away in another classroom. To be used for the benefit of the pupils in the home class and with agreement from a member of SLT.
- Suspension – this will only ever be used after careful consideration by the Headteacher in line with the DfE and Hampshire Guidance. See Appendix B.

## Agreed Practise

### In the classroom

- Adults will 'meet and greet' pupils as they enter the school and classroom at the beginning of the day and after breaks, demonstrating that pupils are welcome and that staff are interested in them as individuals.
- Adults will make use of a recognition board in the classroom to acknowledge pupils who are working hard to follow the school rules and the specific target highlighted by the class teacher.
- Adults will make use of a range of classroom management techniques to help pupils needing more support to self-regulate, such as careful seating arrangements, movement breaks, positioning of adults within the classroom, visual signals and timetables.
- Adults will privately (whenever possible) redirect pupils not following the rules and give pupils uptake time of two minutes to follow the redirection.
- If pupils are still having difficulty following private redirection, they will be asked to remain behind for two minutes after the lesson. The teacher will deliver a clear, predictable message:
  - In the lesson I could see you .....
  - You broke our rule about being ready / respectful / safe / kind  
(If appropriate, i.e. adult is unsure what has happened, give the child time to explain their view)
  - As a consequence, I have kept you behind for two minutes / you will catch up with your work at breaktime / spend some time with me at lunchtime / have a lunchtime detention / clear up the mess you have made.
  - Do you remember when you completed that great piece of work last week / helped Tom with his maths / were first to get your name on the recognition board ? – that is who I need to see today
  - Thank you for listening
- Pupils causing significant disruption to the learning of others or whose behaviour places others at risk may need some additional support to self-regulate. Teachers will call for an additional adult to support this pupil or direct support from within the classroom to this pupil – possibly taking the pupil out of the classroom to self-regulate. The adult supporting the child to regulate will not give sanctions, but listen and calm the child. This adult's job is to help the child get back to their learning as quickly as possible. At the end of the lesson, the class teacher will deliver the clear predictable message above and choose the appropriate sanction.

## **On the playground**

- Adults will engage children in a range of playground activities and support pupils that are finding social interaction hard.
- Adults will privately redirect pupils not following the rules whenever possible and give pupils uptake time of two minutes to follow the redirection.
- If pupils are still having difficulty following private redirection, the adult will deliver a clear predictable message:
  - I could see you .....
  - You broke our rule about being ready / respectful / safe / kind
  - (Give the child time to explain their view)
  - As a consequence, you will stand with me for two minutes / spend some time inside / have a lunchtime detention / clear up the mess you have made.
  - I know that you are able to do better
  - Thank you for listening
- Adults on duty will have a 'support needed' card to use if a serious medical or behavioural incident occurs. The card should be sent to the nearest adult to attend and help assist / manage the situation. If deemed necessary one of the adults will seek support from a member of senior leadership team or trained first aider.

## **Individual Behaviour Plans (Appendix D)**

There are times when daily adjustments may be needed to normal classroom practise for an individual pupil. If this is the case, these adjustments will be discussed with the parent / carer and an individual behaviour plan created. It is acknowledged that there is a legal duty to make reasonable adjustments for children with disabilities and children with special educational needs. Advice in creating the plan may also be sought from the school SENCo, The Primary Behaviour Service or Educational Psychology. The school will regularly (approximately every 6 weeks) review all pupils who are on an IBP or receiving additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact eg CAMHS, Social Care, Primary Behaviour Service.

## **Pupil Conduct Outside of School**

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school visit/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. The school cannot be responsible for pupil behaviour outside of school hours but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve its pupils.

## **Staff CPD**

We understand that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management and skills in order to ensure they are able to fulfil the Teachers' Standards 2012. We encourage staff who are experiencing difficulties with individuals or groups of pupils to discuss and share practice ideas.

## **Bullying and Hate Abuse**

Bullying and incidents of hate abuse have specific definitions. The school is required to report any such incidents directly to the Local Authority. Please read the 'Anti-bullying Policy' and 'Recording of Racial Incidents' (found within the Equality Scheme) advice as these give specific information on what must happen in these circumstances.

## **Tracking Behaviour**

Adults in school will log any behaviour incidents that warrant a child to receive any consequence greater than being kept behind for a two minute conversation on CPOMS. Incidents will be reviewed regularly by the team of designated safeguarding leads and actions / interventions will be allocated as appropriate.

## **Behaviour likely to cause harm to the individual child or other children (Appendix C)**

All of the school staff have a legal power to use reasonable force when a child is at risk of hurting themselves or others. Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow instructions to do so
- Prevent a pupil behaving in a way that disrupts a school event or a trip or visit

- Prevent a pupil leaving a classroom where allowing a pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking an adult [staff and/or visitor] or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outburst.

It is always unlawful to use force as a punishment.

A Headteacher and authorised staff also have the legal right [Section 45 of the Violent Crime Act 2006 and by Section 242 of the ASCL Act 2009] to search pupils without their consent for prohibited items: knives, alcohol, illegal drugs, stolen items, tobacco and cigarette paper, stolen items, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The policy acknowledges that certain types of restraint techniques present an unacceptable risk when used on children. These techniques have no place in Manor Junior School and will never be used.

The Headteacher and SENCo will ensure staff have the appropriate guidance to restrain children in the context of school life and in compliance with Section 45 of the Violent Crime Act 2006 and Section 242 of the ASCL Act 2009. This will only ever occur when all other strategies and techniques have failed to modify a child's behaviour that is likely, in their opinion, to result in harm to the child or others.

## **Appendix A - Governor's Statement of Principles of Behaviour**

Manor Junior School aims to be a real community school working together to inspire and empower all our pupils to be the best they can be, whatever their race, gender or ability. We provide a safe environment in which all pupils are supported to be the best they can be both academically and socially, and are provided with support to overcome any barriers to learning they may face.

All members of the school community have the right to expect a clear policy with accompanying rules and regulations which are well publicised and consistently implemented.

Our school is inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. We will challenge derogatory or discriminatory language and behaviour to ensure all students and staff are safe. We will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.

Our Positive Behaviour Management Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

We believe:

- Safe, respectful and kind behaviour is essential to the fulfilment of this aim.
- Good behaviour promotes effective learning.
- Effective teaching and learning promote good behaviour.
- In a culture of safety, respect and kindness for each other, the school and the community.
- In the importance of self-esteem and self-discipline.
- It is important to involve parents, carers and students in establishing and maintaining good behaviour and to provide positive role models in governors and staff.
- In the principles of equal opportunities and value cultural diversity.
- In promoting a clear system of rewards and sanctions which are to be applied consistently through the embedding our rules of ready, respectful, safe and kind.
- Pupils should be prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self-discipline and to take responsibility for their actions.

We will not tolerate bullying, violence, racism or sexism or any form of negative discrimination.

We have responsibility to support those students with emotional and behavioural needs to enable them to be educated with their peers wherever possible.

We endorse the school's Positive Behaviour Management policy and undertake to monitor its effectiveness and to support staff in its implementation.

We will ensure that teachers can teach and pupils can learn in an atmosphere of respect, safety and kindness.

## **Appendix B – Suspensions / Permanent Exclusions**

Manor Junior School is committed to using suspension and permanent exclusion as an absolute last resort after all other sanctions have been exhausted.

Our school policies encourage and enable pupils to participate fully in school life and enjoy their time at school. When children experience behavioural difficulties, the Behaviour Code is used to reinforce positive behaviour and to discourage negative behaviour. Our aim is to keep all children in school full-time so that they may get the utmost benefit from a full and rich education. However, should a child persist in violent, abusive or disruptive behaviour after full implementation of the Behaviour Code, discussions with the child and their parents or carers, the suspension / permanent exclusion option will be exercised. It also needs to be acknowledged that in exceptional circumstances any child would need to be suspended / permanently excluded for sudden, unprovoked violence of a serious nature towards another pupil or member of staff.

### **Types of exclusion:**

- Suspension (varies from ½ a day to 45 days)
- Permanent exclusion (the child is removed from the school and educated elsewhere)

The school seeks to use suspensions extremely rarely believing that rewarding poor behaviour with a 'day off' is counter-productive. Where exclusion is used the school conforms to the Local Authority and DfE Guidance.

### **Action and Procedure**

Hampshire County Council has a full procedure for suspension and permanent exclusion, which will be followed in all cases. The key points are:

- Suspension allows a cooling off period for the child and school. It allows the school space and time to consider steps or help needed to better support the child. It helps the parents and carers to take some responsibility for the behaviour of their child whilst in school.
- There is a Behaviour Code in place in the school to enable staff to respond appropriately to pupil behaviour and which teaches the child about appropriate behaviour responses. This is fully implemented at all times.
- The Headteacher (or deputy in his/her absence) is the only person with the power to make a decision about suspension / permanent exclusion.
- The Governing Body should set up an Appeals Committee to deal with each appeal against fixed term suspension of between 6 and 15 days or permanent exclusion as it arises. This should consist of three independent Governors and must not include the Chair, the Headteacher, anyone involved in the incident, or anyone known to the family of the child. Parents and carers have a right to appeal against an exclusion and can bring a 'friend' to the hearing. Both sides will present their cases and the Governor's Committee will reach a decision. If that decision goes against the child, the parents or carers may then appeal to the County about that decision.

Staff are required, under the SEND Policy, to keep records of incidence and action taken and make them available to the Governors' Appeals Committee in all cases of serious behavioural needs.

When a pupil returns following exclusion a reintegration meeting should be held by a senior member of staff to include the child and their parents or carers. If appropriate, a support plan should be agreed at this meeting as a positive step to improvement, identifying any additional support or arrangements.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

If pupils are suspended for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if pupils are found in a public place during an exclusion).

From Day 6 of suspension, pupils will be expected to attend alternative provision (details to be inserted in agreement with local authority). In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary. The school would try and avoid permanent exclusion for particularly vulnerable pupils. (eg for those who are 'Looked After' by the Local Authority or who have statements of SEN where other alternatives are sought.)

## **Appendix C – Supplementary Information and Procedures**

### **USE OF FORCE (Please refer to Physical Intervention and Positive Touch Policies)**

We aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure. We are alert to pupils whose personal circumstances may make even this inappropriate.

In accordance with the Education and Skills Act 2006 any member of staff may, on occasion, need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. As a mainstream school we do regularly train our staff in positive handling (Team Teach) and will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.

### **SEARCHING, SCREENING AND CONFISCATION**

In order to establish an environment where everyone is safe, staff reserve the right to screen all pupils for prohibited items. If such an action is actioned it will be carried out in accordance with the DFE Guidance 'Searching, screening and confiscation' September 2022, 'Keeping Children Safe in Education' September 2022 and 'Working Together to Safeguard Children'.

In Summary

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

At Manor Junior School this list includes

- 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 of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- pornographic images.
- any other item that the school rules identify as an item which may be searched for.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. Equally, school staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in paragraph 3. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately. The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

### Before searching

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items but not to search for items which are identified only in the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

### The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the school rules for which a search can be made. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The member of staff may use a metal detector to assist with the search.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

### After a search

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited items are found during the search, the member of staff should follow the guidance set out below on confiscation. If a pupil is found to be in possession of a prohibited item then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

### Recording searches

Any search by a member of staff for a prohibited item or not and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present; • what was being searched for;
- the reason for searching;
- what items, if any, were found; and



- what follow-up action was taken as a consequence of the search.

#### Screening

Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises. Currently this is not something undertaken at Manor Junior School.

#### Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.

#### Prohibited or illegal items

Any prohibited or illegal items discovered should be managed in accordance with DFE guidance.

#### Electronic devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence. In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

#### Confiscation as a disciplinary penalty

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **ALLEGATIONS**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

### **DATA**

The school collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality, including punctuality to lessons
- Referrals to 'In house support'
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions

- Bullying incidents

Data is analysed at individual pupil level by class teachers, Year leaders and the SENDCO and is used to inform referrals to school based interventions, PLPs (personal learning plans) and referrals to outside agencies.

Data is analysed on a whole school basis by the member of SLT with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Single Equalities Scheme.

Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

**Appendix D - Individual Behaviour Plan (IBP)**

<b>Name</b>	<b>Class</b>	<b>Date</b>
<b>Nominated staff member to oversee plan</b>		
<b>Key behaviour difficulty and understanding of the behaviour</b>		
<b>What we want to see instead</b>		
<b>Plan for lesson time</b>	<b>Key staff:</b>	
<b>Plan for lunchtime</b>	<b>Key staff:</b>	
<b>Responding to difficulties:</b>		
<b>How the pupil can be involved</b>		
<b>How parents/carers can be involved</b>		
<b>This plan was developed by:</b>		
<b>Agreed by (please sign):</b> School:  Parents:		
<b>Review date:</b>		
<b>Review Outcome:</b>		

## **Appendix E – Home School Agreement**

### **Aims**

At Manor Junior School we aim for our pupils to become healthy, independent and responsible citizens. We encourage them to understand their rights and responsibilities as well as to be respectful human beings. Through clear expectations we strive to help develop the pupils' sense of self-worth, their aspirations both now and for the future, and for them to achieve as closely to their full potential as is possible.

### **Key principles**

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### Our School Rules are:

## **Ready, Respectful, Safe, Kind**

#### **Adults in School will:**

- Be emotionally consistent
- Show interest in pupils as individuals to build strong relationships
- Celebrate and recognise pupils making good choices and going 'above and beyond'
- Privately (whenever possible) redirect pupils who are not following the school rules

#### **Parents and Carers will:**

- Celebrate and recognise when their child has made good choices and gone 'above and beyond'
- Show interest in their child's schooling
- Respect decisions made by the school with regard to behaviour management
- Share any concerns privately with staff members so they can be dealt with in school

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