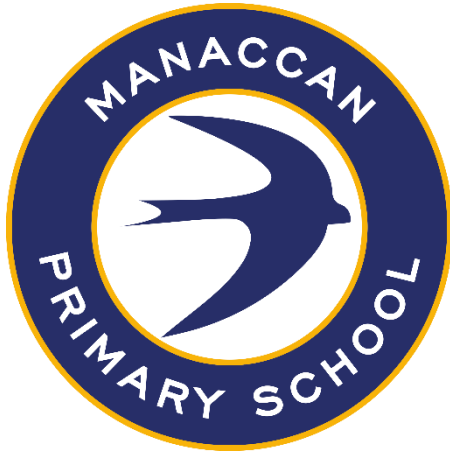


# Aspire Academy Trust



## Manaccan Primary School Positive Behaviour Policy

Date prepared: 17.09.2024  
Date of Approval: 18.09.2024  
Approved by: James Hitchens (Strategic Partner)  
Policy Owner: Head of School  
Policy Type: Statutory  
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### Revision Log (last 5 changes)

Date	Version No	Brief detail of change

## Our vision:

At Manaccan Primary School we strive to develop confident, self-assured, positive young people who 'dream it, believe it' achieve it'.

**Our school values guide our relationships in and out of school. We have also linked each school value to a story.**



## Our golden rule:

*Treat others as you would like to be treated.*

At Manaccan Primary School expect good behaviour in and out of the classroom. Put simply, this means keeping our golden rule.

## Rationale:

The school's 'Positive Behaviour Policy' aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour.

At Manaccan Primary School, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home. The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community.

A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

## Aims and Objectives:

We aim to ensure our positive behaviour policy teaches, supports and reinforces the skills and behaviours a pupil needs to succeed in learning. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to

apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. The adults in our academy are familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the children and with each other. We acknowledge that our example has an important influence on the children.

Clear, timely and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this. Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?' Trauma Informed Schools UK.

An understanding of trauma and childhood adversity underpins our approach to relationships within our academy community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of childhood adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

### **Communication of Expectations:**

Staff will share newly adapted expectations with pupils at the start of each school year and regularly through class discussions and the modelling of expected behaviours.

When in School we expect our pupils to:

- To listen to adults and each other.
- To follow instructions on hygiene, such as handwashing and sanitising.
- To move around the school with thought and care.
- To look after their own and school property and adhere to systems for the sharing and use of resources.
- To do their best in their work and to keep trying even when something is hard.
- To ask for help when they need it.
- To show our values of friendship, kindness and respect in their relationships with adults and each other.

### **Well-Being & Curriculum:**

Our provision will be based around an emotionally rich curriculum, which means that a lot of time will be spent ensuring that your child feels safe within the school environment. We ensure the children get outside as much as possible. We follow the SCARF PSHE curriculum in all year groups. Our curriculum will continue to adapt and evolve in response to the needs of pupils and the ever changing world around us.

### **Rewards:**

The vast majority of our children show expected behaviour every day. We do not reward expected behaviour other than to verbally thank, encourage and praise children for working and learning well, showing them how much we value and care for them. We follow a house point system, children are placed in one of four houses (Amnos, Astron & Zali ) and a celebration assembly takes place each week on a Thursday.

### **Good Routines**

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day. This includes:

- The learning environment – tidy, interactive, stimulating and celebratory.
- Classroom organisation – so that the basic needs are met, and children can find what they need.
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the school – quiet and calm.
- Time keeping – lessons, playtimes, beginning and end of the day.
- Assemblies- a time for communal celebration, belonging and quiet reflection.

**Staff Responsibilities:**

<p><b>All Staff:</b></p> <ul style="list-style-type: none"> <li>a) Ensure that there are good routines (see above).</li> <li>b) Ensure that you are consistent, friendly and professional at all times.</li> <li>c) Remain calm at all times.</li> <li>d) Aim to be positive at all times by seeking out and rewarding the good.</li> <li>e) Regularly discuss the school values of friendship, forgiveness and respect and why they are important.</li> <li>f) Explain why certain behaviours are not acceptable using the Trauma Informed Schools approach.</li> <li>g) Be consistent about praise and rewards as well as when supporting positive behaviour.</li> <li>h) Be aware of the individual needs of all pupils.</li> </ul>
<p><b>Playtime &amp; Lunchtime Staff:</b></p> <ul style="list-style-type: none"> <li>a) Be active and engaged with the children.</li> <li>b) Be aware of the main problem areas (places, times, individual children).</li> <li>c) Be active in your supervision.</li> <li>d) Aim to return children to class in a calm and orderly manner so that they are ready to learn.</li> </ul>
<p><b>Classroom Staff:</b></p> <p>As above, plus:</p> <ul style="list-style-type: none"> <li>a) Operate the class-based rewards system using house points to highlight positive examples of behaviour and achievement.</li> <li>b) Support the playtime and lunchtime staff.</li> </ul>
<p><b>Senior Leadership Team:</b></p> <p>As for 'all staff' above, plus:</p> <ul style="list-style-type: none"> <li>a) Support all staff in the implementation of the policy.</li> <li>b) Attend key meetings where required.</li> <li>c) Monitor the effectiveness of the policy through consultation with key stakeholders and rigorous self-evaluation.</li> <li>d) Take prompt and decisive action to deal with areas of development.</li> </ul>

**Restorative Approaches:**

When an incident between children occurs, we need to try to:

- a) Give the child/ren time to calm down before speaking to them.
- b) Listen to each child explaining what has happened including any witnesses if possible.
- c) Ask anyone who has been at fault what should have happened and what they would do differently next time.
- d) If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

**Sanctions:**

We believe that patience, understanding, discussion and firm insistence on expected behaviour will enable the vast majority of our pupils to learn, play and relate well to each other as part of a friendly school community.

**Warning:**

Most of our children show the good behaviour we expect every day and need nothing more than an occasional verbal '**warning.**'

**Reflection time:**

For the few children who do not heed a warning, refuse to follow an instruction or hurt another child or adult with careless behaviour or language a '**reflection time**' will be given. The child may be required to use their next playtime with their teacher or TA, talking about the problem and what to do differently in future. Any incidents involving physical or verbal aggression will also be recorded on the school's 'My Concern' system to ensure patterns of behaviour are monitored. The decision for individual or whole-class reflection times, including the length, is to be made by the Class Teacher based on the nature of the behaviour. Children will still be given the opportunity for refreshments and use of the toilet if required.

Should a child have several 'reflection times' in a short period of time or are regularly getting them for the same issue, the class teacher will contact parents or carers to talk about the problem and how to enable the child to behave appropriately in the future. If one child has deliberately hurt another child, parents of both children will be informed at the end of the day. We encourage parents to support the reflection process by discussing any issues with their child and talking about what they should do differently next time.

**Severe Behaviour:**

In our school there are specific behaviours which are deemed as 'severe'. This policy outlines these behaviours so that pupils and parents know what behaviour will not be tolerated in school. The following are incidents that may lead directly to internal or external exclusion:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse / threatening behaviour against a pupil.
- Verbal abuse / threatening behaviour against an adult.
- Bullying.
- Persistently disruptive behaviour.
- Racist abuse.
- Sexual misconduct.
- Use or threat of use of an offensive weapon or prohibited item.
- Any abuse relating to disability, religion, sexual orientation or gender identity.
- Inappropriate use of social media or technology.
- Theft or property damage.

**Dangerous Behaviour:**

If a child behaves in a way that is instantly **dangerous** to their own well-being or that of others, such as violent behaviour or language, they will be taken to the Head of School or a Senior Leader at once. Parents will be contacted and asked to come and meet with the Head of School at the end of the day to discuss the issue and agree what should happen to enable the child to amend their behaviour.

**Positive Handling:**

At Manaccan Primary School safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. The use of Team Teach will be reasonable, proportionate and necessary.

Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that all stakeholders remain safe. If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents or carers will be informed.

### **Suspension / Permanent Exclusion:**

As a positive, values driven community, we would only follow the exclusion route as a result of the 'severe' behaviours listed above and if the safety and wellbeing of pupils or staff was jeopardised. We aim to work collaboratively with pupils and parents to ensure that our school is a positive, loving environment where children and staff feel safe. We hope never to 'permanently exclude' a child but would do so if there was no other way to ensure the safety of that child or children and adults in the school.

### **Mobile Phones**

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Manaccan Primary School discourages pupils bringing mobile phones to school due to potential issues. When a child needs to bring a phone into school it is an expectation that phones are handed into the school office and locked away securely during the school day. Pupils are able to collect their phones at the end of the day.

Parents are advised that Manaccan Primary School accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds. Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil, handed to a member of the office team who will record the name of the pupil and attach it to the phone. The mobile phone will be stored by the school office and a parent/carers will be contacted and asked to collect the phone.

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school. We ask that parents talk to their children about the appropriate use of phones. Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone. The information regarding mobile phones also applies to the use of smart watches.

### **Individual Behaviour Plan:**

When parents are invited into the school to discuss a child's behaviour, it may be appropriate to agree an Individual Behaviour Plan. This will identify the additional support which will be given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour still continues.

### **Serious Incidents:**

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements
- Statutory powers to discipline pupils who behave badly on the way to and from the school, bringing it into disrepute.
- The Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.
- There will be zero tolerance of any form of serious assault on pupils or staff.

The Head of School and the Hub Council of the Academy have a duty of care to all pupils and staff, and this Positive Behaviour Policy takes appropriate account of the health and safety of all children and adults in the academy.

### **Suspensions and Permanent Exclusions:**

Only the Head of School has the power to exclude a child from the academy. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. They may also exclude a pupil permanently. Before taking such a step the Head of School will have taken advice from the Hub Council, Aspire Board, the Education Welfare Service, County Psychological Service or the school medical officer as appropriate to each situation. If a child is excluded, parents/carers are informed immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents/carers that they can appeal against the decision to the governance of the academy. The academy informs the parents/carers how to make any such appeal. The Head of School in conjunction with the lead Hub Councillor informs the Local Authority (LA) and the Aspire MAT about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Hub Council itself cannot either exclude a child or extend the exclusion period made by the Head of School. Your child may be excluded from the academy for a number of reasons, and for anything from a half day to permanently. Manaccan Primary School will adhere to the Head Teacher legislation guidance: 'Exclusion from maintained schools, Academies and pupil referral units in England', September 2017, which relates to:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Section 89 of The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

[Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### **Suspensions:**

If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child will be suspended for a fixed term. This can be one day or up to five days. Other reasons for a fixed term suspension:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse / threatening behaviour against a pupil.
- Verbal abuse / threatening behaviour against an adult.
- Bullying.
- Persistently disruptive behaviour.
- Racist abuse.
- Sexual misconduct.
- Use or threat of use of an offensive weapon or prohibited item.
- Any abuse relating to disability, religion, sexual orientation or gender identity.
- Inappropriate use of social media or technology.
- Theft or property damage.

Parents/carers will be contacted immediately at the point of suspension and invited to the academy to discuss the seriousness of their child's actions.

### **Permanent Exclusion:**

Permanent exclusion will only be 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 school would seriously harm the education or welfare of the pupil or others in the school. Serious breaches that may lead to permanent exclusion include:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse / threatening behaviour against a pupil.
- Verbal abuse / threatening behaviour against an adult.
- Bullying.
- Persistently disruptive behaviour.
- Racist abuse.
- Sexual misconduct.
- Use or threat of use of an offensive weapon or prohibited item.
- Any abuse relating to disability, religion, sexual orientation or gender identity.
- Inappropriate use of social media or technology.
- Theft or property damage.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- A thorough investigation has been carried out.
- The child being considered for exclusion has been encouraged to give their version of events.
- Consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment.
- A written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- An exclusion is only made where the evidence shows that the child was responsible for the incident.

#### **Special Educational Needs or exceptional circumstances:**

Pupils with special educational needs, a disability or family circumstance that has led to an identified emotional or behavioural difficulty will have their own individual behaviour plan with appropriate rewards and sanctions that will be shared and agreed with parents. Pupils experiencing grief or trauma may need an individual approach for a period of time and this too will be shared and agreed with parents.

#### **Equality:**

Manaccan Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend academy free from fear (See Anti-Bullying Policy for further information). We take positive action to protect our children from any negative behaviour outlined in the Equality Act (2010).

These 'protected characteristics' are as follows:

- Disability.
- Age.
- Gender reassignment.
- Race.
- Religion or belief.
- Sex (formally called Gender).
- Sexual Orientation.
- Marriage and Civil partnership.
- Pregnancy and maternity.

If we are informed or suspect that any of the above have occurred, we will investigate and if found to be proven this will be reported to the LA Equality and Diversity Team.



**Trauma Informed Schools:**

We are a Trauma Informed School and have a team of staff who are trained in supporting pupils experiencing trauma. An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

Reviewed: September 2024

Reviewed by: Mr Hoskins (Head of School)



Date for next review: September 2025