



Manor Park Academy Behaviour Policy

March 2025

We actively promote an inclusive ethos, working together to enhance the development of positive relationships between children, adults working in school, parent/carers and other members of the wider school community.

See Care and Control policy, Anti-bullying Policy, Attendance Policy, Mental Health & Well Being Policy, Staff Code of Conduct, E-Safety, Teaching & Learning Policy.

Supported by the whole school community, including parents and carers, across the Academy our values to promote and encourage good behaviour for learning have been implemented.

Manor Park Academy Values: Appendix 1

- Aspiration
- Courage
- Gratitude
- Kindness
- Resilience
- Respect

Aims

The aim of Manor Park Primary Academy is for every member of the school community to be, and feel, valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

We aim:

- To teach children to think about their behaviour and to learn self- control.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To treat children politely and fairly so that they learn to be polite and fair.
- To teach children to respect other people, their property, beliefs and feelings, to respect difference.
- To praise and reward good work, behaviour and attitudes. We will always reward improvement.
- To involve parents/carers in all aspects of school life, including their children's behaviour.

Expectations

**At Manor Park Primary Academy everyone has the right to feel safe.
At Manor Park Primary Academy everyone has the right to learn.**

At Manor Park we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Encourage good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules, why we have them, and that each Key Stage implements the school behaviour policy to suit their children.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

- An effective Behaviour Policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour arises from positive relationships and from setting expectations of good behaviour.
- We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Manor Park Academy are that:

- Behaviour can change and every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing.
- Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps children feel good about themselves.

What we expect of adults

- To listen to children and to hear their point of view.
- To be polite and to address children in a reasonable tone of voice.
- To value all aspects of their achievements.
- To be as fair and consistent as possible when they have made the wrong choice.
- To ensure their environment is safe.

- To talk with children about things that go wrong; we want children to be able to explain why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To lead and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground well.
- To trust children and to care about them equally.
- To treat children as individuals and to take an interest in their lives.
- To see each session as a fresh start.

Rewards and Consequences Overview

We aim to create a healthy balance between rewards and consequences with both being clearly specified. Pupils should learn to expect fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on PRAISE and REWARD, which should be given whenever possible for both work and behaviour.

All adults in school should operate a stepped approach to consequences, which allow children to identify the next consequence. All adults in school will follow the school behaviour pathway of yellow, amber and red cards, children will be offered the opportunity to reflect and alter their behaviour at each step.

Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and consequences via the Pastoral Lead/SENDCo

Rewards: Appendix 2

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated through display and performance. Teachers should work on the principle of at least a 3:1 praise to consequence ratio.

Individual success will be praised during the week and our Star of the Week assembly will share this success with parents/carers. Attendance rewards are given for each class who achieve the highest percentage weekly and overall.

- ✓ Verbal praise to children and parent/carers
- ✓ Daily stickers and stamps
- ✓ Certificates of achievement
- ✓ Sending great work to other staff members for reward or praise
- ✓ Putting great work on Manor Park social media
- ✓ Special responsibility jobs
- ✓ Well Done Card awards
- ✓ Positive phone calls home
- ✓ House Team points on Marvellous Me
- ✓ Star of the week linked to Manor Park Values

- ✓ End of term Recognition Awards
- ✓ Headteacher special recognition awards

Consequences

This policy is designed to empower all staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, staff should follow these three over-riding rules, be calm, logical consequences and a fresh start.

Behaviour Pathway: *Appendix 3*

- Children will be given a **verbal warning** by the class teacher and state that further inappropriate behaviour will result in a yellow card on the class chart. This will give a child time to reflect and make the right choice if there is no improvement, a **yellow card** will be issued, and the child provided with the chance to improve their own behaviour.
- If, after this stage, a child still continues to make the wrong choice, an **amber card** will be issued on the class chart, along with time in at break time with the classroom teacher or teaching assistant.
- In circumstances where behaviour is more of a serious nature or a child's behaviour does not improve, a **red** will be issued. They will spend time out of class with a member of SLT and parent/carers will be contacted informing them of the behaviour. This may be by their teacher or SLT – which will be determined on a case-by-case basis.
- Extreme inappropriate behaviour must be reported to the Headteacher and/or Deputy Head Teacher immediately. In severe cases a **red** may be issued immediately and will bypass the pathway. A phone call made to the parents and appropriate sanctions followed.
- For continual inappropriate behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of an internal exclusion where a child will remain away from their class for a given amount of time, fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Physical contact with pupils

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate

- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

All members of staff minimise the need to use restrictive interventions, such as through prevention and de-escalation. We adopt a range of strategies such as:

- considering how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- developing working staff-pupil relationships and trust
- recording data on the use of restrictive interventions to inform improvement planning
- working closely with parents to support individual pupils
- using strategies to support individual pupils based on their identified needs, including the development of individual behaviour support plans
- giving pupils time, space and strategies to calm down before their behaviour escalates
- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Each significant incident in which a member of staff uses force on a pupil, is recorded in writing as soon as practicable after the event, by the staff member(s) involved. This is communicated to parents in writing, for example, via email or online messaging system, and parents are invited to have a follow-up discussion about the incident where appropriate.

Individual Behaviour support plans outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively. They detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil and this should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools has risk assessments in place.

Suspension and Permanent Exclusions

Only the Headteacher has the power to suspend or exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods (suspension), for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

When a child is excluded from school, they, along with parents, will attend a reintegration meeting on the date they return and support is provided where necessary.

All exclusions follow the statutory guidance August 2024

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions and permanent exclusions guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

Lunchtime

We expect all of our children to follow our rules with regard to behaviour at all times. We have a different method for rewarding and managing behaviour at lunchtime: *Appendix 4*.

Before and After School Provision

We expect all of our children to follow our rules with regard to behaviour at all times. This includes the times when children attend Breakfast Club, after School Clubs and any visits off site.

Recording, Monitoring and Evaluating Behaviour

Classroom

It is imperative that children are aware of the next consequence or sanction. The school uses a progressive ladder of yellow, amber and red cards which allows children to see the next consequence.

All amber and red card incidents will be recorded on the behaviour monitoring system Arbor. Amber incidents will be recorded by the class teacher or in liaison with a member of staff who has detailed knowledge of witnessing or investigating the incidents. Red incidents will be recorded by SLT. This database will be reviewed and analysed each week by the Pastoral Leader and Headteacher.

Early Years

Staff in the Early Years use various means to reward positive behaviour. These include stickers, praise (both direct and proxy), messages to parent/carer via Marvellous Me and Star of the Week certificates.

If children are physical towards a peer or adult or repeatedly ignore an adult's instructions, they are given time out in their own class. If this continues, they will go to their partner class (Reception to Nursery and vice versa). A parent/carer will be informed, and the incident is logged in the Behaviour section on Arbor.

Bullying

Bullying can be defined in a number of ways. We follow the DfE guidance document "Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies" (July 2017) defines bullying as: “

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

STOP - Several Times On Purpose

It is also when there is an imbalance of power. Bullying has been described by pupils as:

- name calling
 - teasing
 - physical abuse e.g. hitting, pushing, pinching or kicking
 - having personal possessions taken e.g. personal items
 - receiving abusive text messages or e-mails
 - being forced to hand over money
 - being forced to do things they don't want to do
 - being ignored or left out
 - being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.
 - Ongoing comments about parents, siblings or other family members
- We will not tolerate bullying at Manor Park Primary Academy. Repeated bullying will be treated very seriously and may result in exclusion.*

All incidents of bullying, racism, online or homophobic behaviour/comments are recorded and dealt with immediately. (See appropriate policies, Anti-bullying, Safeguarding, Social Media, E-Safety)

If parents/carers are worried about bullying, please talk with a class teacher or a member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines

open.

Child on Child Abuse

Child on child abuse is a form of maltreatment where a child is harmed by another child or group of children. Staff recognise that it can take many forms, including physical abuse, sexual violence and sexual harassment, emotional abuse, bullying (including cyberbullying), hazing/initiation rituals, and teenage relationship abuse. It can occur both in-person and online, and both inside and outside of school.

In line with 'Keeping Children Safe in Education (KCSIE) 2025'

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf , and also referenced in the School's Safeguarding and Child Protection Policy, the school recognises that children are capable of abusing their peers. School leaders regularly review and update the Child-on-Child Risk Assessment.

MPPA Values







Appendix 2 – Rewards

Reward		Awarded to		
<i>Stickers and stamps</i>	Instant gain reward	Individual pupils		Daily
<i>Well Done Cards</i>	Instant gain reward	Individual pupils	Bronze, Silver, Gold badges & prizes awarded	
<i>House Points</i>	Instant gain reward	Individual /Team Reward	Announced in assembly Term Winners Disco/Extra play	
<i>Recognition for following the Academy Values</i>	Instant gain reward	Individual pupils	Celebrated in class at the end of the week	
<i>Message Home</i>	Recognition of positive behaviour	Individual pupils	Pastoral Team	Weekly
<i>Target Pupils</i>	Achieving personalised targets	Individual pupils	Targets checked by Learning Mentor from prize box	
<i>Star of the Week</i>	Achievement of work, behaviour / attitude for the week.	1 pupil per class	Weekly celebration assembly Parents/Carers invited to share the celebration	
<i>Attendance Movie Afternoon</i>	Attendance at 97%+ and no lates!	Individual pupils	97%+ all year pupil prize draw	Termly
<i>Attendance Recognition</i>	Improved Attendance	All children	During end of term assembly End of term Prize Draw	
<i>Commendation and Achievement Certificates</i>	Progress, Behaviour, Attitude to Learning	Individual pupils	Parents/Carers invited to the end of term assembly	

Appendix 3 – Behaviour Pathway

Our children will be rewarded for ‘doing the right thing’

<p>Verbal Warning</p> 	<p>Verbal warning given for you to get back on track by making the right choice.</p>	<ul style="list-style-type: none"> • Low level disruption, eg: talking, not on task, unfocused, not following instructions.
<p>Yellow Card</p> 	<p>Repeated behaviour? Verbal warning</p> <p>A yellow card will be given if you choose to repeat your behaviour</p> <p>Last chance to move back</p> <p>Recorded onto Arbor</p>	<ul style="list-style-type: none"> • Not taking care of school equipment, lying, disrespect to another person • Inappropriate language • Disruptive behaviour • Non-compliance/Defiance/Rudeness • Inadequate work
<p>Amber Card</p> 	<p>Time out of class & miss playtime/lunchtime with class teacher or teaching assistant</p> <p>Reflection Sheet to be completed.</p> <p>Parents/Carers will be informed by your class teacher</p> <p>Recorded onto Arbor</p>	<ul style="list-style-type: none"> • Breaking school rules • Aggressive behaviour
<p>Red Card</p> 	<p>Serious incident or behaviour not changed.</p> <p>Child to stay for a determined time out of class with the member of SLT on duty</p> <p>Head Teacher’s discretion will be used if a more serious incident occurs.</p>	<ul style="list-style-type: none"> • Bullying • Damage to Property • Repeated refusal to comply • Use of foul/offensive language towards others • Physical intervention • Causing danger to others • Racist/Homophobic/Online incidents • Physical Assault/Fighting

Stage 1 – Fresh Start

Children will be encouraged to behave in a courteous, respectful way that positively promotes the values of the school community. All children can start each day with a fresh start with opportunities to earn rewards.

Stage 2 -

Verbal Warning

It is very important that children are given the opportunity to reflect on their behaviour and have the opportunity to improve. A clear verbal warning will be given, and they will be given a short period of time in which there is an expectation that behaviour improves.

Stage 3 -

Yellow Card

A yellow card will be given if children choose to repeat behaviour, despite having already received a verbal warning. All yellow cards are monitored by the classteacher. If a child accumulates several yellow cards, the school may intervene on the basis of repeated disruptive behaviour. Children will be encouraged to 'do the right thing' and will still have the opportunity to earn rewards if their behaviour improves.

Stage 4 -

Amber Card

If behaviour does not improve despite being issued with a yellow card, children will be issued with an Amber card. In some situations, particularly where a more serious behaviour incident has occurred, a teacher may deem it appropriate to issue an amber card without first issuing a yellow card.

Any child who receives an amber card will miss their break time, with the teacher or teaching assistant. All amber cards are recorded onto Arbor by the class teacher and monitored.

Children will still be encouraged to 'do the right thing' and will still have the opportunity to earn rewards if their behaviour improves.

Stage 5 -

Red Card

If a child's behaviour does not improve despite being issued with a verbal warning, yellow and amber card, a red card will be issued. At this point the child will be taken by the class teacher or teaching assistant to work with the member of SLT on duty for that day. The length of time out of class will be determined by SLT, taking into account the age of the pupil and severity of behaviour.

In some situations, particularly where a serious behaviour incident has occurred, or where the health and safety of other children or teachers has been put at risk, a teacher may deem it appropriate to issue a red card without first issuing an amber card.

All children who receive a red card will remain inside and miss their break time and lunchtime with their class. Parent/carers will be contacted by the teacher or member of SLT on call for that day, or if this is of a more serious nature, by the Head teacher.

At this point the child has lost the opportunity to earn any further rewards for that day.

As a result of the red card being issued, parent/carers may be invited into a parent meeting to discuss their child's behaviour and / or in some cases the school may issue a suspension.

Appendix 4 – Lunchtime Rewards & Sanctions

Lunchtimes can be problematic for children as they are in school but outside the normal classroom environment. In primary schools, most incidents of poor behaviour and up to three-quarters of bullying takes place in the playground.

Aims

- ✓ At Manor Park Primary we aim to ensure that lunchtime is a constructive time for play, exercise and social interaction.
- ✓ We expect the same standards of behaviour to apply as during the rest of the school day.
- ✓ We expect children to respond to lunchtime supervisors and treat them with the same re-spect as other adults in the school.

Strategies to Develop Constructive Lunchtimes:

- Regular communication
- Clear expectations
- Clear rewards and sanctions
- Clear routines/roles
- Designated play areas
- Responsibility Pupils – Peer Mediators and Young Leaders
- Organised lunchtime activities and games
- Lunchtime Supervisor training/ guidance

Regular Communication

Efficient communication between Lead Lunchtime Supervisor and the Pastoral Lead is assured through regular meetings and verbal exchange.

The Pastoral Lead meets formally with all lunchtime supervisors on a regular basis to discuss areas of concern and check the implementation of the policy and procedures.

No children are permitted to remain in the main body of the school building during playtimes and lunch breaks without direct adult supervision. In the case of lunchtime clubs, the children involved must wait/play in a designated area where they are visible by adults until the member of staff leading the activity is ready to collect them in person.

Indoor Lunchtimes

In poor weather, children will not go outside at lunchtime and will remain in their class. In such cases all classes should be purposefully occupied with table-top activities, games in their class or the use of the interactive board with support of the adult.

Lunchtime rewards

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

Positive reinforcement, House points, Well Done cards and stickers are given out by all lunchtime supervisors.

In Early Years, stickers are frequently given to the children who make the right choice. All children that show good behaviour will have their name put into the Manor Park

Academy Lunchtime Book and this will be shared with the class teacher. Their name will then be put into the half termly draw to win a prize.

Low Level 1 Incidents:

Step 1 - Give a polite but firm request to stop.

Step 2 - Give a warning, ask the child if they understand.

Step 3 - Give no more warnings:

Level 2 Incidents:

Step 1 - Follow steps above and if behaviour continues and in order for the child to reflect and calm down, they must remain by the side of the Lunchtime Supervisor for no longer than 5 minutes.

Step 2- If longer is needed, or behaviour persists the child is to be taken into the dining hall and spoken to by the Lead Lunchtime Supervisor.

Level 3 Incidents:

Unacceptable Behaviour includes:

- Fighting
- Bullying (physical and verbal)
- Racial or sexual abuse
- Vandalism
- Theft
- Verbal/physical assault on adults
- Child on Child abuse

Serious Incident during lunchtime will result in seeing the member of SLT on Red Duty

Members of SLT will be visible in all areas throughout lunchtime to support positive behaviour.

If there is a serious incident, a member of the SLT will support the situation and the LTS to ensure the concern is resolved. This will be recorded on Arbor by the member of SLT on duty and the parent/carer contacted by SLT.

Ms Chapman, Mrs Doleman, Miss Green, Mrs Brindley

Serious incidents involving violence, abuse or vandalism may need to be responded to on an individual basis with appropriate sanctions including immediate permanent exclusion if necessary. If physical intervention of any kind is required, it should be consistent with DfE 'Restrictive interventions, including use of reasonable force, in schools' Guidance and a form completed on that day and given to SLT on duty.

Incidents will be shared with class teachers to record any relevant information onto Arbor using the actual words/actions heard or seen along with the initials of the victim and any staff involved.

Sanctions available:

- Removal from playground
- Parents informed
- Lunchtime exclusion
- School exclusion

If the problem persists, it may be necessary to use the internal referral route for tailored support or next step to involve outside agencies such as behaviour support COBS or Educational Psychologist.

End of lunchtime

At the end of lunchtime, a Lunchtime Supervisor will blow the whistle once and children will stand still, come off any apparatus and hold onto equipment. On the second whistle, children will walk to their class line.

All staff will be present on the playground to support.

Any incidents that happen during lunchtime or during the line-up of classes will be dealt with swiftly by the LTS and will need to be resolved before going into lesson.

Both teachers and teaching assistants will collect their classes from the playground and will support with the lining up before going inside.

For a positive lunchtime, all staff will:

- Not shout - as shouting is a sign that you have lost control.
- Use a quiet voice when talking to individuals.
- Be positive
- Recognise good things being done in the hall, corridors and playground i.e. helping others, walking sensibly, playing co-operatively etc. Praise children for this.
- Try to make at least 5 positive comments for every negative.
- Reward those behaving well, focusing on the positive
- Avoid confrontation, but do not ignore poor behaviour.
- Allow processing time.
- Set clear expectations for walking around the building including noise levels around school.

It is important always to label the behaviour and not the child (e.g., "It's dangerous to run in the corridor someone could get hurt" and not "You silly boy you will hurt someone")

Engagement

Engage target children in constructive play. Prevention is always better than cure! When on duty, staff should circulate and take the opportunity to socialise with children, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

Class Teachers are not required to perform lunchtime supervision duty. This does not however, absolve teachers in law from attending to a situation involving a pupil, if the matter is brought to their attention.

At all times, whilst on the premises, the welfare and safety of pupils is paramount.

Teachers can help improve lunchtime behaviour;

- ✓ By helping children learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE lessons.
- ✓ By supporting lunchtime supervisors and treating them as full staff members, raising their status in the eyes of children.
- ✓ Keeping lunchtime supervisors informed of any children with problems or who are experiencing particular difficulties and strategies used to support them.
- ✓ Checking Arbor regularly and following up entries with the children where there are concerns.
- ✓ Using the curriculum or other appropriate lessons to explore themes such as bullying, self-esteem, resisting peer pressure and child on child abuse.
- ✓ The use of daily reminders and questions to support positive behaviour.
- ✓ Work closely with the School Council and Responsibility pupils to ensure pupils are empowered to perform their roles.