



Manor Field Infant School

(Part of the The Manor Field Schools Federation)

Behaviour Policy

Ratified by Governors: Jan 2026

Review due: Jan 2027

Our Vision and Values

Our STAR values create a framework for our school community to achieve our aims.

S is for Success

T is for Teamwork

A is for Aspiration

R is for Respect

Success

At our school we are successful when we challenge ourselves to be enthusiastic learners and citizens. We understand that whether big or small our journey to success can be challenging, but perseverance and determination will get you through.

Teamwork

At our school we show teamwork by encouraging and supporting each other. We listen, share and discuss so that everyone feels valued and part of the community.

Aspiration

At our school we believe aspiration is the desire to achieve something great! We do this by having the courage to aim high and never give up.

Respect

At our school we demonstrate respect by always sharing, listening, helping each other and caring for our environment. We value kindness, equality, honesty and diversity in everyone.

All members of staff aim to help children take responsibility for their own behaviour. We do this through a combination of approaches which include:

- positive role modelling.
- teaching an interesting and challenging curriculum.
- setting and enforcing appropriate boundaries and expectations.
- providing supportive feedback.

Rewards

Focusing on our STAR values there are a number of ways to celebrate individual and group successes.

These include:

★ **Immediate positive feedback**

Immediate positive feedback will be given for a fantastic attitude to learning and following the STAR values. This includes sharing learning, verbal praise and STAR stickers. This can be from any member of staff in school. Staff may choose to send members of their class to the Senior Leadership Team for extra recognition.

★ **Collaborative Rewards**

Collaborative Rewards are when classes work together as a team to earn a reward they have chosen. A collaborative reward is a reward chosen by the class. Some examples of rewards include baking, arts and crafts, forest school activities, extra time on the trim trail and a film with popcorn or treats.

★ **Recognition 'STAR' wall**

Individuals who try their very best with learning and following the STAR values will be celebrated in class on our STAR walls! All children showing the STAR values will be celebrated on this wall and our STARS of the weeks will be chosen from children on the STAR Wall. We will celebrate all children who made it onto the STAR wall in our STAR assembly with a roll call of honour.

★ **STAR of the week**

Staff will chose two members of each class to be the STARS of the week. This will be celebrated in assembly and the individuals will receive certificates. These children are chosen from those who have been on the STAR wall.

★ **Successes outside of school**

We love to hear about all successes in and out of school. So if you have received a certificate or medal for anything (e.g. swimming, dancing or kickboxing) we would love to share this in Friday's celebration assembly and our weekly Newsletters.

Consequences, THRIVE and Restorative Conversations

At Manor Field Infant School, we have high expectations which should show respect to adults, their peers, the environment and themselves.

High Expectations

All children are expected to follow the STAR values and behave in a way that allows themselves and others to learn. If a child disrupts the learning of others, the class teacher and support staff will adopt strategies from our list of non-confrontational behaviour strategies to support the child to engage with the learning.

Physical Violence

We have zero tolerance of physical violence towards others. Should a child purposefully hit, push or hurt another child they will be sent to the Senior Leadership team and then miss the next 5 minutes of play time. Following their consequences they will then take part in a restorative conversation with the member of staff who spoke to the child about their actions. If a child should use physical violence, parents will be informed at the end of the school day.

Missed Learning

We expect all children to try their best when learning, this is the reason they come to school. Should a child refuse to complete learning set they will be sent to a member of the Senior Leadership Team to complete the learning during playtime. Following the completion of the work a restorative conversation will take place, with the class teacher, getting the child to think about their choices and how they can make a better choice next time. We will let parents know if their child has refused to complete any learning at the end of the school day.

Restorative Conversations

Restorative Conversations are when a member of staff and a child will talk about the child's actions, feelings and different ways that they should handle situations. We will let parents know what has happened at the end of the day and the chosen way of making a different choice if the situation should arise again.

Following a restorative conversation, (as the child has spoken with a member of SLT, had their consequence and completed a restorative conversation) it is important to give the child a chance to start again.

If the class is being covered by another teacher, the cover teacher will pass on the information discretely to the class teacher at the end of the school day.

THRIVE

THRIVE is a whole school approach focusing on becoming more emotionally resilient and better placed to engage with life and learning. We support all children through whole class, group and individual sessions.

We reserve the right to adapt rewards and sanctions as needed.

Additional Support

We believe that all behaviour is a communication of an unmet need. Therefore, our restorative conversations are used to develop the children's emotional literacy. Thus enabling them to be able to communicate their needs more effectively.

If a child requires additional support, then it will be important to work collaboratively with parents to create a 'Working Together Plan' to support the child and their family.

The child will receive:

- *Thrive support*
- *Restorative Conversation*
- *A key adult to support their emotional needs*
- *Primary Behaviour Service support*

Staff will:

- *Be supported by the SENCo and the Senior Leadership Team*
- *Be supported by outside agencies such as Primary Behaviour Service*
- *Be supported by the Inclusion Team*
- *Follow a THRIVE approach*

Parents will:

- *Be supported by school staff and the Senior Leadership Team*
- *Create a 'Working Together Plan' with the Class Staff Team and SENCo*
- *Have access to our Parent Support Advisor*
- *Have access to Parenting Support and Courses*

This policy is linked to;

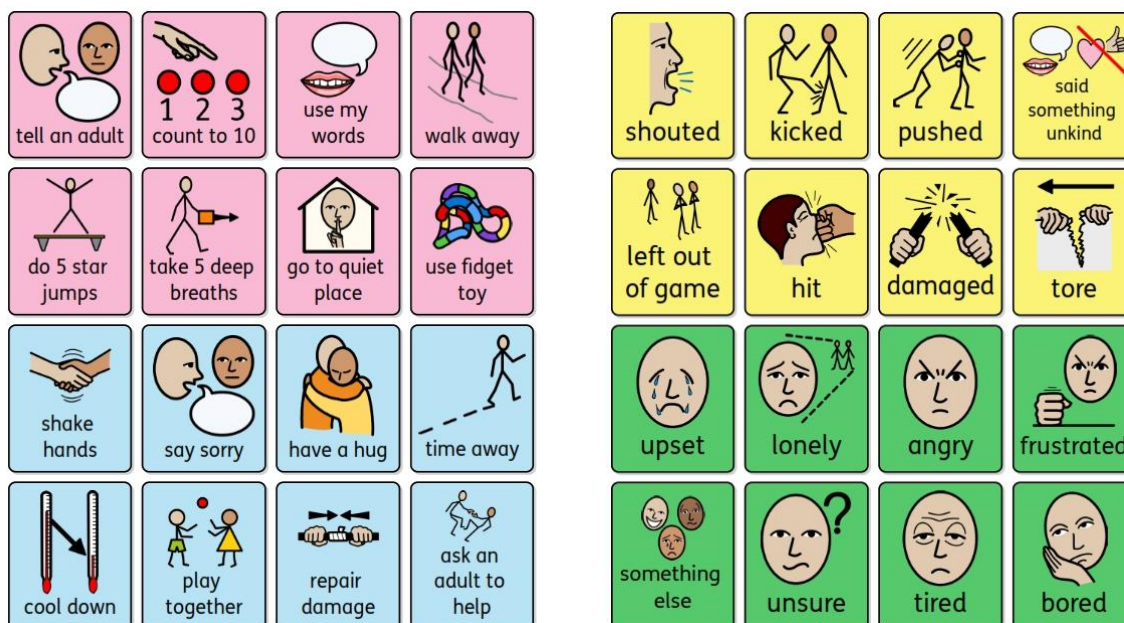
Teaching and Learning Policy
Touch Policy
Restrictive Physical Intervention Policy
Exclusion Policy

Appendix

Restorative Conversation

Repairing when things go wrong

 What happened?	
 How were you feeling?	
 How can we make it right?	
 What can we do next time?	



Working Together Plan

Working Together Plan Name: Child A	
Things I find difficult: • Not knowing what will happen next • Experiencing sudden changes • Not being in control	
Green	
Support Strategies • Provide visuals and a daily timetable • Use a now and next board so I know what is happening and what is expected of me • Daily Thrive sessions to support transitions • A key adult to check in with me	What will child A do and say when she is calm and happy: • I will be doing my school work • I will sit near to other children in the class and talk to them • I will look happy • I will join in with other children
Amber	
Support Strategies • Support Child A to express their feelings • Use PACE and VRF approach to attune, validate, contain or regulate • Allow Child A to draw their feelings or use a sensory aid	What Child A will do, say and look like showing they are becoming dysregulated: • I will stop talking to the other children in my class • I will stop answering questions or will shout out • I will leave the classroom • I will turn my head away when someone talks to me • I will start to cry
Red	
Support Strategies • Stay calm and use VRF approach • Say you will help me • Get my key adult to support me • Let me go to my safe space • Give me time to calm	What Child A will do when they are in crisis: • I will leave the classroom • I might ask for space • I might hit out or throw things • I will be unable to control my emotions • I may scream and shout
Blue	
Support Strategies • Help me return to green quickly (usually within minutes) • Ask me how you can help me, just knowing you care will help me regulate • Check that other children are not around me	What Child A does, says and looks like to tell us they are calming down: • I will begin to look at you • I might ask a random question • I will stop throwing, screaming and shouting
<i>Adapted from The Challenging Behaviour Foundation (2021)</i>	

Expectations of behaviour

Around the school building

- Children will be expected to walk silently when moving around school when other children are learning
- Children and adults will be expected to stop and listen when another adult is addressing the children

During learning times

- Children will be expected to listen to the adults in their classes
- Adults within a classroom will be expected to model the expectations when the teacher is talking
- Children will be expected to try their very best to follow the STAR values at all times

Lunchtimes and Playtimes

- Children will be expected to enter the hall calmly and quietly for lunch
- Children will be expected to wait patiently for their lunch
- Children will be expected to talk quietly to each other while eating lunch
- Children will be expected to line up at the end of playtime and lunchtime silently ready for learning time

Scripts

Positive Praise

Name of Child, Well done for showing 'STAR value' (Success, Teamwork, Aspirations or Respect)

You showed this by.....

Choice and Consequence

You have a choice you can choose to X or you can choose to Y . If you choose to X then you will have to go and see (a member of SLT and miss 5 minutes of your playtime) or you can choose to Y and we can help you to complete your learning/ make safe choices and you can then go and enjoy playtime with your friends. It's up to you it's your choice?

(give 3-5 minutes take up time, then return to child.)

I can see you have chosen X. Therefore you have chosen to go and see (SLT member) and miss 5 minutes of your playtime.

OR

I can see you have chosen Y. Well done you have made a great choice, you are showing the STAR values of..... I will come and help you complete your learning.

Help Script

I can see you have stopped That's telling me that you want to make the situation better- well done! The next positive decision could be..... Great, now you are controlling your emotions instead of them controlling you.

SLT scripts**Consequence Script**

I can see that you have been asked to come and see me because you haven't been able to follow our STAR values. Tell me why you are here. *Child explains* Thank you for being honest and explaining. Because you chose to, you are not following our school value of *Adult shows correct emotion* That makes me feel disappointed / sad / I expect you to follow our school values and turn your behaviour around / make a better behaviour choice. What are you going to do differently next time? *Child tells adult or adult explains a better choice to child.* Your teacher will be telling your parents about this – how do you think they will feel? As you have chosen not to follow our school values, you will be missing some playtime to think about making better choices.

Missed learning Script

I can see that you have been asked to come and see me because you haven't been able to follow our STAR values. Tell me why you are here. *Child explains* Thank you for being honest and explaining. Because you chose not to complete your learning in lesson time, you will be completing your work with me now or at playtime. *Adult shows correct emotion* That makes me feel disappointed as I expect you to follow our school values and complete your learning to the best of your ability during the lesson. What are you going to do differently next time? *Child tells adult or adult explains a better choice to child.* Your teacher will be telling your parents about this – how do you think they will feel? As you have chosen not to complete your learning, you will be missing some playtime to complete it.

Positive Script

I am so pleased / proud / positive affirmation to see that you have shown our STAR value of because you have done learning / behaviour so well! (*recognise effort and outcome*) You should be really proud that you are on the STAR wall! Come and pick one of my special STAR stickers so everyone can see how brilliant you have been. Make sure you show someone at home how great you are. Well done NAME and keep it up!

Tool box of Non-confrontational behaviour management techniques

- Giving positive directions:
Say the behaviour you want rather than what not to do.
- Using praise effectively:
Timely and explicit praise used effectively so that others copy the positive behaviour.
Use praise according to individuals needs
Focus on children making good choices
Praise effort rather than outcome or ability
- Expecting compliance:
You are more likely to gain compliance if you act with complete confidence this instruction is going to be followed.
Teachers to move around the classroom
Say Thank you instead of Please
Give the instruction and move on to the next thing
- Switching off the spotlight
Allow take-up time
Use a pause
Repeat direction privately
Use positive cueing
Refocus with questions
- Give a rule reminder
Depersonalised school rule reminder
- Giving students a choice
Help script
Consequential choice script
- Swerving arguments
Use 'Maybe and....' Response
Avoid 'but' and 'why'
- Showing you care
Acknowledge need and redirect to school learning

Governing Body Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the appropriate policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Further Appendices as recommended by the Department of Education

Searching, screening and confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited possessions

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)