

MANORBROOK PRIMARY SCHOOL



Aiming for Excellence

BEHAVIOUR POLICY

November 2025 Edition

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Behaviour Policy	DATE:	10.11.25
EIA CARRIED OUT BY:	PM	EIA APPROVED BY:	Learning Committee

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		Y
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		Y
Sexual orientation		Y
Marriage and civil partnership		Y
Pregnancy and maternity		Y
Race		Y
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		Y
Gender identity		Y
Gender reassignment		Y

Any adverse impacts are explored in a Full Impact Assessment.

THE PURPOSE OF THIS POLICY

- To promote the highest standards of behaviour throughout the school.
- To set out clearly the ways in which we will promote excellent behaviour.
- To set out clearly how we will intervene when behaviour is less than excellent.

HOW OUR VISION AND VALUES INFORM OUR BEHAVIOUR POLICY

Aiming for Excellence

At Manorbrook, we expect every member of the school community to aim for excellent behaviour.

Respect, Responsibility, Resilience

In all our work to promote excellent behaviour, we will refer to our values- the three Rs:

1. We will promote **respect** for ourselves and others;
2. We will foster a sense of **responsibility** for our own actions, and **collective responsibility** for the actions of any group we are part of;
3. We will teach children that **resilience** can help us deal successfully and appropriately with frustrations and challenges, sometimes over time, and that such challenges do not justify unacceptable behaviour.

THE MANORBROOK SCHOOL RULES

Discussions about behaviour will also refer to our five school rules. These were drawn up after discussions with the children in class council and school council meetings, which gave children the opportunity to share their ideas about the behaviour they want to see at school. The rules are revisited regularly in assemblies and are on display in classrooms. Children will be reminded of them by their new teacher when they move up to a new class, and they will be explained to new pupils when they join the school.

- We treat others with respect and kindness
- We talk politely and honestly
- We follow instructions straight away
- We move sensibly and safely wherever we go
- We care for our school and our belongings

APPLICATION OF THE POLICY

This policy will form part of the induction for all staff who work with children at the school. Similarly, any updates to the policy will be shared with all staff. The values and school rules within the policy are designed to be clear and simple, and they apply to pupils of all ages at the school, in all classes.

We will always endeavour to apply this policy in accordance with the latest government guidance, as set out in [Behaviour in Schools Guidance February 2024](#)

Our Approach

We recognise the close links between learning and behaviour; we therefore plan learning opportunities that are intended to enthuse and inspire our children, to foster the best possible ‘behaviour for learning’. We will ensure children understand that excellent behaviour creates a school environment where the best learning can take place.

We expect behaviour to be good in every area of the school and at all times, whether under direct supervision or when learning and playing more independently. We will teach, expect and trust children to respect our school values and rules, and to make good choices about their behaviour. (This may include

supportive strategies such as helping children to identify and understand their own emotions and to respond appropriately to them.)

When children make good behaviour choices, it will be acknowledged. This might include celebrating the children and their behaviour on the class 'recognition board', verbally praising children, commending them in a commendation assembly or giving them increased independence and responsibility. Rewards may also be used by staff to recognise and reinforce our behaviour expectations.

When behaviour is unacceptable for some reason, we will take the time to explain why this is so and help the children understand how it needs to improve. We will then look for and recognise any improvements.

We will encourage children to think about their behaviour and remind them of our expectations and the reasons for those expectations; if this is difficult for them, or if their unacceptable behaviour continues, we will give further help to think about their behaviour and about what changes are needed, including (where appropriate) teaching them practical strategies they can use, to help them make the necessary changes. In the case of behaviour not meeting our expectations, children will receive a reminder or a sanction, or both, as deemed appropriate. See Appendix A below for details.

SPECIAL EDUCATIONAL NEEDS AND SUPPORT AGENCIES

We will always try to identify children experiencing behavioural difficulties as early as possible and, if it is applicable, we will deal with them in accordance with the SEN Code of Practice. Our aim is to work with children and parents as well as (where appropriate) Local Authority support staff and other professionals, to resolve significant behavioural challenges positively and quickly (although we do recognise that quick solutions to these challenges are not possible in every case). Some children may be given their own Individual Behaviour Plan to support them in school with their behavioural needs. If this happens, all necessary information will be shared with the child's parents or carers, and we will involve them as appropriate to ensure a consistent, mutually supportive approach can be used wherever possible.

Where children are recognised as having behavioural differences, we will adjust our responses and strategies accordingly to support them (in the same way that academic adjustments are made for someone with special educational needs). Where such individual adjustments are made, we will ensure that the children in question clearly understand them, and know the potential consequences. We will ensure all staff members are made aware of these adjustments.

BULLYING AND CHILD-ON-CHILD ABUSE

The school does not tolerate bullying of any kind. We treat all allegations of bullying seriously, and, if we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. When bullying is identified, it is dealt with in accordance with our Anti-Bullying policy. All staff are aware that children can also abuse other children (this is known as child-on-child abuse). Abusive behaviour between children will never be tolerated, and will be challenged and dealt with as deemed necessary following the guidance in Keeping Children Safe in Education 2025, paragraphs 30-33, either as a bullying matter, a behaviour matter or in some cases a safeguarding matter.

SUSPENSIONS AND PERMANENT EXCLUSIONS

Whilst we never wish to exclude any child from school, rare occasions will occur when such an action may be necessary. On these occasions, the school will always act in accordance with the DfE statutory Guidance document, which can be viewed here:

[Suspension and Permanent Exclusion Guidance August 2024](#)

PHYSICAL CONTACT WITH PUPILS

In occasional circumstances, it may be necessary to make physical contact with a pupil, for example to control or restrain them, either for their safety or the safety of others near them. A number of staff members are trained in using Team Teach strategies and techniques should the need to physically intervene arise. Team Teach techniques seek to avoid injury but in some circumstances it is possible bruising and scratching may occur.

When this is necessary it will be done in accordance with the current guidance:

[DFE Use of Reasonable Force Guidance \(Feb 2025\)](#)

MONITORING

Review Frequency	3 years
Reviewed by	Learning Committee
Latest version	November 2025
Approved by	Learning Committee
Next review due	September 2028

Appendix A – Consequences and Sanctions for Behaviour that does not meet our expectations

	Description	Consequence	Notes/Explanation
1	If a pupil is not following the school rules. (i.e. low-level poor behaviour.)	<ul style="list-style-type: none"> • A warning or reminder will be given. 	<ul style="list-style-type: none"> • We will ask and expect the pupil to think about what they need to put right.
2	<p>This may be for repeated Level 1 behaviour.</p> <p>It may also be for more serious behaviour.</p> <p>Here are some examples:</p> <ul style="list-style-type: none"> • Rudeness • Answering back • Swearing • Unsafe behaviour or play 	<ul style="list-style-type: none"> • The pupil will lose some playtime or a privilege or they may be sent out of the class (at the teacher's discretion). • Parents may be contacted. 	<ul style="list-style-type: none"> • If the unwanted behaviour persists, teachers will employ a range of strategies such as conversations with parents, home-school book, behaviour chart, etc.
3	<p>This may be for repeated Level 2 behaviour.</p> <p>It may also be for particularly hurtful, serious or dangerous behaviour.</p> <p>Here are some examples:</p> <ul style="list-style-type: none"> • Violence • Malicious language or comments • Swearing at or about others • Serious or repeated defiance 	<ul style="list-style-type: none"> • The behaviour will be logged and shared with the head teacher and if necessary the class teacher. • Parents will be contacted. • There will be a more substantial loss of playtime or privileges. • The behaviour will be recorded on the school behaviour log • The pupil may be sent out of class or to the Head or Deputy Head (at the teacher's discretion). 	<ul style="list-style-type: none"> • There may be ongoing consequences or strategies, as for Level 2, such as home-school books, behaviour charts, etc. • In extreme circumstances, Level 3 behaviour may result in a suspension or an exclusion.