



Behaviour for Learning Policy

Manor Hill First School

2026-2027

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Aims of Manor Hill First School Behaviour for Learning Policy

At Manor Hill we believe in our motto of Manor Hill's the place to be.

We seek to motivate all children to reach their potential and be lifelong learners.

This motto is underpinned by the shared school values: *Collaboration, Exploration, Resilience. Creativity, Respect & Kindness.*

Equal Opportunities

At Manor Hill First School, we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

Inclusion

We are committed to promoting learning and teaching environment for all that embeds the values of inclusive educational practices.

We aim to ensure, through a child centred approach, that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

The Positive Management of Behaviour

Rationale

We seek to manage pupil behaviour within all aspects of the school through a shared vision of empowering the whole school community based on mutual respect, kindness and consideration.

We believe that, in order for children to become successful learners within a happy, safe and secure environment, we need to foster appropriate attitudes.

This policy aims to outline our procedures, all of which work together to create a calm and purposeful learning environment and behaviour for learning.

Principles

In order to achieve our rationale:

We work in partnership with families to develop a mutual understanding through the School rules so that:

- The management of behaviour is a dual responsibility, within which mutual support is offered.
- Value is placed on promoting and celebrating achievements and positive behaviour in all situations.
- Families are aware of our expectations.
- Families are aware of any behavioural difficulties before they escalate.
- We reward positive behaviour.
- We involve children in establishing and discussing rules and consequences.
- We have a consensus of opinion regarding appropriate/inappropriate behaviour.

- We aim to provide an environment in which children are listened to and feel supported, with the confidence to talk to staff about anything.
- We make our high expectations explicit to the children and model them.
- Behaviour expectations are taught throughout the curriculum.
- We provide an environment and opportunities which foster positive behaviour .
- All adult/child relationships in school are based on mutual respect.
- We look beyond inappropriate behaviour to support each child's individual needs, recognising this as communication.
- We have high expectations of conduct at all times, with children selecting the right choice.
- We welcome the support of outside agencies to support individual children if required.
- Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

Respecting the Rights and Values of the Child

At Manor Hill First School, we recognise the importance of putting the rights and value of the child at the heart of our planning, practice and ethos. As a school, we teach these values, modelling them on a continual basis.

Family Involvement

The relationships established with families ensure that staff are able to discuss children's behaviour on a regular basis. Opportunities arise through daily contact first thing in the morning, collection from the classroom/playground at the end of the day and through parent consultations and meetings. Contact can be made via the phone or email as appropriate. Families are provided with clear and concise information with all types of inappropriate behaviour documented using DCPro, behaviour software, these logs are shared as required.

A shared language of Behaviour Expectations

At Manor Hill all staff use a shared set of terminology to communicate the behaviour expectations we share. We are clear with children about our 'high expectations' and the reasons we have these. This transparency seeks to allow a collective responsibility and empowers children to act appropriately. Our core expectations include:

Walking feet in school, kind words, hands and hearts not entering a classroom without an adult, asking to leave the classroom, share take care play fair, be a friend to all.

Expectations are communicated using dual coding (visual prompts) and actions regularly during assemblies and are revisited within taught classroom sessions and used as prompts around the school and are explicitly taught, modelled and revisited through our behaviour curriculum.

Strategies for Positive Behaviour

At Manor Hill First School we use of a range of positive reward systems to encourage the positive and appropriate behaviour of our children, at all times.

Individual reward Systems:

In Nursery children receive verbal praise and stickers as appropriate.

In Reception Class children receive verbal praise and stickers and use Class Dojo to record completion of learning tasks within continuous provision. Dojos are reset when a child reaches 20, they receive a reward at this point.

In Key Stage 1 and 2 children receive verbal praise and stickers and Class Dojo is used for individual recognition of desired learning behaviours;

- Ready to learn
- Participation
- Trying your best

Dojos are reset when children reach 20 or 50 and each class has a reward scheme agreed by the class alongside the charter.

The use of class dojo is for individual motivation and is not a competitive scheme. Dojos are never removed as a sanction or consequence. Comparisons are not made between Dojo totals.

At Manor Hill, we encourage all children to ask for a sticker/dojo if they feel they have deserved one which may have gone unnoticed by an adult.

Star of The Day

Each class has a reward box and everyday the teacher selects a 'Star of The Day' who can pick a treat. This reward is chosen at the adults discretion for a pupil that has demonstrated our school values and desired learning behaviours.

Collective Rewards

In Reception children receive a pompom to add to the jar for displaying desirable behaviours and school values, when the jar is full the children all share a reward which is taken from a list that they have created alongside their class charter.

In Key Stage 1 and 2 the children work to earn house tokens in for displaying our school values, they are stored in a visible to all counter machine and the house with the most tokens each term receives a prize.

Emotion Coaching

At Manor Hill First School we use Emotion Coaching to support sustainable emotional health and wellbeing. This is a specific way of adults interacting with all pupils in school. Emotion coaching has positive benefits on pupil's calmness, pupils' emotional literacy and regulation, pupil's behaviours and pupil-staff trust.

Emotion coaching encourages all adults in a school to look for indicators of low-level negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.

The key steps of emotion coaching are:

- Empathy.
- Labelling and validation.
- Limit-setting (if needed).
- Support with problem-solving.

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

To find out more visit: <https://www.emotioncoachinguk.com/>

At Manor Hill we recognise that some children may need extra support or incentive to help them in making positive choices. Therefore, class teachers and support staff will work together to create specific and individual behaviour plans for children as and when needed. These will be reviewed for effectiveness continuously and families will be informed to allow for consistency both at home and in school.

Appropriate Behaviour in the Classroom is Encouraged by:

- Making expectations explicit
- Creating individual class charters
- 'We are learning', is the ethos of all classes
- Ensuring that consistent routines are in place for:
 - Entering and leaving the classroom
 - Tidying up
 - Organisation and storage of resources
- Setting clear boundaries
- Praising appropriate behaviour
- Showing respect to children and encouraging them to respect each other and themselves
- Being fair and consistent
- Creating an atmosphere in which all adults and children are valued and respected
- Having a clear system of rewarding appropriate behaviour
- Focusing on positive behaviour
- Ensuring that expectations are explicit through modelling of behaviour and positive relationships, displays, books, assemblies and half termly /ongoing pupil progress meetings.

Roles and Responsibilities: - Class Teachers or Support

Staff

Appropriate Behaviour in the Playground is encouraged by:

Having clear and consistent routines for:

- Entering and leaving the playground
- Responding to the whistle
- Getting out and clearing away equipment
- Regularly reminding children of the established rules and routines.
- Ensuring that all children have equal opportunities to use the equipment
- Adults on duty becoming involved and initiating playground activities
- Playground leaders are used to encourage inclusion of all children

Roles and responsibilities: all members of staff who do playground duty

Appropriate Behaviour at Lunch Time.

- All adults manage lunchtime in a consistent way and are valued
- Ensure safety of children is paramount
- Manage seating arrangements as appropriate
- Having clear and consistent routines
- Modelling and reinforcing good table manners
- Providing playground equipment that helps stimulate and promote positive play.

Roles and Responsibilities: - Supervisory Assistants, Teaching and Support Staff involved in playtime duty and lunchtimes.

Appropriate Behaviour Around the School

All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour. The atmosphere around the school must be conducive to learning. Children know 'They are Learning', and use this as reminder to respect other classes. When they enter the classroom they are, 'Ready to Learn'.

Classroom Behaviour

- Children should not be in class without a member of staff
- Each class has their own classroom charter on display - to identify classroom behaviour
- School values are promoted and celebrated at weekly assemblies

Reminders

If the School or Classroom rules are not followed, then the following reminders are put into place:

Stage 1: Up to three verbal reminders by the teacher, re-establishing expectations

Stage 2: Time out at play time for 2 minutes to reflect on appropriate behaviour, supported by staff member with a restorative conversation.

If behaviour persists:

Stage 3: Time away from the classroom in an appropriate space. Restorative conversation/activity, supported reintegration to the classroom and families informed.

Stage 4: SLT and families informed, individual next steps are agreed.

All behaviour incidents are recorded on DCPRO

If a child demonstrates violence to another child or staff then they are sent to a member of the Senior Leadership Team straight away who will take the appropriate steps of informing families and escalating further. If a child is posing a risk to themselves or others staff will take necessary steps to ensure their safety and the safety of others.

If a child's behaviour consistently raises cause for concern, then families will be invited in to discuss strategies where we in partnership agree to support an improvement in the child's behaviour. This could include individual behavioural plan, that details both positive behaviour and causes for concern; support from external agencies.

Suspension and Exclusion

Whilst the ethos of the school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequences and sanctions for inappropriate behaviour.

At Manor Hill First School, we are committed to inclusive practices that support the needs of all our children. We are committed to working in partnership with families to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence. Suspensions both temporary (fixed term) or permanent, are seen as a last resort. However, if behaviour raises issues of safety and well-being to others, then the Head Teacher will follow the exclusion procedures as set out by the Department of Education. Every child at Manor Hill has the right to learn, free from distractions caused by the behaviour of other children.

Fire Drill

A fire drill is held once a term. Fire procedures are displayed in each room and staff are expected to make themselves familiar with them. Behaviour expectations are outlined to children within these drills, including how to leave the building, line up and answer the register.

School Clubs

Our school behaviour expectations apply to all before and after school provision.

Anti-Bullying

Bullying in any form will not be tolerated at Manor Hill First School. Bullying is the unwanted behaviour towards another person over a period of time. We are committed to incorporating anti bullying messages in all aspects of school life.

Online Safety

The school promotes the highest standard of behaviour in all areas of school life including around online safety. Children are expected to follow the online safety guidelines and to be respectful and uphold the standard of behaviour expected at all time.

The school is accredited by National Online Safety Association and is a Project Evolve School.

The school uses Securus to monitor and filter and will act on any alerts received from the system to respond to inappropriate online behaviours.

Date of introduction: Sept 2026

Review date: Sept 2027