

# Behaviour Policy



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| Date approved:                                 | September 2025                 |
| Approved by:                                   | Directors/CEO/CEA              |
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| This policy is scheduled for review on:        | Annually                       |

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## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to the Behaviour policy.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with: our Staff Code of Conduct, Safeguarding and Child Protection Policy and Anti-bullying Policy. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring, we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

## Scope

This policy applies to employees, workers, agency workers, consultants, volunteers and pupils, whether during working hours or otherwise.

## Aims & Principles

At East Park Academy, we want all our pupils to be independent, confident learners, who are prepared for the wider world when they leave our school. We have a positive and inclusive approach to managing and supporting behaviour underpinned by restorative practice.

We aim to focus on good behaviour and support pupils to make the right choices, through strong relationships and individualised provision. We believe strongly in the importance of praising and promoting positive behaviour. We place a great deal of emphasis on our East Park 8 values: Kindness, Self-belief, Independence, Determination, Responsibility and leadership, Creativity, Voice and Collaboration, and take every opportunity to always discuss and model these. Our behaviour system aims to support pupils in making appropriate choices for their behaviour. We give pupils choices and make it clear as to the consequences of the choices they make. We believe pupils have rights and responsibilities. Pupils have the right to be safe, be treated with respect and to learn without disruption. Pupils have the responsibility to care for themselves, and respect other people and their school.

## Expectations

- Ensure a safe and secure environment where pupils feel confident to discuss their feelings.
- Treat each other with courtesy and consideration, as we wish to be treated.
- Listen and understand each other, hearing all sides without jumping to conclusions.
- Use rewards and consequences appropriately to encourage good behaviour and address unacceptable actions.
- Help pupils take responsibility for their behaviour and understand the consequences.
- Recognise and reward good behaviour as a minimum expectation.
- Value and care for the school by looking after property and equipment.

## How to achieve expectations

- The behaviour strategies in this policy will be consistently implemented throughout our school.
- Positive behaviour will be consistently recognised and rewarded, while negative behaviour will be reflected upon and consequences will be fair and just.

- Pupils and staff will be clear on their role within school in promoting and reflecting on our school values.
- All staff and pupils will actively promote every child's right to be safe, to be treated with respect and to learn without disruption.
- To consistently support others to behave as expected in all contexts within school life by being positive role models.
- We will teach our pupils that their actions have consequences.
- We will communicate to parents when pupils are behaving and working well and when there is a cause for concern.

## Our school rules and values

The school talks about our East Park 8 values regularly and how these are reflected in pupils' behaviour. These are the values and qualities we aspire our pupils to embody during their years at our school. Our East Park 8 values are:

1. Collaboration
2. Creativity
3. Determination
4. Independence
5. Kindness
6. Responsibility and Leadership
7. Self-Belief
8. Voice

We have a set of simple school rules that we expect our pupils to follow.

- Always try your best.
- Look, listen and follow instructions.
- Respect everyone and everything.
- Kind words, kind hands and kind feet

The rules are worded positively and are an integral part of school.

## Positive reinforcement and rewards

- Verbal praise – both private and public but being mindful of those pupils who feel uncomfortable with public praise.
- Visiting a member of the leadership team to share achievements.
- Roles of responsibility given to pupils who consistently behave as good role models. We have two pupils who reflect each one of our East Park 8 values.
- 'Star of the Week' - pupils are selected from each class on a weekly basis when they have demonstrated our East Park 8 values. They will be awarded a star badge

of one of the 8 colours in the weekly praise assembly. Parents are also invited to celebrate this achievement.

- Pupils will aim to gain each of the coloured stars throughout their journey at East Park.
- 'Learner of the week' - awarded for a noteworthy piece of work shared in weekly praise assemblies. Parents are invited to celebrate this achievement.
- House points – are given out by adults for achievement in work or behaviour. Each week totals are collated and shared in Praise assemblies.
- The class with the highest house points each week get an additional 10-minute playtime.
- The pupil with the highest house points in each year group get awarded a certificate and reward in the weekly praise assembly
- House points are also tracked termly and the winning house is awarded an end of year trophy/celebration for our winning team.
- Our four house teams are Manders (blue) Sunbeams (pink/purple), Wulfrunians (green) and Wanderers (yellow/orange).
- Our "Jam Events": Each term, the 7 pupils from each class with the most house points are invited to our Jam Events. They will enjoy half a day of fun games, rafts and competitions.
- When a pupil hits house point milestones, they will select an award:
  - Bronze – 75
  - Silver – 150
  - Gold – 250
  - Platinum – 350

## Promoting Positive Behaviour

Staff have a number of strategies that they can use to support behaviour in their classroom or around school:

- Praise in Public (PIP)
- Reprimand in Private (RIP)
- Supporting pupils to self-regulating strategies
- Quiet spaces
- Zones of regulations
- Sensory boxes – where appropriate
- Consistent use of appropriate language
- We are a 'no shouting school.'
- Staff will greet every pupil as they enter the classroom.
- All staff are responsible for all pupil behaviour – SEE IT, ADDRESS IT and MOVE ON
- Being ready for every lesson – books, resources out
- Being out on duty on time
- Praise before a command.
- No blame approach – 'Tell me what has happened.'

## Restorative Behaviour Approach

At East Park, we will not tolerate behaviour which impacts on other people's learning and/or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the pupil/s involved. When a pupil does not follow our East Park values and behaviour expectations, a member of staff will have a restorative conversation with them, when appropriate, to discuss what happened and why it happened. If behaviour continues, we implement a behaviour points system also known as negative points, which directly counteract house points. All incidents are recorded in our Bromcom system, like house points.

Our behaviour point system is based on a reflective process with five levels, known as the 5Rs. These levels range from R1 (low level) to R5 (very high level). Below, you will find a description of each R (Reflective Level).

- R1 is our first reflective level, and this level is for pupils who have made a choice that has started to affect their learning. Pupils can get the following events for an R1: Chewing Gum, Defiance, Disruptive behaviour, Inadequate work or Refusal. Most R1s will be dealt with during lesson or at the start of breaktime but should last no more than 5 minutes. These will be given after a pupil has had a non-verbal and a verbal warning or reminder.
- R2 is the next level after R1, addressing more disruptive events that affect the learning environment and those within it. Examples of R2 events include unkind words or hands, walking out of class, theft. Additionally, if a pupil accumulates three R1's, it escalates to an R2, and Bromcom will alert the Class Teacher. The consequence for an R2 is a 10-minute loss of free time.
- After R2, we escalate to R3 which involves incidents that significantly threaten the safety of others. Examples include assault, damage to school property, fighting, racist or homophobic incidents or verbal abuse. Some incidents may result in an immediate R4. If a pupil receives three R2s, it escalates to an R3. Consequences for an R3 include a 45-minute loss of free time or completing our East Park reflection form with a staff member, usually their class teacher, a behaviour mentor or a member of the Senior Leadership Team (SLT). Parents and carers are informed via their preferred contact method.
- R4 is assigned to pupils who pose a risk of harm to others. In certain cases, a member of the Leadership Team may decide that an incident warrants an immediate R4. The consequence for this level is an isolation period where the pupil is separated from their peers for at least half a day. Parents will be informed of the



incident and the resulting action. Repeated R3s may also result in and R4 being issued.

- Only the Head of School can authorise an R5. This level is assigned when a pupil has consistently or significantly put themselves and/or others at risk, leading to a temporary suspension. During the suspension, the school will develop interventions that will alter their timetable to support the pupil upon their return. On the first day back, there will be a reintegration meeting with parents, carers, and a member of the Leadership Team to discuss the plan of action moving forward. School will also complete safeguarding checks during the period of suspension.

## Playtimes and lunchtimes

It is important that our East Park values and standards of behaviour are continued during play and lunchtimes. Lunchtime Supervisors are encouraged to identify positive behaviour and actions of pupils relating to our values, as well as ensuring the safety and well-being of all pupils. In the case of unacceptable behaviour, wherever possible, it is the Lunchtime Supervisor's role to de-escalate any situations, talking to the pupil/s in question but they may call on Class Teachers, Phase Leaders, or members of SLT to support them with this.

## Behaviour and children with SEND

Behaviour of SEND pupils will follow the current policy wherever possible to maintain a consistent approach across all year groups and phases. However, when an individual pupil displays behaviour which indicates further support and strategies need to be implemented, these will be undertaken in unison with the SENDCo, class teacher and parents, along with the pupil, where appropriate. This differentiation will be dependent on the needs of each individual pupil. Additional support may also be sought from external agencies and local authority SEND teams. The school understands the importance for all pupils to be given the opportunity to learn in a safe, supportive environment in acknowledgement of the Equality Act 2010.

## Bullying or Discriminatory Behaviours

Every pupil who attends East Park has the right to feel safe and free from discrimination and prejudice. Bullying or discriminatory behaviours will not be tolerated. We work on a values system of respect and care to all. There is no legal definition of bullying, however it is usually defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against.



Any concerns regarding bullying of any description will be taken seriously and investigated immediately. If you have concerns, you should notify the school as soon as possible. Early intervention is key to putting a stop to these types of behaviours and the pupil who is bullying will also receive support in this situation.

## Sexism and Sexual Harassment

Sexual violence and sexual harassment can occur between two pupils of any age and sex. It can also occur through a group of pupils sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

## Procedure for Dealing with Allegations of Child-on Child Abuse

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead should contact Wolverhampton or Dudley MASH to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding Records.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## Suspensions and Exclusions

At East Park Academy, prevention rather than punishment is always our starting point, and through the use of robust systems for managing behaviour, we ensure that our pupils are very

seldom suspended or excluded. However, very serious incidents including violence or verbal abuse, behaviour that threatens the health and safety of others or damage to property are likely to result in a suspension or exclusion.

Internal isolation - the pupil will be removed from their classroom and work with a member of the senior leadership team before they return.

A suspension - the pupil will be suspended from school for a fixed amount of time. Work will be set by the class teacher for the period the pupil is at home. The parents/carers and the child will be expected to attend a “reintegration meeting” with the Headteacher or senior leader on their return to school date and targets will be set to support the child on their return. This meeting will be considered a fresh start, involving mutual trust and respect.

Please refer to the Manor MAT Suspension and Permanent Exclusion policy for further details on suspensions and permanent exclusions.

## The role of the pupil

It is the responsibility of every pupil to ensure that they always follow the school values and behaviour expectations when they are in school and when representing the school in other contexts. Pupils are expected to:

- Treat others as they would like to be treated.
- Show respect for the opinions and beliefs of others.
- Conduct themselves around the school premises in a safe, sensible, and respectful manner.
- Accept responsibility for their actions/choices.

## The role of the class teacher

All staff at our school have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

- All staff treat each pupil fairly and enforces the classroom expectations consistently. The teacher/teaching assistant treats all pupils in their class with respect and understanding.
- It is the responsibility of all staff to ensure that all pupils show good and courteous behaviour when they are moving around the school building.
- It is the responsibility of all staff at our school to feedback to class teachers if they see a negative or positive behaviour occur during playtime/lunchtime/assembly.
- Class teacher to keep a behaviour log, a record of unacceptable behaviour.
- The SENDCo liaises with external agencies, as necessary, to support and guide the progress of each pupil The class teacher will discuss the needs of a pupil with the SENDCo or member of the Senior Leadership Team who will then make a referral to the education social worker or support service.

- The class teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

## The role of the Head of School

It is the responsibility of the Headteacher/Head of School or Associate Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher/Head of School or Associate Headteacher to ensure the health, safety and welfare of all pupils in the school. The Headteacher/Head of School or Associate Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Headteacher/Head of School or Associate Headteacher keeps records of all reported serious incidents of misbehaviour.

## The role of the CEO

The CEO has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness and this is reported to the Board of Trustees termly. The Board of Directors support the Headteacher/Head of school or Associate Headteacher in carrying out these guidelines. The Headteacher/Head of school or Associate Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the CEO may give advice to the Head teacher/Head of School or Associate Headteacher about particular disciplinary issues. The Headteacher/Head of School or Associate Headteacher must take this into account when making decisions about matters of behaviour.

## The role of the parents and carers

The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their pupil's welfare or behaviour. If the school must use reasonable consequences to counsel a pupil, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Year Group Leader and then a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal complaints process can be implemented via the Manor MAT Complaints Policy for parents.

## Review and Monitoring

The Headteacher/Head of School or Associate Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the CEO on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps a log of incidents of behaviour on Bromcom where the class teacher or the adult reporting the incident, will record what happened, stating the facts. The Headteacher/Head of School or Associate Headteacher keeps a record of any pupil who is suspended or permanently excluded. It is the responsibility of the Headteacher/Head of School or Associate Headteacher and CEO to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

## Breach of Policy

Any breaches of this Policy will be managed under the Trust's Disciplinary Policy and Procedure, which can be located in the **All MAT Staff** area on Teams.

