BEHAVIOUR POLICY (LOWER SCHOOL)

PRESTON MANOR SCHOOL

An All-Through School

Governors' Committee Responsible: Learners Welfare	
Statutory Provision: Statutory	
Policy Author: Kevin Atkinson	**Review Period:** Annual
Date reviewed: September 2026	**Next Review:** September 2027

Making school memorable by striving for excellence, the highest aspirations for all.

Our aim is to be an excellent and memorable school. We have the highest aspirations for all pupils and staff, who are able to enjoy teaching and learning in a safe and inclusive environment.

Rationale

This policy aims to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils are achieving
- and regulate the conduct of pupils

Principles

This policy is based on the premise that all members of the school community have the right to:

- learn and work in a purposeful, orderly and calm environment
- feel safe
- have their voice heard and concerns listened to
- and be treated with fairness and respect

This policy will be consistently applied for all pupils. It is recognised that the systems and methods may require a personalised approach in addition to or in place of the whole school system for some pupils with additional needs or those who are experiencing barriers to their learning.

Behaviour Strategies

Quality first teaching is recognised as the primary strategy in promoting good behaviour. Monitoring and evaluation of behaviour takes into consideration the quality of teaching as a significant factor. Good practice is shared amongst staff, and where appropriate forms part of the staff's professional development programme.

We aim to establish and maintain good behaviour by providing:

- an organised learning environment
- clarity in our messages and instructions to pupils
- effective strategic and long-term planning
- good communication between staff
- inclusive practices
- reflecting and improving systems and procedures

Inclusive Approach

The school recognises that pupils with additional needs, those with specific barriers to learning and those that are vulnerable may at times require additional support to achieve the aims and principles of this policy.

For those pupils, the systems are modified in one or more of the following ways:

- with a Target Chart
- with a Pastoral Support Plan
- with an Inclusion Plan
- any other strategies that meet the needs of the pupil. These amendments are considered alongside the parents, pupils and any other external agencies supporting the pupil, such as Educational Psychologists, counsellors or Brent's Behaviour Support Team.

Parental engagement

The support of parents is essential to promote good behaviour in school, and open and clear communication is key to this.

Parents are kept informed of behaviour systems and procedures through:

- parent workshops
- class assemblies
- certificates, letters and reflection sheets sent home
- posting of rewards and certificates on the school website
- discussion with class teachers, phase leaders and members of the Senior Leadership Team as appropriate at all stages of behaviour intervention

Use of reasonable force

The school refers to the 'Use of Reasonable Force' advice issued by the DfE in July 2013.

Racist Incidents

The school does not tolerate discrimination of any kind including racist behaviour and all incidents will be formally reported under the school's duty of care to do so and swiftly dealt with.

Please see: Equal Opportunities Policy and Anti-Bullying Policy

Sexual Incidents

The school has a statutory responsibility to follow child protection procedures. As such any sexually inappropriate behaviour, including homophobia, will be swiftly dealt with and formally reported under the school's duty of care to do so to the Designated Child Protection Officer for further investigation**.**

Monitoring

Monitoring of behaviour is the responsibility of the member of the Senior Leadership Team with responsibility for pastoral care. At time of review, this is Kevin Atkinson, Head of Lower School.

This policy should be read alongside the following school policies:

- Child Protection Policy
- Anti-Bullying Policy
- Inclusion Policy
- Attendance Policy
- Home School Agreement

School Rules

All pupils are expected to follow the school rules at all times during the school day, when on school visits and when travelling to and from school.

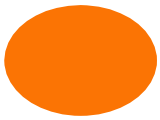
The School Rules were developed alongside contributions from pupils, families & staff.

Class Behaviour Chart

Every classroom has a behaviour chart, allowing children to move up and down for good or bad behaviour during the course of the day. The use of the behaviour chart should be focused on behaviour, not learning – this is left for the house points.

	To receive a GOLD Award at the end of the week the pupil needs to have reached Gold **once** in the week. Children can get more than 1 gold certificate in a week.
	To receive a SILVER Award at the end of the week the pupil needs to have reached Silver **2 times** in the week.
	To receive a BRONZE Award at the end of the week the pupil needs to have reached Bronze **3 times** in the week.
	All children start the day on Green. Ensure all names have been moved on to Green for the start of the day. Green is where they remain for behaviour that is EXPECTED for all children.

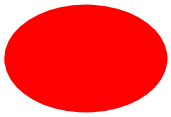
Warning, and reminder of expected behaviour.



Time out in class to fill in a reflection sheet – discussion with teacher. Sheet shared with parent by class teacher at the end of the day.

5min time out in parallel class – reflection & discussion with class teacher on return.

.



Time out with phase leader to fill in another reflection sheet. Letter sent home at end of day.

Start and Stop Behaviours

Class teachers exercise their professional discretion in moving children up and down the Behaviour Chart, using the Start, Stop and Zero Tolerance Behaviours below as a guide.

Children may be moved up or down the Behaviour Chart for exceptional or persistent behaviours. Children can only make one step up or down. It is only two down if they refuse to move their name when asked to do so.

START BEHAVIOURS

- Positive Behaviours to enhance learning
- Putting hands up
- Starting work promptly
- Working quietly
- Listening well
- Working independently
- Lining up quickly and quietly
- Tidying up
- Taking turns
- Good manners – saying please, thank you and excuse me
- Holding the door open
- Being kind and helpful to other children and adults
- Looking after equipment
- Walking quietly to assembly
- Sitting quietly in assembly
- Changing quickly for PE

STOP BEHAVIOURS

- Shouting or calling out
- Swinging on chairs
- Roaming
- Flicking or throwing things
- Kicking, poking or distracting others
- Making silly noises
- Talking back or being rude
- Breaking or defacing equipment
- Ignoring and adult
- Running inside the school building
- Talking or pushing in line

ZERO TOLERANCE BEHAVIOURS

- Violence
- Vandalism
- Stealing
- Bullying
- Lying
- Racial and Discriminatory abuse
- Extortion
- Dangerous refusal to follow instructions
- Biting
- Attacking a child or adult
- Defiance
- Swearing that is high level/offensive/discriminatory
- Running out of classroom or school
- Fighting.

Rewards - behaviour

Stickers and stamps / Class Dojo - Class teachers and teaching assistants use praise and stickers as part of their class reward systems.

Behaviour chart

Gold, Silver and Bronze certificates are awarded for each full week and given out in the following week's phase assembly by the Phase Leader. Gold certificate winners are allowed to eat at the 'Golden Table' on Friday lunchtime.

Marbles in a Jar

Marbles are awarded for collective good behaviour in a class or around the school. Once the jar is completely full, the class, in discussion with the class teacher, has a 5 minute reward. These 5 minute rewards can be banked and used for a longer reward time.

Always Tea Party

At the end of each term, each class teacher sends all the children with 20 or more gold certificates to a member of the SLT, as a reward for consistently doing the right thing.

Kindness Cup

Children earn kindness tokens from a member of staff who sees the child demonstrating an act of kindness around the school. Children can also nominate another child (by informing an adult) to receive a kindness token for acts of kindness that they have demonstrated towards them. The person with the most kindness tokens at the end of each week will be awarded with the Kindness Cup in Friday's Celebration assembly.

Preston Manners

These are awarded to children who demonstrate good manners at lunchtime. They are awarded to children by the kitchen staff and TAs and LSAs on duty in the Lunch Hall. These will be collected weekly on a Thursday and given to the Headteacher. The child with the most Preston Manners Tokens will be awarded the Preston Manners trophy in Friday's Celebration Assembly.

Rewards - learning

House points, Learning Identity Certificates and the Green Book

There are four houses at PMLS – **Earth, Water, Fire and Air.**

Class teachers and teaching assistants award house points for good learning. Children with particularly good work may be sent to phase leaders, for the award of an extra house point.

Class teachers may send children, who have completed exceptional learning, on to the Head, for recording in the 'Green Book'. Children in the Green Book will also be given a letter to take home.

House points are recorded on a tally chart in each classroom. School Council reps are responsible for collating house points every Thursday afternoon and giving the results to the Head.

House point totals are updated in assembly each Friday, and recorded on a display board. A rosette is awarded for the house with the most points that week.

The overall leader has their ribbons tied to the House Cup, which is displayed in the school foyer.

At the end of each half term, the winning house is rewarded with extra playtime.

Points start at zero again for all houses at the start of each half term, although a record is kept of half termly points, and at the end of the year the overall winning house is rewarded with a school movie.

Learning Identity Certificates are awarded to children who demonstrate excellent learning behaviours in class. These certificates are handed out in the weekly Celebration Assembly on Friday's.

The school website is updated weekly with the winner of the Kindness Cup and the house point weekly rosette winner and overall half termly leader.

Behaviour support and intervention

Behaviour chart

Yellow	Warning, and reminder of expected behaviour.
Orange	Time out in class to fill in a reflection sheet. Sheet shared with parent by class teacher at the end of the day. 5min time out in parallel class – reflection & discussion with class teacher on return.
Red	Time out with phase leader to fill in another reflection sheet, and possible playtime time out or lunchtime detention. Letter sent home at the end of day.

Red Book

At phase leaders' discretion, children sent to them for 'red' behaviour may be sent on to the Head, to be recorded in the 'Red Book'.

The Head will arrange to meet the parents of children in the Red Book to discuss the incident.

Target Chart

Children who have been in the Red Book three times may be given a Target Chart.

The Target Chart rewards the child for achieving a specific target (eg. following instructions straight away) over the course of the day, broken into manageable periods. The child is sent to the Head with their chart at the end of each day for comment.

The Target Chart is explained to parents before starting, and a copy sent home at the end of each week.

Depending on progress made, target charts would normally be expected to be in place for 2-4 weeks.

Pastoral Support Plan

If a child is still finding it difficult to meet behaviour expectations after the use of a Target Chart, they may be given a Pastoral Support Plan.

The PSP identifies targets for behaviour improvement and school support (eg. social skills groups, in class support, possible SEND support etc.).

The PSP is written in consultation with parents and the child, with regular review periods. Depending on progress made, PSPs would normally be expected to be in place for 6-8 weeks.

Inclusion Plan

If a child is still finding it difficult to meet behaviour expectations after the use of a Pastoral Support Plan, they may be given an Inclusion Plan.

The Inclusion Plan is similar to a Pastoral Support Plan, but with further assessment and external support (eg. Educational Psychologist, Brent Inclusion Team).

Suspensions

If a child is still finding it difficult to meet behaviour expectations after the use of an Inclusion Plan, the possibility of fixed term suspension or permanent exclusion may be considered, in line with the school's exclusion procedures.

Fixed term suspensions for particularly dangerous or disruptive behaviour may be considered at any stage.

Sanctions - playtime time out and detention

Class behaviour

At the discretion and responsibility of the class teacher, 'orange' behaviour may result in 5 minutes time out at the start of playtime or lunchtime.

At the discretion and responsibility of the phase leader, red behaviour may result in 15 minutes lunchtime detention.

Playground behaviour

At the discretion and responsibility of any member of staff on duty, poor playground behaviour may result in 5 minutes time out in the playground.

Persistent poor behaviour in the MUGA may be referred to Charu Parmar for possible short-term exclusion from the MUGA.

Lunchtime detention

If a child shows particularly or persistently poor behaviour on the playground, they may be referred to Charu Parmar to spend the first 15 minutes of the following lunchtime in detention, supervised by a member of the SLT.

Charu Parmar will consult with a member of the SLT, and inform the class teacher and child if the child is to be sent for detention the next day.

Children who have been sent to the Phase Leader for red behaviour may also receive lunchtime detention (see behaviour chart, above). Children in detention will fill in a reflection sheet and write a letter of apology. A letter will be sent home at the end of the day. If a child is in detention three times over the course of a year they will be recorded in the Red Book