

North Manchester Primary Federation



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Behaviour Policy

Date	Amendments made
10.04.18	For extreme or repeated stage 5 behaviours, a period of fixed-term exclusion may be imposed, leading to potential permanent exclusion. (Last sentence)
07.05.19	References to the school's reward currency (Charms) and reward shop added to page 1.
10.06.2020	Written Statement of Behaviour Principles added as Appendix 1
31.08.2020	Appendix 2: Behaviour that undermines COVID-19 safety
May 2021	Addition at the bottom of page 3: and an understanding that a different approach will be needed for identified children.
May 2022	

Introduction

North Manchester Primary Federation believes that children flourish when their personal, social and emotional needs are met and where there are clear and appropriate expectations for their behaviour. Children need to feel a sense of connection and to be encouraged to discover how capable they are. They need to learn the important social skills of respect, problem solving, co-operation and concern for others. This long-term goal requires support, encouragement and continuous teaching. Everyone will act with courtesy and respect for each other at all times and all pupils have the right to learn in a safe environment. The dignity of the children is respected at all times by the staff at North Manchester Primary Federation. It is our aim that Rewards and Sanctions are consistent from person to person and from occasion to occasion as far as possible, given that each case is reviewed on its merits.

Our belief is that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidences and self-esteem of pupils is promoted by regular praise, congratulation and affirmation.

Rewards

- Verbal and written praise
- Stickers and House Points
- Certificates sent home
- Special Mentions in Good Work Assembly
- Showing work to Senior Leaders and Head Teacher
- Reward at end of term for house with most points
- Charms earned daily for good behaviour
- Half-termly opportunity to spend or save Charms in the school's reward shops

Sanctions

The school uses a 5-stage approach to sanction unacceptable behaviour. It is expected that positive relationships built between adults and children will underpin classroom management, resulting in expected behaviour from the vast majority of children most of the time. In addition, most cases of unacceptable behaviour that require the use of the 5-stage approach will be managed effectively through stages 1-3, without the need for phase leader or headteacher intervention (unless it is a serious case of violence, racism, etc).

- **A pause, a gesture, a look** (before stages)
- **Verbal warning** (Stage 1)
- **Time out in classroom** (Stage 2).
- **Time out in another classroom** (Stage 3)
- **Refer to Phase Leader** (Stage 4)
- **Refer to Executive Head teacher/ Head of School** (Stage 5)

A record of incidents that reach stage 4 or stage 5 is kept by members of staff on CPOMs. This can then be used to provide feedback to parents at parents' evenings, evidence to support discussions at multi-agency meetings and to identify patterns in poor behaviour.

Posters displaying the golden rules and the behaviour stages are displayed in all learning spaces to ensure consistency of language and interpretation.

NB: The behaviour policy always requires professional judgement to be used. It is the responsibility of teachers and teaching assistants to know what is best for their children when dealing with unacceptable behaviour appropriately. Even within the parameters of a clearly defined behaviour policy, there is room for flexibility based on secure knowledge of the children [and an understanding that a different approach will be needed for identified children.](#)

For extreme or repeated stage 5 behaviours, a period of fixed-term exclusion may be imposed, leading to potential permanent exclusion.

Appendix 1: Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers always set an excellent example to pupils

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

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

A home-school agreement outlines expectations for school adults, parents and children where behaviour is concerned

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

This written statement of behaviour principles is reviewed and approved by the governing body every year.

Appendix 2: Behaviour that undermines COVID-19 safety

As the school reopens fully after lockdown, we will be reminding all children of the importance of social distancing where possible and good hygiene. In the event of children deliberately breaking hygiene expectations to the risk of others (e.g, spitting, purposeful coughing in the direction of another) then this will be dealt with as a stage 4 or stage 5 incident, to enable a senior member of staff to speak to them about their behaviour and expectations moving forward.

If this behaviour is repeated following on from the stage 4/5, this could lead to a period of exclusion as the child is deliberately putting others at significant risk of harm.

While the vast majority of children will be expected to follow the rules and routines around timetabling, shared spaces and use of set workspaces, allowances will be made for a small number of children with additional needs who require a certain level of flexibility. This will be subject to recommendations made in professional's reports and shared with all members of school staff so they are aware of expectations.

Due to coronavirus restrictions, children will not be able to have 'timeout' in other classrooms beyond their year group. Where phase leaders are not in the same year group, children who are on a stage 4 will need to be spoken to by their phase leader at a later time that is appropriate ie. break or lunch time.

Communication with home regarding behaviour is still important, where possible teachers are to ring parents/ carers before the end of the day to share messages around behaviour.