



ALVANLEY AND MANLEY VILLAGE SCHOOL

SCHOOL BEHAVIOUR POLICY – UPDATED NOVEMBER 2026

This policy is written after close consideration of the DfE publication

‘Behaviour and Discipline in Schools’, January 2016.

Ratified 2nd December 2025

Review Date October 2026

At Alvanley and Manley Village School, we see behaviour and discipline as a partnership between school and home, and in school make every effort to provide the care which any responsible parent would be expected to make. The safety and happiness of the children in our school is paramount. Our behaviour policy will promote trauma informed practice, and this will underpin the way we support and manage children’s behaviour. We seek to create an atmosphere of co-operation and mutual respect, regardless of age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation or marital/civil partnership status or gender reassignment.

Children are encouraged to be aware of the needs of others from starting in our Reception Class where they agree rules of behaviour within our Infant classrooms. We use ‘Ready, Respectful and Safe’ across all aspects of school life, modelling the expected behaviour of all children. We expect children to be **Ready, Respectful and Safe** members of our school. *Ready* to learn, listen and participate at all times.

Respectful towards other children, adults and visitors, and towards school equipment. Always show *Safe* behaviour and actions at all times of the school day.

Overall, as a staff and school, we believe strongly that positive reinforcement and modelling the expectation of positive behaviours is the key to good behaviour management. It is important that we recognise good behaviour and use it as a positive example to the children. Where we have persistent issues of poor behaviour choices, parents of children are contacted and discussions are held in order that home and school can work together to enable the child’s behaviour to improve, this may include involvement from the Headteacher. Misbehaviour is dealt with seriously and may include the withdrawal of privileges, missing break times, and in more extreme cases temporary or permanent exclusion.

Trauma Informed Practice

We understand that all children have different life experiences that impact their emotional and mental health. We recognise that it is important for adults in our school to recognise and support the varied needs of our children. Supporting children in a trauma informed way recognises and supports children's social and emotional wellbeing, and this approach supports staff to adapt positive relationships with children to support their development. Trauma informed practice recognises the process of supporting children who suffer from ACEs (Adverse Childhood Experiences). We know that strong and positive relationships between staff and children are key to supporting trauma and behavioural needs.

Zones of Regulation

To support children with their behavioural and emotional regulation, we also use the 'Zones of Regulation' curriculum across the whole school. The Zones of Regulation curriculum supports children and staff to recognise how they feel, the impact their actions have on themselves and others around them, and supports children to use strategies to help them to self-regulate. Children can describe themselves as being in one of the zones below.

Blue – children may feel low in energy, sad, lonely, sick

Green – children feel just right, they are ready to learn and focus

Yellow – children may feel a heightened sense of emotion, feeling silly, anxious or nervous

Red – extreme heightened sense of emotion, children may feel anger, rage or devastation

We support children to understand that it is okay to be in the different zones at different times of the school day, and using some of the taught strategies, children can respond appropriately to how they feel and regulate the way they feel so they move into the Green zone. When children are in the Green zone, they are able to show Ready, Respectful and Safe behaviour.

Headteacher Statement

The Headteacher has determined that all measures regarding behaviour in school are taken with a view to:-

- a) Promote, among pupils, self-discipline and proper regard for authority,
- b) Encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying* among pupils,
- c) Secure that the standard of behaviour of pupils is acceptable
- d) Secure that pupils complete any tasks reasonably assigned to them in connection with their education, and
- e) Otherwise regulate the conduct of pupils

**see separate Anti-Bullying Policy*

The Headteacher in determining such measures, is

- a) acting in accordance with the current statement made by the governing body under section 88(2)(a), and
- b) has regard to any notification or guidance given to him under section 88(2)(b)

Governing Body Statement regarding behaviour

The governing body of Alvanley and Manley Village School recognise the importance of a strong behaviour policy to support staff in a consistent approach to managing behaviour, including the use of rewards and sanctions.

They expect all pupils to behave well with proper regard for authority. The governors have worked with the Headteacher to develop 'Ready, Respectful, Safe', which forms the basis of our behaviour policy in school.

Responsibilities

To help us encourage good standards of behaviour we have set out clear expectations for our pupils, staff, parents/carers and governors.

All pupils are expected to:

- Work hard and do their best and be Ready, Respectful and Safe in and around the school environment, with all children and adults
- Tell the truth when incidents do occur so that they can be dealt with correctly
- Fulfil specific roles in their classroom to develop their sense of belonging in school.

All adults in school are expected to:

- Be Ready, Respectful and Safe in and around the school environment, with all children and adults - hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Remind children about expected behaviours through class discussion, individual and group conversations and through the HRE curriculum.
- Support behaviour choices in a trauma informed and attachment friendly way
- Ensure actions and natural consequences are always explained to the child and they are given some reflection time
- Apply sanctions in an appropriate way, depending on the situation and need of the child, treating all children fairly and justly.
- Provide a safe space in school for children to access
- Encourage children to take charge of their behaviour and learning by choosing how they think they should be behaving.

All parents/carers are expected to:

- Model appropriate behaviour to children.
- Support the Behaviour Policy and Parent Code of Conduct.
- Bring and collect their child on time.
- Dress their child in school uniform (labelled with the child's name).
- On the first day of absence inform the school of the reason.
- Be willing to help their child with their work in school and at home.
- Share their concerns about their child's education, welfare and behaviour

All Governors are expected to:

- Model appropriate behaviour to children.
- Take an interest in the life and the work of the school.
- Act as a point of contact for parents, staff and the local community; raising issues with the Head Teacher and participate in governors' meetings.

Behaviour is monitored daily and infractions are recorded on CPOMS and dealt with in a timely manner. Data from CPOMS re behaviour is monitored each term by the Head Teacher so a clear judgement can be made and improvements considered across the school.

Alvanley and Manley Code of Conduct

Within an effective learning environment, children must feel secure, happy and assured of success. Our code of conduct applies in all aspects of school life, including play time, lunch time and school trips. In order to assist us in providing this we have in place a Code of Conduct which operates in the following way:-

Be Ready, Respectful and Safe

Children are asked to arrive at school ready to learn and bring appropriate equipment, such as PE kits, reading books and any other necessary resources. All children and adults are expected to be polite, courteous and respectful towards everyone in school. Children are expected to show regard for their own safety and the safety of all other people in school. This is portrayed through the idea of children being ready, respectful and safe.

Safe spaces

Every child has access to a 'Safe Space' during their time in school. Children are encouraged to access a safe space when they feel overwhelmed with situations in school. The safe space is a place where children can go to recharge socially and emotionally, to change the way they are feeling in order to optimise learning. When children access the safe space in school, they are encouraged to use self-calming strategies through the Zones of Regulation.

Rewards

Individuals: *stickers*

Children collect stickers which can go home to parents.

Children are sent to other colleagues including the head teacher for positive behaviour or impressive work. Stickers can then be awarded by the colleague.

Send home personally written postcards

Star of the week announced in Celebration Assembly and on a parent weekly newsletter.

Sanctions

Restorative Discussions

Children are encouraged to calmly challenge any behaviour from another child that makes them feel uncomfortable. It is important that children are able to express when another child's behaviour makes them upset or causes hurt. When upset or harm has occurred, the children involved will take part in a restorative discussion with the support of school staff. The children will discuss how to resolve the situation and how the incident has made them feel. We do not publicly shame a child, speak with aggressive tones or use systems such as names on the board or sad faces.

De-escalation strategies

If a pupil continues to behave in a way that is not ready, respectful or safe, then staff should use de-escalation strategies to help resolve the situation and support the pupil to regulate. These strategies include encouraging the child to move away from the situation or incident, listening to what the pupil is saying, using calm and clear language, don't overwhelm the pupil with demands and instructions, offer the pupil choices, reassuring and reminding the pupil that it is okay to feel different emotions (linking to the Zones of Regulation), be clear with expectations of behaviour and support the pupil to manage the way they feel with appropriate strategies, such as moving away, deep breathing, reflective discussions.

Consequences

If persistent unwanted behaviour continues, and a child does not respond to positive behaviour strategies, consequences are given out to individual or groups of children. It is embedded from children in Reception to Year 6 that all actions have consequences, and the sanctions listed below are usually the natural consequence to the behaviour or action a child has taken. Consequences should be appropriate to the situation and needs of the child, and should help children learn from their mistakes. Consequences are given at the headteacher's or teacher's discretion. Consequences should provide children with the opportunity to reflect on the behaviour incident and school staff should always spend reflection time with the child after the consequence. It is important that staff use the language of Ready, Respectful Safe to ensure the child fully understands the reasons for their consequence.

The consequences we have agreed include –

Missed break time or lunch time
Time out to reflect on the incident
Referral to the Head Teacher
Phone call home
Parents called in

Positive Handling

If behaviour escalates, then staff should use de-escalation strategies to support children to regulate and calm down during times when they may become dysregulated. All staff are also trained in positive handling strategies, which should be used when children are putting themselves, other pupils or staff in danger, when damaging or threatening to damage school property, when being verbally aggressive towards children or staff, or if they are refusing to leave an area of the school that is deemed unsafe. Staff are trained to support children to move to a safer place within the school building to support their emotional and physical regulation.

Suspensions and Permanent Exclusions

The school and governors believe that suspensions and exclusions should be used as a last resort and avoided if at all possible. Other supportive strategies listed above, should have been actioned before the decision is made to suspend or exclude a child. E.g. supporting the child to move to a safe place, de-escalation strategies and strategies to support the child to regulate. Depending on the level of incident and impact of this on the pupil, staff and other pupils in the school, the headteacher may make the decision to exclude a child out of class for a period of the school day to work in isolation. A suspension home is used as a last resort and only if every option has been tried. This decision will be made by the headteacher if the pupil continues to show verbally and physically aggressive behaviour towards themselves, other pupils or staff, and in the case when the school feels they can no longer continue to meet the child's needs during that school day. Only the headteacher has the authority to suspend or exclude a pupil from school. The headteacher may suspend a pupil for one or more fixed periods for up to 45 days in any school year. The headteacher may also make the decision to exclude a pupil permanently. It is also possible for the headteacher to decide to convert a temporary suspension into a permanent exclusion, should the circumstances warrant this.

If the headteacher suspends or excludes a pupil, parents will be informed immediately. The headteacher will give reasons for the suspension or exclusion. Parents can, if they wish, appeal against the decision to the Chair of Governors. The school must inform the Board of Governors and the Local Authority anytime a child is permanently excluded or temporarily suspended.