

Manadon Vale Primary School Behaviour Policy 2026-2028

Our Aim

We want our school to be a safe, kind, and welcoming place where everyone feels respected. We help children build confidence, enjoy learning, and become independent. Every child has the right to learn, and no one should stop others from learning.

Our Approach

We support children by building strong, caring relationships and understanding their feelings and experiences. We believe all children should have the chance to do their best.

Rights and Responsibilities

Everyone has the right to:

- Feel safe
- Be heard
- Have privacy
- Learn without disruption

Everyone has the responsibility to respect their rights, by:

- Be kind and not hurt or bully others
- Listen and speak politely
- Respect others' privacy
- Behave in a way that does not disturb others

If we all respect each other and take responsibility for our actions, we can create a happy, safe, and positive school for everyone.

How the School Supports Behaviour

- The school understands that behaviour is linked to feelings and experiences (**trauma-informed approach**).
- Adults build **positive, caring relationships** with children to help them feel safe and supported.
- Good behaviour is encouraged through **praise and recognition**, not just punishment.
- All adults act as **role models**, showing calm and respectful behaviour.
- Older pupils help and support younger ones, creating a strong sense of community.
- All staff are annually trained in Safeguarding children including updating knowledge of KCSIE 2026 policy

Overall Goal

The school wants children to become **confident, respectful, and responsible individuals** who understand how to behave well and care about others.

Praise and Rewards:

We notice and celebrate good behaviour. Rewards and consequences that reflect school practice are itemised here for clarity and consistency between staff members.

Positive Behaviours – Be a Role Model	
Behaviour	Example
Politeness	saying 'please', 'thank you' and 'excuse me', having good manners at the lunch table
Courtesy	holding doors open for people
Friendship	keeping your promises, saying nice things, sharing things, letting others play
Kindness	doing something nice for someone; sharing and letting others join in
Helpfulness	being ready to learn; following instructions; tidying away after an activity
Consideration	thinking about how your actions affect other people; choosing your words carefully.
Caring	...for our school environment e.g. picking up coats and litter, ...for each other and ourselves
Honesty	telling the truth (even when it's a bit uncomfortable)
Taking responsibility	looking after your own belongings, putting equipment where it belongs
Respectful	doing as you're told, not answering back, not calling out
Thoughtful	putting others before yourself, taking and waiting your turn
Supportive	listening to others ideas, helping children when they are 'stuck'
Encouraging	give advice, be positive and praise each other
Lead learner	helping others, perseverance and not giving up, setting a challenge
Calm	moving sensibly and slowly, talking quietly
Motivated	engaged and focused on your learning, trying your hardest to achieve
Sensible	making good choices, looking smart, using kind hands

Positive behaviour within the classroom is often rewarded through House Points and stickers. As a school we award House Points, through Class Dojo, to reward any types of progress – this could include good behaviour and learning attitudes.

In each class there is a star of the week. These children will be celebrated in class on a Friday and in Monday's whole school assembly.

Weekly Resilience and Courtesy awards for each year group. The children are nominated by their class teacher, and the winners will be awarded in the whole school Monday assembly with a year group trophy which they will keep on the desk, in school for the week.

At the end of a term, we award subject specific awards to each phase of the school during our end of term Celebration Assembly.

We like to recognise children that demonstrate these positive role model behaviours all day, every day. These children will also be rewarded on a termly basis through a celebration event.

Behaviours that do not meet expectations	Red level behaviours
Engaging in distractions /distracting others Wasting time Fiddling Unhelpful talk Silly noises Calling out Pulling faces Not listening Rocking on a chair Running inside school Being unkind Littering Picking plants without permission Refusing to do something Shouting aggressively Pushing and shoving Swearing Leaving the classroom without permission Insulting behaviour Telling lies Rough play Persistent low level behaviour Answering back to teacher Being rude Being disrespectful	Leaving the school without permission Stealing Fighting – punching, kicking Vandalism /graffiti Bullying Making racist, homophobic or any other discriminatory comments Disobeying adults or answering back Theft Ringing the fire bell unnecessarily Using an object as a weapon Biting Spitting Damaging school property Threatening others

Consequences (Trauma-Informed Approach)

All children are supported to meet the high expectations for behaviour promoted by the school in the classroom, on the playground and when representing the school within the wider community. Staff understand that behaviour is a form of communication and respond to both the behaviour and the underlying need.

When behaviour does not meet expectations, it is addressed calmly, consistently and respectfully. The school uses a system to support children's understanding of expected and unexpected behaviours. This system is used as a teaching and reflection tool rather than a punishment, helping children to recognise the impact of their actions and to make more positive choices in the future.

Children are explicitly taught, in an age-appropriate way, to take responsibility for their choices and to understand that actions have consequences. Consequences are designed to be fair, proportionate and focused on learning and repair. The school uses a Restorative Approach to support children to reflect, regulate and rebuild relationships following incidents.

Staff give careful consideration to developmental stage and emotional regulation needs. Consequences for younger pupils are usually immediate or closely linked in time to the incident, although some follow-up may occur the next day if needed. For older pupils, consequences may take place over a longer period, allowing time for reflection, emotional regulation and restorative work.

Our aim is to ensure that all children feel safe, listened to and treated fairly. By responding consistently and relationally, we support children to develop trust in adults and confidence that issues will be resolved appropriately. Staff invest time in restorative conversations to support understanding, accountability and emotional growth.

Adults will always talk through incidents with children in a calm and supportive manner, prioritising de-escalation and emotional regulation. This may include:

- verbal reminders of expected behaviour
- revisiting classroom or playground expectations
- supporting children to apologise or make amends where appropriate
- coaching children through alternative strategies for future situations
- Involving other staff, Senior Leaders or external agencies where necessary to ensure that responses remain consistent, safe and restorative.

As part of the restorative process, an adult will bring together all parties involved in an incident once children are emotionally regulated. Each child will be supported to share their experience and feelings about what happened. Children with additional needs will receive appropriate support and adjustments to ensure they can fully engage in this process.

The adult will record an objective account of the incident, which will be logged on CPOMS. This ensures an accurate and shared understanding of events and supports reflection and learning.

During restorative discussions, staff will help children to:

- recognise their role in the incident
- identify points where different choices could have been made
- explore alternative, safer responses
- agree on clear, achievable steps to repair harm and move forward positively

Solutions and agreed actions are shared and understood by all parties, reinforcing accountability, empathy and positive relationship building.

Terminology for Behaviour flowchart

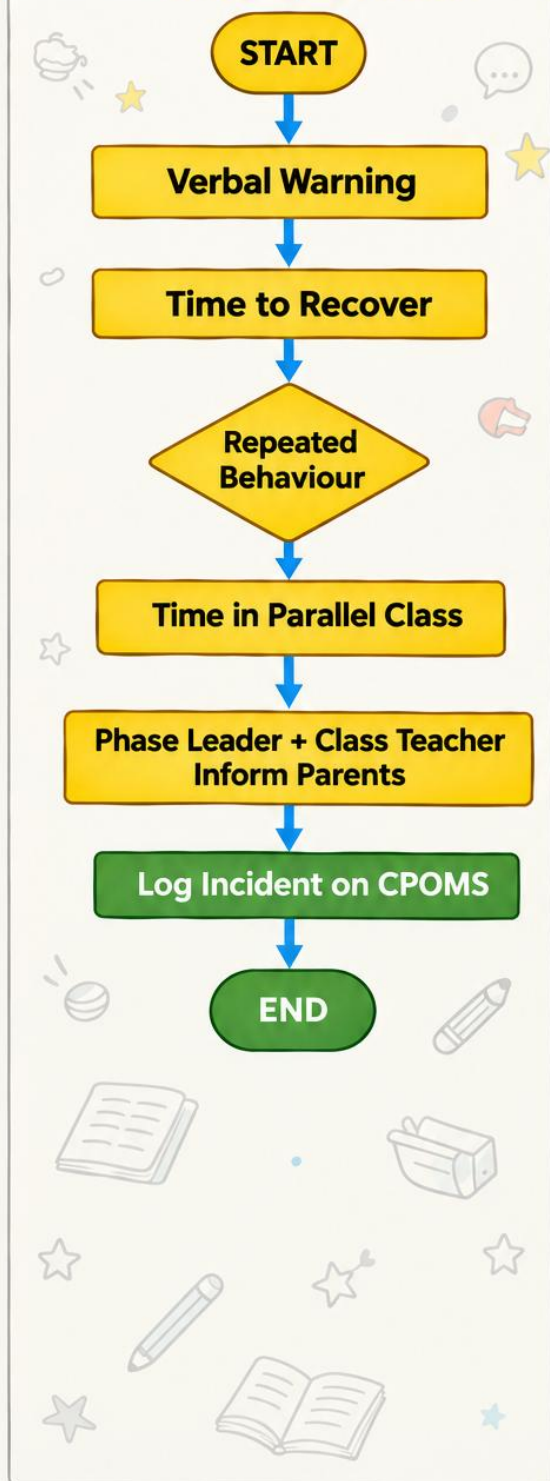
Internal Suspension: a disciplinary measure where a student is temporarily removed from their regular classroom and placed in a separate, supervised space on school grounds.

External Suspension: is a disciplinary action where a student is **temporarily removed from the school premises** and prohibited from attending regular classes or school-sponsored activities for a specified period.

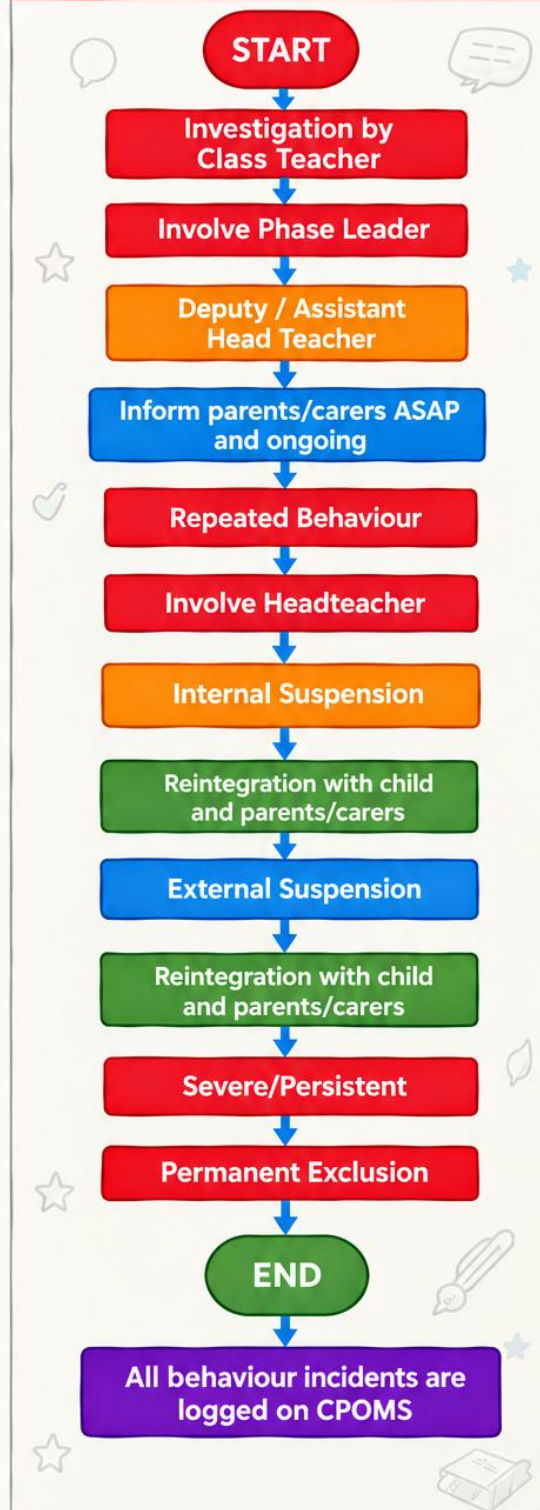
Permanent Exclusion: means a pupil is permanently removed from a school and taken off its admission register, meaning they cannot return unless the decision is legally overturned

Behaviour Flowchart

Behaviours That do Not Meet Expectations



Red Behaviours



SEND Behaviour Flowchart

We understand that some children will have needs that impact on their behaviour and ability to regulate. When appropriate, staff will use the following



★ Seclusion is sometimes used to help a child regulate. Once regulated, the child returns to activity.

Attendance and Behaviour Links

At Manadon Vale Primary School, we recognise the strong relationship between attendance, behaviour, wellbeing, belonging and achievement. Regular attendance enables pupils to build positive relationships, develop routines, access the full curriculum and make sustained progress in their learning.

Our approach to attendance is therefore rooted in our commitment to creating a positive, inclusive and supportive school culture where every child feels safe, valued and able to attend school regularly.

We recognise that attendance and behaviour can influence one another. For some pupils, difficulties with behaviour, relationships, anxiety, unmet needs or a lack of connection with school may contribute to patterns of absence or lateness. Equally, regular absence can affect a pupil's relationships, learning, confidence and ability to engage positively with school.

Bullying (Trauma-Informed Approach)

All reports or concerns relating to bullying are taken seriously and responded to promptly. When an incident is brought to the attention of a member of staff, the children involved are supported and the matter is escalated to a member of the Senior Leadership Team.

Bullying is understood within a trauma-informed framework, recognising that repeated harmful behaviour may reflect unmet needs, learned behaviours or difficulties with emotional regulation and relationships. Incidents are addressed swiftly, using a Restorative Approach, with the primary focus on ensuring safety, repairing harm and rebuilding relationships.

Following the restorative process, parents and carers of all children involved are informed of:

- the nature of the incident
- the restorative process undertaken
- agreed actions and next steps to support behaviour change and repair

Any actions required are framed as opportunities for learning, accountability and support, rather than punishment, and are monitored by staff to ensure positive outcomes.

Online Behaviour and Cyberbullying

At Manadon Vale Primary School, we recognise that children's behaviour and relationships extend beyond the school site and into the online world. We expect all members of our school community to behave respectfully, responsibly and safely online, in the same way that we expect them to behave in person.

As a Rights Respecting School, we teach children that their rights apply both online and offline, and that they also have a responsibility to respect the rights, privacy, dignity and wellbeing of others.

Where online behaviour affects the wellbeing, safety, relationships or education of pupils, the school may need to respond. Reports or concerns about cyberbullying or inappropriate online behaviour will be taken seriously and investigated in line with the school's behaviour, safeguarding and anti-bullying procedures.

Violence Towards Others

All incidents involving violence are treated seriously and considered individually, taking into account the child's developmental stage, emotional state, additional needs and any known vulnerabilities.

The school's first priority is always the safety and wellbeing of all children and adults. If a child presents an immediate risk to themselves or others, physical restraint may be used as a last resort, in line with the school's use of our Restrictive Intervention Policy, and only to reduce the risk of harm.

Where violent behaviour occurs, staff will work restoratively to support emotional regulation, reflection and repair once the child is calm. Consequences may include internal or fixed-term suspension, and in exceptional circumstances permanent exclusion may be considered, in line with statutory guidance and school policy.

All adults working within the school are required to maintain confidentiality regarding individual children's behaviour, sharing information only on a need-to-know basis to support safeguarding, wellbeing and behaviour support.

Mobile Phones and Smart Technology

The school recognises that some pupils (mostly Y5 & 6) may need access to a mobile phone when travelling to and from school. However, mobile phones and smart technology can be a distraction from learning and may present safeguarding, privacy and wellbeing concerns. In line with updated DFE guidance, the school therefore operates a mobile-phone and smart-technology prohibition during the school day.

Expectations:

- Pupils who bring a mobile phone to school must ensure that it is **switched off immediately upon entering the school site**.
- Mobile phones must not be used, accessed or visible during any part of the school day, they will be stored in classroom locked cabinets.
- Pupils must not use mobile phones or smart technology to take photographs, record video or audio, access social media, communicate with others or access the internet while on the school site.
- Smart watches or other smart devices with communication, recording or internet capabilities are subject to the same expectations as mobile phones.
- The school does not accept responsibility for personal mobile phones or smart devices brought onto the school site.

Prejudice-Based Behaviour and Discrimination

As a Rights Respecting School, we promote and uphold the rights of every child and ensure that pupils understand both their own rights and their responsibility to respect the rights of others. Our approach is rooted in the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We also promote equality and respect for all, including in relation to the protected characteristics outlined in the Equality Act 2010.

Reasonable Force and Restrictive Physical Intervention

At Manadon Vale Primary School, the safety and wellbeing of pupils and staff is paramount. We recognise that there may be exceptional circumstances where physical intervention is necessary to prevent a pupil or another person from being harmed, to prevent significant damage to property, or to maintain a safe environment.

Any use of reasonable force or restrictive physical intervention will be necessary, proportionate, reasonable and used for the shortest time possible. Physical intervention will never be used as a punishment or as a means of enforcing compliance where there is no immediate risk of harm.

For further information regarding this, please refer to the Connect Academy Trust Restrictive Intervention Policy.

Reporting and Responding to Behaviour at Playtime

Playtimes are recognised as key social learning opportunities, and staff are supported to respond to behaviour in a calm, consistent and trauma-informed manner.

If inappropriate behaviour occurs during playtime, the supervising adult or Mealtime Assistant will respond at the time, prioritising safety, de-escalation and understanding. Where necessary, the class teacher or senior leader will be informed so that follow-up support and restorative work can take place.

Mealtime Assistants may:

- speak with the child to establish what has happened, supporting them to reflect and regulate
- remind children of playground expectations
- refer the incident to the member of SLT on duty where additional support is required

The class teacher will work in partnership with Mealtime Assistants to ensure continuity and consistency in responses through classroom systems and restorative conversations.

In some circumstances, and where it is deemed in the child's best interests, the Headteacher may request that a parent or carer collects the child for lunch. This decision is made with consideration of the child's wellbeing and safety.

Injuries

If a child is injured as a result of their own behaviour or the behaviour of another child, the injury will be treated immediately by a trained First Aider. Minor injuries are treated and more serious injuries are treated and logged on CPOMS. All head injuries are recorded on CPOMS and parents/carers will be informed via a telephone call.

Where emergency medical treatment is required, the First Aider, in consultation with a member of SLT, will consider contacting emergency services. Serious incidents are logged on CPOMS to ensure appropriate monitoring and follow-up.

All injuries will be reported to the class teacher and, where appropriate, the Headteacher.

The school remains committed to learning from incidents, reducing risk and supporting children to develop safer behaviours and stronger emotional regulation skills.

Agreed by LGB: September 2026

Review date: September 2028

A Trauma Informed Schools Relationship Agreement

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

Protect

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open door policy for informal discussions with parents/ carers.
- Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.
- PSHE (Personal, Social and Health Education) and psycho education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self referencing and helping them develop positive, coherent narratives about their lives.



Manadon Vale Primary School

Home School Agreement

2026-2027

At Manadon Vale, we recognise that children learn best when they feel safe, valued, understood and supported. We understand that life experiences can affect behaviour, learning and emotional wellbeing, and we commit to working together with families and pupils using a trauma-informed, compassionate approach.

**Working together
to be the best that we can be.**

Our Home School agreement shows what we can do together as a team to make this possible.

Together we are stronger

As a school, we want you and your child to have a successful experience.

Therefore, the school will do the following:

- Provide a **full, balanced and inclusive curriculum** that meets the academic, emotional and social needs of all pupils
- Strive to educate each child to the best of their ability, recognising that progress may look different for each learner
- Create a **safe, nurturing and predictable environment** where children feel secure, respected and ready to learn
- Use positive, restorative approaches to behaviour, recognising behaviour as a form of communication
- Provide clear information about your child's **learning, wellbeing and social development**, celebrating strengths as well as identifying areas for support
- Share examples of your child's work and provide books and resources to support learning at home
- Set, mark and monitor homework that is **appropriate, achievable and supportive** of your child's individual needs
- Communicate promptly and sensitively if your child is experiencing difficulties, working with you to find supportive solutions
- Offer meetings with teachers and staff, and be available at other times to discuss concerns, questions or successes
- Keep the school website updated with information, support, and celebrations of learning
- Provide information about education welfare, sources of support, and clear procedures for raising concerns or complaints
- Keep families informed about school policies, changes and developments
- Welcome and value parents and carers as partners in school life and learning

Signed
Mrs Hayley Gilbride Headteacher

Date

All parents and carers are invited to sign this agreement to show their commitment to supporting their child in a way that recognises both learning and wellbeing.

As a parent/carer, I/we will:

- Work in partnership with the School and promote a positive, supportive attitude to learning
- Ensure that my child attends school regularly and punctually, understanding the importance of routine and consistency
- Avoid taking holidays during term time wherever possible
- Support my child to have adequate rest and routines that help them feel ready for the school day
- Ensure my child comes to school wearing appropriate clothing and with the equipment they need
- Spend time talking with and listening to my child, offering encouragement, reassurance and praise for effort as well as achievement
- Support homework in a way that is calm and manageable, seeking help from school if tasks become stressful
- Attend meetings to discuss my child's progress, wellbeing and needs
- Communicate openly with the School if I have any concerns about my child's education or emotional wellbeing
- Inform the School of any circumstances or experiences that may affect my child's learning or behaviour
- Encourage regular reading at home, sharing this time in a positive and supportive way
- Support my child to use technology and media safely and selectively, encouraging content that supports learning and wellbeing
- Ensure my child accesses only age-appropriate games and media, recognising the impact unsuitable content can have on behaviour, play and learning

Signed

Date

Parent / Carer

We believe children learn best when they are active participants in their education. Pupils are encouraged to understand their rights and responsibilities and to sign this agreement in a way that feels meaningful to them.

As a pupil of Manadon Vale, I will:

- Know that I have the right to learn, play, feel safe and be happy
- Know that I have the right to be heard, valued and respected
- Try my best, even when learning feels hard
- Ask for help when I need it
- Learn in a way that helps others learn too
- Listen to adults and other children
- Treat everyone with kindness, respect and fairness
- Look after my own safety and my belongings
- Use calm and safe behaviour and try to make good choices
- Follow instructions from staff who are there to help me
- Help make school a place where teachers can teach and children can learn
- Come to school regularly and on time
- Wear my school uniform and bring the equipment I need

Signed

Pupil

Date

This agreement resulted from consultation with the
staff, parents and governors .

