



## MANOR HOUSE SCHOOL BEHAVIOUR POLICY (PREP) INCL EYFS

Date of Issue: **January 2026**

Date of Review: **January 2027**

Responsibility: **Director of Nursery and Head of Prep**

### References:

Independent School Standard Regulations

DfE: Behaviour and Discipline in Schools (2024)

DfE: Preventing and Tackling Bullying (July 2017)

DfE: Cyberbullying: Advice for headteachers and school staff (2024)

DfE: KCSIE

MHS Child Protection and Safeguarding Policy

MHS Staff Code of Conduct

MHS Anti-bullying Policy

MHS Equality and Diversity Policy

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*At Manor House School, we encourage and reward good behaviour in order to maintain a happy and positive environment.*

### Aims

Manor House aims to encourage behaviour which shows respect and consideration for other people and for their property, regardless of ethnicity, gender, age, sexual orientation, or disability. Pupils should learn to take responsibility for themselves and for their own actions, and to value honesty, integrity, reliability and courtesy. Any form of bullying or deliberate exploitation or discrimination is completely unacceptable at Manor House.

### Purpose

- To maintain an atmosphere within the school which enables individual pupils to fulfil their potential in all areas, without infringing the freedoms of others.

All pupils are expected to respect and value Manor House School as a place of learning.

- To encourage pupils to appreciate the wider importance of self-discipline and consideration for others in society at large.
- To maintain the ethos and good reputation of Manor House School.

It is hoped that this will be achieved as far as possible by positive means - by encouragement and the approbation of good behaviour, both personally and publicly - rather than by unconstructive criticism or unnecessary sanctions.

### **Expectations for Behaviour**

The normal expectation for all members of the Manor House community is that they will behave in a civilised, courteous, and considerate way towards each other and towards members of society. Manor House School aspires to the highest standards of mutual respect, behaviour, good manners, punctuality, appearance, and care for possessions, and we regard this as an important aspect of education.

All members of the community are expected to speak politely and thoughtfully to each other at all times. We aim to be forgiving and supportive of others, to celebrate and share in our successes, and to help each other through our difficulties. Gossip and rumour can be particularly damaging. Malicious conversations are unacceptable. Unkind messages or posts on social media are also unacceptable.

Care for personal possessions and for the possessions of others is also an expression of mutual respect. This principle extends to school property and to the wider environment. 'Borrowing' without permission, graffiti, litter, waste of paper and other resources, lack of care for books, furniture and equipment all damage our communal welfare and are unacceptable.

### **Guidelines for teaching staff**

Expect good order in lessons, and civilised behaviour as pupils move around school. Respond quickly and consistently in cases of indiscipline and courtesy. Good behaviour can only be maintained if every member of staff takes action promptly. Ongoing problems in lessons should be discussed with the form teacher and Head of Prep if necessary.

Any other incident which you view as serious indiscipline should be reported to the Head of Prep or the Director of Nursery.

Non-teaching members of staff are also encouraged to reward particularly good or helpful behaviour and should report misbehaviour to the relevant Form Teacher.

### **Positive relationships and approach**

Positive teacher-pupil relationships are key to maintaining good behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Effective classroom management**

Well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish common courtesy expectations such as please, and thank you, holding doors open for others etc.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Well-managed classrooms are paramount to preventing disruptive behaviour. Four core areas to effective classroom management each contribute to preventing behaviour problems. These are:

- Classroom rules
- Routines
- Praise
- Rewards

### **Classroom rules**

- In Lower Prep there are pictorial behavioural charts on the wall in each classroom. Children's names are moved up or down the chart depending on behaviour linked to class rules.
- Teachers establish classroom rules at the beginning of the autumn term in conjunction with pupils, which define what is acceptable behaviour.
- Teachers ensure that classroom rules are clear, comprehensive and enforceable.
- Rules are worded using positive language.

- Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom.
- Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

## **Routines**

- Pupils work best when there is an established routine; most behavioural problems arise as a result of a lack of a consistent routine.
- Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these regularly.
- Teachers explain the rationale behind the routines to help pupils understand why they are needed.
- Teachers ensure that routines remain consistent throughout the year to create a more productive and enjoyable environment.
- Pupils are clear as to where they sit in each lesson and in the Lower prep, place names are given. Seating arrangements change regularly.

## **Praise**

Praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, peer praise is effective for creating a positive and fun environment, and value amongst pupils.

- When giving praise, teachers ensure:
  - They define the behaviour that is being rewarded.
  - The praise is given immediately following the desired behaviour.
  - The way in which the praise is given is varied.
  - Praise is related to effort as well as praising work produced.
  - Resilience and independence is encouraged.
  - Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
  - Praise that is given is always sincere.
  - Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

## Rewards

The Prep School uses three different categories of rewards:

- Social – praise and recognition, e.g. in class, being sent to the Head of Prep.
- Physical – material rewards, e.g. tokens, badges or certificates.
- Activity-based rewards, e.g. extra play, mufti day.

## Stars

In the Prep School, 'stars' are awarded for:

- Good work
- Effort
- Demonstrating Prep School values
- Form duties
- Commitment to extra-curricular activities
- Contributions to class and school life

Stars are recorded in a variety of ways, e.g. house point charts, tally displays, in homework diaries, etc.

Stars are counted and pupils are awarded certificates and badges in celebration assemblies for their star totals (See Appendix A) The star badges are worn as a visible and tangible sign of their efforts and achievements.

Stars are also included in the House total. The winning house in each term is presented with a House cup, a mufti day and the appropriate colour flag is hoisted.

## Commendations

These are given for attainment or for effort in a particular subject area. A certificate is issued for commendations at the end of each term in a special assembly.

## Merits

Merits are awarded termly in each form for good all round performance and are linked with the school's seven core values. Merit badges are presented in a special assembly at the end of each term.

## Prize giving

This is an annual Prep school event, which takes place in July for that academic year. Prizes are awarded in all years from Reception to Year 6. Three main prizes are awarded in each year: Outstanding Achievement,

Individual Excellence and Progress Prize, as well as other prizes in some year groups. Year 2 and Year 6 have the opportunity to give out additional prizes to celebrate achievements at the end of each of these key stages.

### **Mathletics certificates**

Mathletics certificates are granted when a pupil earns 1000 points or more within one week. This encourages them to complete a healthy amount of work each week and rewards pupils for every week they practise. Pupils initially earn a Bronze Certificate, then a Silver Certificate (once five Bronzes have been earned). With four Silver Certificates, a much-coveted Gold Certificate is awarded, which demonstrates their long-term commitment and developing ability. These certificates are presented in our half-termly Celebration assemblies.

### **Lexia certificates**

All pupils in Year 1 and 2, and selected KS2 pupils, receive certificates when they have completed a level in Lexia, a reading support program.

### **Sport certificates**

In KS2, Sport certificates are awarded each term for different areas of sport. Pupils are awarded most improved player and player of the season. These are presented in a special sports assembly at the end of each term.

### **Early Years**

In the EYFS, incentive charts are used for individual pupils for particular areas of development, e.g. toilet training, separating from parents/carers, etc.

There is a traffic light system in place, star of the week certificate and continuous positive verbal reinforcement throughout the day.

### **Sanctions**

Any infringement of the school rules, or any other behaviour which is unacceptable, should be dealt with by applying a sanction. The primary purpose of sanctions should be to achieve a change in the behaviour of the individual concerned. They should also act as a deterrent to others. Sanctions should never be demeaning or humiliating and should always be professional judgement of the teacher and appropriate for the age of the child.

The Prep School uses a scaled approach to sanctions for behaviour in the classroom:

1. **Verbal Warning** – pupil is given a single warning and an explanation of the reasons for the rule, along with an indication of the likely sanction should the behaviour be repeated.
2. **Time out** – pupil is moved to another part of the classroom to reflect on their behaviour (time out may range from 2-5 minutes depending on the age of the child or part of a missed playtime)
3. **Visit Head of Prep** – pupil is sent to the Head of Prep, or in her absence, the Deputy Head of the school who will speak to the pupil and warn of further sanctions.
4. **Reflection time** – if a pupil is sent out of class more than twice in a week, the Head of Prep will issue a 20 minute reflection time during either short break or long break. Parents will be contacted. The pupil will work on the missing class work or given time to reflect on what they have done and how they would approach it differently next time (age related to the child).
5. **Report card** - repeated misbehaviour will result in a pupil being put 'on report', with a report card being issued, which must be signed at the end of each lesson by all subject teachers to confirm satisfactory behaviour (see Appendix B)
6. **Internal or External Exclusion** – Available to the Headteacher ONLY.
7. **Fixed Term Exclusion or Permanent Exclusion** (after discussion with the Chair of Governors)

Other incidents of unacceptable behaviour, as outlined below, should be responded to in the following ways:

Failure to hand in homework on time	Verbal warning – to be handed in the next day – if not handed in, complete the homework at breaktime.
Late to lessons (5 minutes or more)	Verbal warning
Skipping lessons	Report to Form Teacher and Head of Prep – 15-minute reflection time with Head of Prep and parents informed - reported to Deputy Head for second offence.
Misbehaviour at break times	Verbal warning – time out - report to Form Teacher – more than 2 instances of continued misbehaviour in a week will lead to 15-minute break time reflection with Head of Prep and parents informed.

Misbehaviour in before school or after school clubs/supervision, e.g. Early Birds, Honeypots, Prep.	Verbal warning – time out - report to Form Teacher and Head of Prep – parents informed if behaviour continues- possible exclusion from the club/supervision.
Misbehaviour on school trip or in public	Verbal warning - report to Form Teacher – sent to Head of Prep - further trips might not be allowed, depending on seriousness.
Bullying	Report to Form Teacher and Head of Prep - parents contacted (see Anti-bullying Policy) Recorded on CPOMs
Unacceptable uniform	Reported to Form Teacher - jewellery to be taken off - if not immediately rectified, report to Head of Prep.
Wearing make-up or nail varnish	Sent to School Office to remove it using removal items kept there or told to remove it for the next day. Form Teacher to check.
Chewing gum or eating in lessons	Report to Form Teacher – verbal warning given If repeated behaviour, reported to Head of Prep
Theft	Report to Head of Prep- parents contacted possible suspension or exclusion - possible police involvement.
Inappropriate language being used	Reported to Form Teacher and Verbal warning given. Parents informed. If repeated behaviour, 15 minute reflection time with Head of Prep.

All sanctions MUST be recorded on iSAMS in the Reward and Conduct Manager section. Bullying, friendship issues or harassment must be recorded on CPOMs.

### **Intervention/Positive Touch**

All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the Headteacher, and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes an exclusion.

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**Appendix A**



**Prep School Housepoints**

**250 stars ★ Gold**

**200 stars ★ Silver**

**150 stars ★ Bronze**

**120 stars ★ Yellow**

**90 stars ★ Red**

**60 stars ★ Green**

**30 stars ★ Blue**

## Appendix B



### Report Card

Name of child .....

Form .....Date commenced .....

Reason for being on report .....

.....

Please write one of the following codes in each box and sign it at the end of the lesson. The child should present the report card at the start of the lesson and ask for it back at the end of the lesson.

E – excellent; V – very good; G – good; U – unsatisfactory; D – disruptive to the learning environment of others

	1	2	break	3	lunch	4	5	6
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

In the first instance, a pupil will be on report for one week. If that week produces an unsatisfactory report card, the period of time on report will be increased by a further week.

Form teacher's comments .....

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