MANOR PARK INFANT SCHOOL & NURSERY

Learning Together, Success Forever

Behaviour and Attendance Policy

September 2026

Manor Park Infant School and Nursery

Behaviour and Attendance Policy

The key to good behaviour and regular attendance are dependent on the strong relationships between staff, parents, carers and children. Behaviour, attendance and happiness are inextricably linked. When children are well behaved and enjoying school, their attendance is good. Regular attendance promotes a consistent relationship with staff and other children and behaviour is usually good.

Core principles and beliefs

Manor Park Infant School and Nursery places high value on positive behaviour and good attendance.

Positive aspects of behaviour and attendance are often taken for granted – it is easy to respond to the behaviour that we don't want to see and not recognise the behaviour that we want to see more of. The more specific we can be about describing the behaviour that we want and the more we show that we notice and appreciate it, the more likely we are to see more of it.

We firmly believe that an engaging and enriched curriculum enables excellent behaviour.

We aim to:

- Encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour for all pupils.
- Promote self-discipline.
- Prevent all forms of bullying.
- Ensure that pupils complete tasks reasonably assigned to them.

Ways in which we promote positive behaviour and regular attendance are:

Whole school level

- all staff understand and demonstrate the school's core beliefs about behaviour by creating a calm and safe environment that establishes clear boundaries of pupil behaviour.
- all staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction.
- staff's own conduct upholds the values, rules and expectations of Manor Park Infant and Nursery.
- positive out of class behaviour is promoted by agreed routines and clear systems including out of school and residential visits
- school assemblies are used to develop children's social, emotional and behavioural skills
- positive behaviour in communal areas of the school is noted and celebrated
- movement around school is quiet and orderly
- all staff challenge pupils to meet these standards using the clear and consistently used systems for dealing with inappropriate behaviour
- there are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour
- all staff to provide supportive transition for children into their next stages of learning
- all staff are clear about their role in promoting attendance and feel confident in this role
- Parents and carers are encouraged to understand the importance of good attendance and punctuality for successful learning and the issues are regularly addressed through Class Dojo posts, parents' evenings, assemblies, etc.
- a range of strategies are used to promote good attendance, at the individual, class and whole school level
- a system is in place to ensure that attendance data is accurate and is regularly analysed
- the school regularly and consistently challenges reasons for non-attendance and where appropriate does not authorise the absence

Classroom level

- adults model controlled, respectful verbal and non-verbal behaviours
- teaching routinely incorporates activities designed to promote children's social skills and emotional development
- lessons are structured to be interesting and appropriately challenging
- appropriate behaviours are taught and reinforced on a regular basis
- children are taught the language of sharing and co-operation, choice and consequences
- there are clear classroom routines to reduce uncertainty and promote an appropriate climate for learning

- there are classroom rules, devised through discussion with the children, which promote an appropriate climate for learning
- classroom rules are displayed in a way which can be understood by all children
- appropriate behaviour is quickly noticed and genuinely celebrated
- there are clear systems, understood by all, for dealing with inappropriate behaviour

Individual child level

- all children's strengths are recognised and celebrated by staff
- systems are in place for noticing and drawing attention to good or improved behaviour
- where a child experiences difficulty in developing and sustaining appropriate behaviour there are systems which give additional support and attention individually tailored to the child and their specific needs
- systems are in place for noticing and celebrating good attendance
- systems are in place for noticing children with poor or unusual attendance patterns
- parents and carers are contacted in cases of poor attendance and steps are taken to build positive relationships with, and to support, hard to reach families
- effective links with a number of agencies ensure that a 'joined-up' approach is used to plan and implement appropriate intervention with individuals experiencing attendance difficulties

SEND

As a school, and where appropriate, we will make adjustments to routines for pupils with additional needs to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments will be made proactively and by design where possible.

We will anticipate likely triggers of misbehaviour and put in place support to prevent these. Preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjustments to seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- training for staff in understanding conditions such as autism.

Manor Park Infant and Nursery is mindful of the law.

- Under the Equality Act 2010 – we take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- Under the Children and Families Act 2014 – we have a duty to use our 'best endeavours' to meet the needs of those with SEND.
- If a pupil has an Education, Health and Care plan, the provisions set out in that plan are secured and the co-operate with the local authority and other bodies.

Statement of Discipline

We recognise that good behaviour is a necessary condition for effective teaching and learning to take place and is an important outcome of education which society rightly expects.

Our Code of Conduct is clear and simple. We aim that all pupils will behave in a responsible manner, both to themselves, others and their environment, showing consideration, courtesy and respect.

At Manor Park Infant School and Nursery, we aim to provide a caring learning environment with a well-planned curriculum, which will interest the children and stimulate in them a desire to become successful and self-disciplined students.

Our classrooms will reflect a relaxed but disciplined working environment, which encourages children to become independent and self-motivated workers.

Classroom activities will be organised and managed in a structure appropriate to the age of the children. As class teachers, our relationships with pupils should demonstrate mutual respect. We need to display skilled and sensitive leadership in our management of relationships with all children in school, taking into account the varying and changing needs of individual children.

It is vital that all children experience a consistent, fair and good-humoured application of our behavioural expectations. Research shows us that pupils achieve more, are better motivated and behave better when teachers commend and reward their successes and emphasise their potential rather than focusing on their failures and shortcomings.

As active participants within the school management team, our expectation must remain consistent both within and outside the classroom, showing sensitive respect for the needs of other working groups. All staff must participate in the active supervision of all children and should be particularly supportive of the less expertly trained staff at lunchtime.
Parents and Governors have an obvious central support role to play. We intend that parents should be actively involved in all matters concerning their child, both positive and negative. We fully anticipate their active support when sanctions and discipline are required. Whenever we require particular support from parents this will be requested in a sensitive and professional manner with parents sharing in the ultimate solution.

Whenever there are breaches of discipline in school these should be dealt with by the member of staff present at the time. However, the class teacher will need to be kept fully informed. Should a child's behaviour cause further concern then it should be brought to the attention of the Deputy Headteacher or the Headteacher who may feel it is appropriate to arrange an interview in school for the parents.

The County procedures for the exclusion of pupils will be implemented when appropriate.

Good behaviour learned in school, teaches children to respect not only relationships and materials in school, but will also act as a guide to their conduct within the wider community.

As long as children are wearing the Manor Park Infant School and Nursery uniform, they are expected to act as a representative of school **outside of the school gates.**

Our behaviour and attendance policy aims to build a clear positive and consistent framework that is easily accessible and understood by staff, parents, governors and children.

We aim to foster

- honesty
- openness
- involvement

In order that our behaviour and attendance policy succeeds, we need to:

- spend time every day building positive working relationships
- provide consistent, clear and positive encouragement for good behaviour
- be clear in our expectations of behaviour
- apply the policy equally and fairly to all children whilst taking account of those who require an individually tailored programme
- make each day a “fresh start” (unless an accumulative programme is agreed)
- negotiate our rules with the children
- clarify our rules with parents
- apply both rewards and sanctions consistently and appropriately
- regularly exchange information about children
- Supervise all children through the school, not just one class group.

School Rules

Throughout the school we intend that all teachers will talk together with the children to create a good working environment. This is particularly important at the beginning of each new school year when new routines, systems, groups and practices are set up.

We have agreed 5 basic school rules that are clear and succinct.

These are:

- always try your best and work quietly
- be polite and helpful
- follow instructions straight away
- care for yourself, your friends and your school
- Kind hands, kind feet, kind words

The rules may be worded slightly differently to suit particular class groups.

We encourage a positive work ethic in all the children and always stress positive happenings in the classroom.

Rewards and Sanctions

"Each day is a new start" Our behaviour policy and systems are a restorative approach and all children are treated as individuals

Rewards

We aim to

- focus on positive rather than negative behaviour by:

1. Verbal praise to both child and adult (e.g. praise good behaviour and choices openly in front of the children on a regular basis).
2. Comments expressed during written marking.
3. Communicating praise to parents through Class Dojo, phone calls home.
4. Using a whole school reward system that is clearly understood by the children (House points).

5. Star of the week celebration assembly in recognition of either consistent good behaviour in line with our values, excellence in attainment or commendable effort with notification from teacher to parents.

6. Termly house rewards.

7. M.D.S.A. to reward good lunchtime behaviour as appropriate, often with stickers and Fridays golden table. Children receive a certificate for the golden table.

Our Behaviour Tower

Moving up the tower, this is a restorative approach to behaviour management.

In each classroom there is a behaviour tower. Each day when the children come to school, they will start on 'Ready to Learn', regardless of where they were the day before. Every day is a fresh start. They will then have the opportunity to show the staff that they are following our Manor Park values and displaying excellent behaviour. Each time the staff see these things, they will ask the children to move themselves up the tower. They can work their way to 'Good Choices', 'then to Star Pupil' and finally to the gold star entitled: '**I have had a super day! I am a shining role model!'**



If the children make it onto the gold star, they get a token. The token will be placed into the house point tubes in the reception. Each Friday, the names of the children who have earnt a token will be placed into a golden celebration book and read out in assembly. The children, whose names are read out, will be asked to stand up and everyone will applaud and congratulate them. At the end of the term the house with the most tokens will be rewarded with a treat or experience e.g. extra play or a sporting workshop.

Nursery

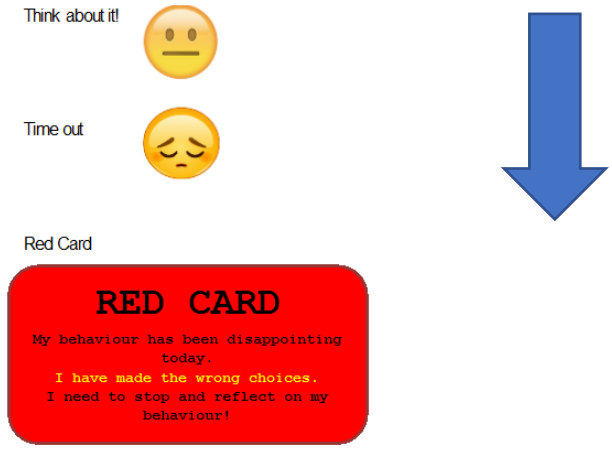
In nursery we praise positive behaviour verbally, alongside stickers and signing the emotion 'happy'. We talk about kind hands and feet with kind words. In line with whole school rules. When speaking to children regarding negative behaviours we use the language 'is that the right choice or the wrong choice?' in addition to signing the emotion 'sad'. Adults talk through the negative behaviour with the child/children in an age-appropriate manner and support the child/children in making the right choices. The children learn the expectations at carpet time and are given verbal praise for 'good sitting' 'good looking' and good listening', along with thumbs up and stickers.

Sanctions

Although our emphasis is on positive behaviour management and rewards, we also encourage the children to take responsibility for their own actions. We do this through the sanctions outlined below, in which we offer warnings to allow the children to correct their behaviour. Following a child moving down the ladder, staff will work with the child to move them back up, it is a fluid and restorative process.

Moving down the tower

In the same way that the children can move up the tower, they can also move down. If the staff see undesirable behaviour, they will ask the children to move themselves down the tower.



The children can then work hard to move back up. If they continue to show undesirable behaviour, they continue to move down. If a child is placed on 'Think about it'. This part of the tower acts as a warning and it is expected that the child will reflect on their behaviour and quickly correct it. If the child continues with to show poor behaviour then they will be placed on 'time out' and will be asked to sit in an area in the classroom away from the other children for a set amount of time.

If a child reaches the bottom of the tower, they will be given a red card. There are some behaviours, such as hurting other children or staff, which result in an instant red card. If they get a red card, they will miss a playtime and go and see the Headteacher. After this, they will return to class and start again on 'Ready to Learn'. If a child gets a red card, the child's parents will also be informed by the class teacher or Headteacher depending on the severity of the incident.

All staff will use their professional judgement to determine the starting stage of the sanction process. If the above situation is repeated there will be consultation between the Senior Leadership Team and the parents.
The county policy for exclusion from school will be invoked in extreme cases.

Following a sanction, strategies will be considered to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the school.
These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school
- inquiries into circumstances outside of school, including at home

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones (unless with specific arrangement with the school)
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

- any item banned by the school which has been identified as an item which may be searched for.

Power to use reasonable force/Physical Intervention

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
This is allowed either on the school premises or on an authorised out-of-school activity. A calm and measured approach to the situation is needed. The school follow the Nottinghamshire Physical Intervention policy.

The school have a list of staff who have received CRB training and managing challenging behaviour training. We also work closely with the ESURE team in supporting children

Physical intervention could be:

- physically interposing between 2 pupils
- blocking a pupil's path
- holding
- guiding a pupil by the arm or hand
- shepherding a pupil away by placing a hand in the centre of the back
- lifting a smaller child

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Legal duties

This policy acknowledges the legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Monitoring and Evaluation by The Governing Body

A team of Governors regularly monitor and evaluate aspects of Social and Emotional Well-being, Modern British Values and Behaviour throughout the school. This is fed back to staff and Governors and forms the basis of self-evaluation and school improvement.

The Use of Physical Intervention

It is anticipated at Manor Park Infant School and Nursery that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person himself) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Headteachers and School staff.

The necessary use of any physical intervention at Manor Park Infant and Nursery is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

Attendance

AIMS:

- To increase levels of attendance throughout the school
- To continue to improve punctuality
- To monitor and track attendance levels across school
- To ensure persistent absenteeism is decreasing

OBJECTIVES:

1. To encourage and promote maximum attendance in school, as well as punctuality

2. To promote a positive attitude to attendance and punctuality amongst pupils and their families

3. To raise the awareness of the importance of good attendance through assemblies, P.S.H.E., whole school targets, parent's meetings, newsletters and the School Council

4. To include full attendance and punctuality in whole school awards

5. To monitor and evaluate attendance and punctuality

REGISTRATION PROCEDURES

The register will be marked twice each day at morning and afternoon registration time.

MORNING REGISTRATION:

Pupils are expected to be in class at 8.45am in the morning ready for the register to be taken.

Full instructions for marking the register are explained to new staff at induction.

Children arriving late will enter school through the main entrance and a member of the office staff will record the lateness.

ABSENCE

An Authorised Absence is:

- ✓ Illness
- ✓ Illness with risk to others (infection)
- ✓ A death in the immediate family
- ✓ A religious holiday (explained in advance)
- ✓ Medical and dental appointments which cannot be made out of school time

An Unauthorised Absence is:

⇒ When there is no suitable or acceptable explanation for the child's absence

Absence from School

The person having parental responsibility must explain all absences from school. This may preferably by a phone call to the absence line on the school telephone number. All medical appointments must be similarly explained. All absences will be recorded in the register as appropriate.

If a child is at risk of being missing from school, home or education we will follow the attendance guidance flowchart provided by Nottinghamshire local authority.

Illness, Medical and Dental Appointments

Every effort should be made by parents to arrange medical and dental appointments out of school time.

However, genuine illness and medical appointments will be treated as authorised absence.

If the school is dissatisfied the absence will remain unauthorised.

Where an appointment requires absence from school after registration, the child must sign both in and out on our Inventory system by a parent or carer.

Lateness

Lateness to school is unacceptable

The school response to lateness will take into account any particular difficulties that the family may have and will take into consideration valid reasons given.

Special Occasion/Bereavements

The school will generally classify such absences as unauthorised, although bereavement will obviously require a sensitive response and may be authorised as appropriate. This will be reviewed on a case by case basis.

In determining authorisation, we will consider

- the nature of the event
- frequency
- overall attendance pattern
- whether the matter was discussed in advance

Family Holiday

The guidelines regarding holidays in term time, as set by the Department for Education, state that we shall be able to authorise holidays in term time ***only if there are exceptional circumstances***. All other holidays will have to be marked as unauthorised holidays.

The Department for Education states that absence for holidays in term time due to the following reasons will not be authorised:

- availability of cheap holidays
- availability of desired accommodation
- poor weather experienced in the school holiday period
- overlap with beginning or end of term
- holidays booked before checking with the school
- day trips

Parents/carers will still be required to complete a leave of absence form, which can be obtained from the office, four weeks in advance of the holiday and if there are exceptional reasons why the holiday needs to be taken during term time we may be able to authorise the leave. If we are unable to authorise the holiday you may choose to continue with your plans but this absence will be marked as unauthorised and there is a possibility that if your child's attendance is unsatisfactory the Local Authority may take action against you for failure to ensure regular attendance.

SEND

Holidays for children with EHCP and on the SEND register will be considered on a case by case basis for authorised absence. This is a maximum of 5 days per year.

Long Term illness and Home Tuition

Any long-term absence caused through illness or inability to attend school, will be referred through the Early Help Unit. A partnership plan will be drawn up between home, school and appropriate health care agencies.

CONCERNS

All concerns about suspected unauthorised absence or a pattern of absence or persistent lateness will be monitored, and brought to the attention of the Deputy Head and Headteacher.

An appropriate absence/lateness letter will be sent to the family concerned immediately. This form should be returned to and filed in the children's record.

If concerns persist this will be picked up in the monitoring process but class teachers may wish to alert the Headteacher/Deputy of their concerns immediately. The Headteacher in turn, may then take appropriate action.

POSITIVE ACTION

There will be attendance certificates at the end of each term for:

- 100% attendance

Families and pupils will be made more aware of the need for full attendance and punctuality within the context of the school's aim of raising the attainment of all pupils.

MONITORING PROCESS

Members of the senior leadership team will monitor attendance and lateness at regular intervals. Attendance is tracked on a daily and weekly basis using Arbor. Each term, letters are written to the parents of children whose attendance is causing concern. Full reports for each class, key groups and the whole school will be issued to all teachers and governors on a termly basis.

ACTION ON ABSENCE

First day

1. Parent/carer must inform the school office via telephone, leaving a message on the absence line. Messages must be left by 8.45am latest.
2. If no message is received, a member of the office staff will call the child's first contact listed on their pupil records.

Second and third day

1. If no message was received on the first day, a message will be sent to the child's parent/carer via Class Dojo.
2. If still no message is received, further calls will be made to request a reason for absence which will include contacting the child's other contacts.

Fourth day

1. An attendance letter will be sent.
2. The child will be referred to the Head/Deputy.
3. The Head/Deputy will investigate and attend the child's home address.
4. Where appropriate, families will be referred to the Early Help Unit.

MONITORING

Daily ❖ Staff will complete the registers on Arbor. ❖ The office staff will follow up absences. ❖ Daily attendance figures will be made accessible to all school staff.
Weekly ❖ A weekly celebration assembly of class attendance – a certificate/star will be given to the class with the highest attendance and displayed on the classroom door. ❖ Whole school attendance will be shared with parents via school website.
Termly ❖ The SIP will be reviewed and an attendance target will be set. ❖ RAG rated attendance letters will be sent to parents whose child's attendance is a cause for concern. ❖ Headteacher letters will be sent to persistent absentees. ❖ Learning review days will have a focus on attendance. ❖ Attendance reports will be presented at governor meetings. ❖ 100% attendance certificates will be given to children in celebration assemblies.

APPENDIX 1

MANOR PARK INFANT SCHOOL AND NURSERY

Dear Parents/carers,

Everyone at Manor Park Infant School and Nursery wants to work in a school that feels safe, secure and happy.

In order to maintain this, we have developed a Good Behaviour Plan, which will reward pupils who keep the school a good place to be.

Our rules are:

- be polite and helpful
- always try your best and work quietly
- follow instructions straightaway
- care for your school
- Kind hands, kind feet, kind words

The staff will always work to support your child. If your child is having any difficulties you will be invited to school to talk it through.

We ask for your complete support in our efforts and that you discuss our plans with your child.

Yours faithfully,

Stefanie Hanson