

Emmanuel Junior Academy



‘Be Respectful, Be Courageous, Be Safe’

Behaviour Policy 2025-2026

Last reviewed: September 2025
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SHEFFIELD
ACADEMIES
TRUST

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Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school.

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

Vision, Aims and Ethos

To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.'
(Proverbs 22:6)

We strive to be respectful, courageous and safe at all times, understanding that God is with us.

To achieve our vision we expect every member of our school community to:

*"Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can."
— John Wesley*

We aim for excellence in all we do and securing outstanding behaviour is part of this drive. We aim to ensure that we provide a world class education for every child, motivating them to attend school every day and ensuring all achieve their full potential, demonstrating highly positive attitudes to learning.

We strive to be respectful, courageous and safe at all times, understanding that God is with us and these values underpin our expectations of behaviour and are central to our behaviour policy.

Aims and Expectations of our behaviour policy

Our behaviour policy aims to:

- Promote and support pupils to demonstrate a high standard of behaviour
- Promote self-awareness, self-control and acceptance of responsibility for our own actions
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- Set out the procedures (culture) to put our vision, aims and ethos into practice
- Create a mutually-respectful environment that encourages and reinforces positive behaviour in line with our values: *'Be Respectful, Be Courageous, Be Safe.'*
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive and negative behaviour
- Ensure that the school's expectations and strategies are widely known and understood
- Promote self-esteem, self-discipline and positive relationships
- Develop an enhanced sense of belonging to Emmanuel Junior Academy

Our aims, we believe, are achieved when:

- A school atmosphere is created which is consistent safe and caring. Emmanuel Junior Academy is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.
- All members of the school community are viewed with unconditional positive regard
- Staff use the procedures set out in this policy
- Staff have high expectations and maintain boundaries at all times
- The choice to behave responsibly is placed on the pupil, and pupils learn how to make responsible behaviour choices
- Pupils are provided with excellent role models
- Pupils and parents understand that all behaviour choices have consequences, which are applied consistently and fairly within the school in a calm and considerate manner.
- All children are challenged, inspired and supported as individuals to grow intellectually, personally and spiritually, and achieve their best.
- All children communicate their views, thoughts and feelings effectively both verbally and non-verbally.
- All children take responsibility for their actions and show respect and tolerance for each other and the wider community whilst celebrating and promoting diversity.
- All children love and recognise the goodness in everyone and make a positive contribution to the ethos of the school

Legislation & Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- 🔗 [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- 🔗 [Searching, screening and confiscation at school \(2022\)](#)
- 🔗 [The Equality Act 2010](#)
- 🔗 [Keeping Children Safe in Education \(2024\)](#)
- 🔗 [Use of reasonable force in schools \(2013\)](#)
- 🔗 [Supporting pupils with medical conditions at school \(2015\)](#)
- 🔗 [DfE Suspension and Permanent Exclusion Guidance](#)

The policy fully takes into account the special educational needs and disability (SEND) code of practice. In addition, this policy is in line with:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Developing a culture to enable and empower children to make positive behaviour choices

We follow a trauma informed four stage model based on **protect, relate, regulate** and **reflect**. This is a research based, proactive approach to supporting the school community to develop a positive and respectful school culture which impacts on pupils' positive attitudes to themselves, to others and to their learning. Central to the implementation of this model is **recognition**: recognition of the children's attitude and emotions, recognition of positive behaviour choices and recognition of negative behaviour choices.

We believe any behaviour is a form of communication and recognise that our responses can shape future actions. Therefore, underpinning our approach to supporting children is the development of positive, meaningful, respectful **relationships**.

We consistently implement the **protect, relate, regulate** and **reflect model** across school to ensure everybody is empowered to make positive behaviour choices and meet our values and behaviour expectations.

We have three basic expectations for all our school community which supplement everything we do in school:

- **Be Respectful** – for example: of ourselves, others, property
- **Be Courageous** – for example: in lessons, in taking risks, in trying hard
- **Be Safe** – for example: on the playground, in class, towards others

The expectations of children are broken down for staff to work on with children in the Policy into Practice Document - Appendix 1:

<u>Be Respectful</u>	<u>Be Courageous</u>	<u>Be Safe</u>
✓ Choose words and actions carefully. ✓ Show friendship, kindness and care. Accept everyone for who they are. ✓ Allow others to work to the best of their ability. ✓ Be fair and be a good sport.	✓ Work to the best of your abilities: aim high and take risks. ✓ Be responsible for your own behaviour, 'focus not fuss'.	✓ Take care of the environment, the school and property. ✓ Keep safe hands and feet ✓ Be in the right place at the right time.

Culture: Protect, Relate, Regulate and Reflect

We believe the most effective way for children to make positive behaviour choices is by ensuring we put procedures in place to enhance their state of emotional well-being. To do this, we believe children need to feel safe and protected in school and they need to gain a sense of belonging through understanding how they relate to others and others relate to them. Children also need developed strategies to regulate their emotions and they need to be able to recognise and reflect on the impact of their behaviour choices and the resulting consequences.

To embed this approach and meet the needs of all pupils, we have incorporated a tiered approach to the implementation of our behaviour policy. Our tiered approach sets out how we support children to make positive behaviour choices through incorporating a whole school, small group and individual approach. To ensure we meet the needs of all pupils we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required. To see a detailed breakdown of the strategies used across the whole school, small group and individual approaches see Appendix 3

To help children feel safe and protected, Emmanuel Junior Academy staff will:

- Ensure all children have clarity and consistency over the boundaries and behaviour expectations.
- Ensure all children have clarity over the logical consequences related to different behaviour choices.
- Ensure consistent routines are applied each day.
- Ensure all pupils experience shame free classrooms

To gain a sense of belonging, Emmanuel Junior Academy staff will:

- Ensure positive relationships are built with all children and all children are viewed with unconditional positive regard.
- Put strategies in place to meet the needs of all children during each part of the day.
- Identify early signs of emotional dysregulation and use a range of strategies to de-escalate any potential negative behaviours.

To support children to develop strategies to regulate their emotions, Emmanuel Junior Academy staff will:

- Implement the zones of regulation
- Use a common language to label emotions
- Support children to develop a toolkit for regulating their emotions

To support the children to reflect on the impact of their behaviour choices, Emmanuel staff will:

- Consistently deploy the logical consequences relating to the child's behaviour choice.
- Use restorative approaches, with a shared vocabulary, to help the children to reflect on their behaviour choice and the resulting consequences.

To see a detailed breakdown of the approaches taken and the shared language used, see Appendix 2

Consistency of response to both positive and negative behaviour choices: logical consequences

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise – verbal and non-verbal, informal and formal, public and private, addressed to individuals and groups.

The other following rewards are also utilised by staff to promote good behaviour choices:

- Name on the 'Blue Door' - *children who have avoided the grey door for a half term will all be rewarded with an end of half term reward.*
- Stickers
- Verbal praise shared with parents/carers, or via a message on Class Dojo
- House points with termly rewards for children in the winning house.
- Headteacher's Award
- Star of the Day certificates - *each day, the 'Star' will be entered into a half-termly prize draw.*
- Gold Award Certificate celebrated in Celebration Worship weekly
- Reading Award Certificate – *to celebrate reading at home*
- Weekly 'Thank you time' rewards decided by the class teacher for children remaining on the blue door.

The use of praise is outlined in Step 1 of the Policy into Practice documents

Step 1 <i>Positive Behaviour Shown</i>	When Behaviour is good you can: ✓ We promote what we praise!: Give lots of praise: this can be public, verbal and non-verbal and should be specific and make reference to the statements listed under being respectful, courageous and safe'. ✓ 'Well done, you are in the right place at the right time', 'I like the way you showed focus, not fuss' Place the child's name on the blue door as soon as possible- make this well-earned! ✓ Give a House point: acknowledge the reason ✓ Give a Star of the Day certificate ✓ Ask a senior leader to come and see work or to praise the child. ✓ Nominate them for the Headteacher Award for Celebration Assembly. ✓ Send a positive Dojo message home
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Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to be put in place in response to negative behaviour choices and to protect the security and stability of the school community.

An agreed hierarchy of consequence is in place and pupils and parents/guardians are made aware of the system. The hierarchy can, however, be fast tracked if there is a serious incident or if the Executive Headteacher/Head of School, in consultation with the staff, feels that the sanctions are not working for a particular pupil. Continued attention is drawn to the expectations and consequences in order to keep them in the minds of the school community.

The guidance for the stages needs to be used if there are negative behaviour choices. These are outlined in Steps 2 and 3 of the Policy into Practice document (Appendix 1):

Step 2 <i>Negative Behaviour Shown</i> <i>(Levels 1 and 2)</i> <i>(see Appendix 4)</i>	Remind	• Give a verbal or non-verbal reminder of the expectation. This should be discrete and non-intrusive (This should, in most cases, quickly lead to a child refocusing on learning).
	Warn	• If behaviour does not change immediately following the reminder, explain to them, quietly and discretely, that if they choose to continue to show the inappropriate behaviour (identify) they will stay in 5 minutes of their playtime to pay back learning time lost and reflect on behaviour choices. The child's name should be moved to the 'Thinking Strip' (If behaviour improves, leave for 5-10 minutes and then acknowledge the good choice made and return the name to the blue door. • Staff supervising breaktimes and lunchtimes can also use a warn that children be given time out and that they will need to stand with an adult for five minutes.
	Consequences	• 1: If behaviour continues following the warn, calmly and discretely move the child's name to the grey door signifying that the child will lose playtime or 'Thank you Time'. (If behaviour improves, leave for 5-10 minutes and acknowledge the good choice made) • 2: Use the strategies outlined in regulate and complete any lost learning during playtimes • All children should be clear on the reason for the consequence. A restorative conversation should take place and children allowed a fresh start in the subsequent session.

Step 3: Refer on for behaviours at Level 3,4 and 5 (see Appendix 4)	If a more serious incident occurs (See overview for Level 3+ behaviours), or strategies used does not improve the situation, the Learning Mentor, Deputy Headteacher, Head of School or Executive Headteacher are called for and the child is removed from the session (or break time) so that no more learning time is lost. The SLT member will make a decision on follow up, collaboratively with the teacher where appropriate: - The child will be given 5 minutes before discussing and recognising their behaviour (aim of the discussion is to support the emotional regulation of the child and re-establish them back in their classroom) - Complete their learning out of the classroom - Remain in at break/lunch supervised centrally - If the behaviour occurs during break time, the child will remain inside during their next break. - Parental contact (particularly if incidents of lost learning or inappropriate behaviour increase)
Serious Incidents	More serious incidents are referred immediately to the Learning Mentor, Deputy Headteacher, Head of School or Executive Headteacher. These include the following: <i>persistent disruption</i>, bullying, racist incident, threatening behaviour, violence/aggression to others, fighting and swearing. (See overview sheet)

The school has trained staff in Team Teach and their techniques. The philosophy of this is to de-escalate issues when they occur. When this is not possible, restraint techniques may be used to try to prevent injury, pain and distress using the minimum amount of force, for the shortest amount of time. Team Teach techniques aim to reduce risk, however, some techniques may cause mild discomfort. This is not a failure of the technique but an occasional side effect of keeping people safe.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future consequences
- Group punishment should be avoided as it breeds resentment
- Consequences which are humiliating or degrading should never be used
- Consequences should be applied quickly and pupils left in no doubt as to why a consequence has been administered and how they can improve behaviour
- The consequence should not be out of proportion to the offence. If in doubt, please check with the Executive Headteacher/Head of School/Deputy Headteacher/Learning Mentor.

When discussing behaviour incidents with children (using a restorative approach) it is important that all adults talk to them with a quiet, calm and non-confrontational voice, using the strategies set out in the reflect part of our behaviour support model, using the shared language for restorative discussions set out in Appendix 2.

Behaviour Definitions

Examples of 'Lower Level' Behaviours are:	Examples of Serious Behaviours are defined as:
• Failure to follow instructions first time • Distracting others from their learning • Poor learning behaviours • Not listening • Work avoidance • Not staying on task • Using unkind words	• Repeated breaches of the school rules • Inappropriate use of language (including swearing) • Targeted Swearing towards a child or adult • Any form of Bullying (See additional information) • Child on Child abuse • Physical Assault/Physical Aggression • Verbal abuse/verbal aggression • Threatening behaviour (including spitting /scratching/nipping) • Fighting • Sexual misconduct - sexual violence and sexual harassment including sharing of nude/semi-nude images and intentional sexual touching without consent • Racist, sexist, homophobic or discriminatory behaviour • Theft • Vandalism - damage to property including school property/peer property/buildings/neighbouring property • Inappropriate or dangerous items being brought onto the school premises • Inappropriate or dangerous items used to inflict harm • Smoking/Vaping • Off-site behaviour - where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See Anti-Bullying Policy)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Please refer to our school's Anti-Bullying Policy for detailed procedures and definitions along with our school's approach to bullying through our school's Anti-Bullying Strategy here: [Policies - Emmanuel Junior Academy - Be Respectful, Be Courageous, Be Safe](#)

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. This can include generative AI risks and financial scams.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

The school will always assume that sexual harassment and sexual violence are taking place and will be vigilant at all times. It is not confined to any particular groups. Senior staff have appropriate training in this area and will always assess risk factors in keeping children safe.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school will **always** take concerns/incidents of this nature seriously and the school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We will always act to protect our pupils. The school uses Keeping Children Safe in Education and the government report on Sexual Violence and Harassment in Schools to support its work in this area.

Suspension and Permanent Exclusion

When might exclusion be used?

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.'

(Suspension and permanent exclusion from maintained schools, academies and pupil referral units, 2024)

Suspension (Previously called Fixed Term Exclusion):

All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious.

The Executive Headteacher will consider the nature of the misbehaviour when deciding upon the length of a suspension.

The following are examples;

- ❖ Repeated failure to comply with a reasonable request from a member of staff.
- ❖ Verbal abuse of staff, other adults or children.
- ❖ Repeated use of bad language in school, in the school grounds, on the way to or home from school.
- ❖ Failure to comply with the consequences of bad behaviour.
- ❖ Wilful damage to property.
- ❖ Repeated bullying.
- ❖ Violence towards another child or towards an adult.
- ❖ Repeated fighting.
- ❖ Discrimination linked to a protected characteristics, particularly if repeated
- ❖ Theft.
- ❖ Persistent defiance or disruption in the classroom.
- ❖ Other serious breaches of school rules.
- ❖ Sexual violence, language or harassment

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England, September 2024')

The Executive Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first, or 'one-off', misbehaviour.

Similarly if a pupil is vulnerable to exclusion, support must be put in place. This may include the following:

- Daily discussion with a member of the senior leadership team or trusted adult
- An individual behaviour plan that outlines specific behaviours, actions, rewards and sanctions
- An individual risk assessment
- Support at lunchtime and playtime
- Classroom based support e.g. small group or 1-1 support from a teaching assistant
- Home – school behaviour chart/records
- External advice sought and ideas implanted
- SENCo to liaise with parents regarding support/interventions/'My Plan' if appropriate
- FIS referral or use of FCAF

For further information about our approach to suspensions and exclusions, please refer to [DSAT's Suspension and Exclusion Policy](#).

Monitoring and Evaluation

Monitoring is carried out in formal and informal ways by staff:

- Record of exclusions: Senior Leadership Team
 - Referral to outside agencies
 - Interim Reviews
 - Annual Reports
 - Behaviour Plans
 - Interviews/phone calls/letters to parents
 - Attendance/Punctuality
 - Medical information
 - Direct observation of pupil behaviour in/out of lessons
 - Records of incidents on CPOMs

Rewards and all consequences more serious than informal verbal warnings will be recorded and monitored to provide the academy with regular information on how effectively the behaviour policy is working. The academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by key characteristics and groupings: gender, ethnicity, SEND and Age

Appendix 1: Behaviour Policy into Practice Document

BEHAVIOUR POLICY INTO PRACTICE GUIDANCE

At the heart of our Behaviour Policy are the following principles:



- 🍌 **Pupils:** We all have a right to work, play and learn in a friendly, safe and helpful school.
- 🍌 **Staff:** We all have a right to teach (and work) in a friendly, safe and satisfying school, which is supported by the local community.
- 🍌 **Parents:** We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

We have 3 simple rules: BE RESPECTFUL, BE COURAGEOUS, BE SAFE!

IMPLEMENTATION OF POLICY

Work with children to explore and understand the expectations and how they link to the three rules:

Be Respectful ✓ Choose words and actions carefully. ✓ Show friendship, kindness and care. Accept everyone for who they are. ✓ Allow others to work to the best of their ability. ✓ Be fair and a good sport		Be Courageous ✓ Work to the best of your abilities: aim high and take risks ✓ Be responsible for your own behaviour, 'focus not fuss'.	Be Safe ✓ Take care of the environment, the school and property. ✓ Keep safe hands and feet. ✓ Be in the right place at the right time.
Step 1 Positive Behaviour Shown	When Behaviour is good you can: ✓ We promote what we praise! : Give lots of praise: this can be public, verbal and non-verbal and should be specific and make reference to the statements listed under being respectful, courageous and safe'. ✓ 'Well done, you are in the right place at the right time', 'I like the way you showed focus, not fuss' Place the child's name on the blue door as soon as possible - make this well-earned! ✓ Give a House point: acknowledge the reason ✓ Give a star of the day certificate ✓ Ask a senior leader to come and see work or to praise the child. ✓ Nominate them for the Headteacher Award for Celebration Assembly. ✓ Send a positive Dojo message home		
Step 2 Negative Behaviour Shown (Levels 1 and 2) (see appendix 4)	Remind	• Give a verbal or non-verbal reminder of the expectation. This should be discrete and non-intrusive (This should, in most cases, quickly lead to a child refocusing on learning).	
	Warn	• If behaviour does not change immediately following the reminder, explain to them, quietly and discretely, that if they choose to continue to show the inappropriate behaviour (identify) they will stay in 5 minutes of their playtime to pay back learning time lost and reflect on behaviour choices. The child's name should be moved to the 'Thinking Strip' (If behaviour improves leave for 5-10 minutes and then acknowledge the good choice made and return the name to the blue door. Staff supervising breaktimes and lunchtimes can also use a warn that children be given time out and that they will need to stand with an adult for five minutes.	
	Consequences	• 1: If behaviour continues following the warn calmly and discretely move the child's name to the grey door signifying that the child will lose playtime or 'thank you time'.(If behaviour improves leave for 5-10 minutes and acknowledge the good choice made) • 2: Use the strategies outlined in regulate and complete any lost learning during playtimes All children should be clear on the reason for the consequence. A restorative conversation should take place and children allowed a fresh start in the subsequent session.	

<i>Step 3: Refer on for behaviours at Level 3,4 and 5 (see appendix 4)</i>	If a more serious incident occurs (See overview for level 3+ behaviours) or strategies used does not improve the situation the LM, DHT, HOS or EHT are called for and the child is removed from the session (or break time) so that no more learning time is lost. The SLT member will make a decision on follow up, collaboratively with teacher where appropriate: - The child will be given 5 minutes before discussing and recognising their behaviour (aim of the discussion is to support the emotional regulation of the child and re-establish them back in their classroom) - Complete their learning out of the classroom - Remain in at break/lunch supervised centrally - If the behaviour occurs during break time, the child will remain inside during their next break. Parental contact (particularly if incidents of lost learning or inappropriate behaviour increase). -
<i>Serious incidents</i>	More serious incidents are referred immediately to the LM, DHT, HOS or EHT. These include the following: <i>Persistent disruption, bullying, racist incident, threatening behaviour, violence/aggression to others, fighting and swearing. (See overview sheet).</i>

Level 3-5 Behaviours are recorded on CPOMs.

KEEP THE EXPECTATIONS HIGH: WE PROMOTE WHAT WE PRAISE

We expect all children to:

- Be pleasant, well behaved, disciplined and polite
- Show respect for all adults who work in or visit the school
- Show friendship, kindness, care and helpfulness towards others, especially those younger than themselves
- Accept people for what they are regardless of race, colour, size or beliefs.
- Work to the best of their ability and allow others to do the same
- Be responsible for their own behaviour
- Develop a sense of fair play and sportsmanship
- Take care of school and others' personal property
- Meet our school expectations and listen to teachers' advice
- Be aware of the consequences to be used if expectations are not met
- Be appreciative of their environment and care for it

As expect all adults:

- To treat every member of the school community with unconditional positive regard
- To create a positive climate with realistic expectations
- To emphasise the importance of being valued and appreciated as an individual within the group
- To promote, through example, our school values.
- To use language reflecting the school values when responding to all behaviour.
- To provide a caring and effective learning environment
- To encourage relationships based on kindness, respect and understanding of the needs of others
- To ensure fair treatment for all, regardless of age, gender, race, ability and disability
- To show appreciation of the efforts and contribution of all
- To enhance the sense of belonging to Emmanuel in everyone

Appendix 2: Actions to implement protect, relate, regulate, reflect and our shared language

To help children feel safe and protected Emmanuel staff will:

- Meet and greet the children into the classroom each day
- Use the children's names
- Clear routines are established for each day and presented through visual timetables
- Provide shame free classrooms where any negative behaviour choice is dealt with quietly and discretely
- Carry out zones of regulation check ins using classroom displays and follow up conversations using the language prescribed in zones of regulation
- Provide consistent end of the day routines providing a positive end to the day through a shared recital of the school poem
- Provide an inclusive classroom environment where teaching strategies used and resources deployed ensure all pupils feel safe to 'have a go' and achieve success.
- All classrooms have a dedicated 'safe space' which children can access

To gain a sense of belonging, Emmanuel staff will identify early signs of emotional dysregulation and use a range of strategies to de-escalate any potential negative behaviours. These strategies may include:

- Use of PACE approach
 - playfulness
 - acceptance
 - curiosity
 - empathy
- Use of language to exemplify how we relate to each other through showing empathy (WINE)
 - *I wonder*
 - *I imagine*
 - *I have noticed*
- Remind children about expectations and warn about possible consequences if negative behaviour choices continue
- The use of humour and distraction
- Planned opportunities to access alternative activities
- Use sensory or movement breaks
- Consider a change of adult

To support children to develop strategies to regulate their emotions, Emmanuel staff will:

- Implement the zones of regulation
 - Use a common language to label emotions using the zones of regulation
 - Support children to develop a toolkit for regulating their emotions
 - Provide calm responses
 - Use safe spaces

To support the children to reflect on the impact of their behaviour choices, Emmanuel staff will:

- Consistently deploy the logical consequences relating to the child's behaviour choice
 - Use restorative approaches with a shared vocabulary to help the children to reflect on their behaviour choice and the resulting consequences. When reflecting on a negative behaviour choice with a child, all staff will use the following questions:
 - Can you tell me what happened?
 - Can you tell me what were you thinking/feeling at the time?
 - Can you tell me who has been affected by this?
 - Can you tell me In which way?
 - Can you tell me what can be done make things right?
- Follow up interventions

Appendix 3: A tiered approach to supporting with behaviour

To embed our approach and meet the needs of all pupils, we have incorporated a tiered approach to the implementation of our behaviour policy. Our tiered approach sets out how we support children to make positive behaviour choices through incorporating a whole school, small group and individual approach. To ensure we meet the needs of all pupils we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required.

Our whole school approach includes:

- The whole school culture of protect, relate, regulate and reflect model
- The consistent expectation that all members of the school community reflect our values of being respectful, courageous and safe
- The consistent use of recognition of positive behaviour choices
- The consistent use of the remind, warn and consequence as a recognition of negative behaviour choices
- The delivery of whole school collective worship to focus on embedding the protect, relate, regulate and reflect model and the school values/expectations
- Daily reflection/prayer
- The whole school delivery of the Jigsaw curriculum
- Use of safe spaces in all classrooms
- Use of reflection spaces in all classrooms

Where children are identified as needing additional support for their behaviour, we employ small group support to facilitate the protect, relate, regulate and reflect model. To develop the children's emotional understanding and social communication we deliver a number of small group interventions following consultation with the SENCO.

These include:

- Meet and greet sessions at the start of the day and reflection time at the end of the day.
- Lunch club
- Lego therapy
- Socially speaking
- Mighty minds
- Zones of regulation group work

The school acknowledges that a small minority of children may for whatever reason, lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. For these children, neither rewards or consequences may be sufficient to support them or protect other children from their actions. In these exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed, in order to establish the next steps and form a partnership of support. Where this is the case, children are provided with bespoke individual support following consultation with the SENCO.

This support may include:

- Collaborative solutions plans
- Behaviour reports
- Individual zones of regulation
- Individual learning mentor sessions
- Positive handling plans
- Referrals to outside agencies
- Assessment systems such as Boxall profiles are carried out
- Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of behaviour Logs or books, use of Class Dojo and informal discussions with parents.

Appendix 4: Overview of behaviours and systems for recording

BEHAVIOUR ON ARBOR and CPOMS: GUIDE TO CATEGORIES AND LEVELS

Table 1: There are 5 categories of Behaviour. Level 1 and 2 behaviours are recorded by the class teacher and reported to the Head of School at the end of each week. Levels 3, 4 and 5 are recorded on CPOMS.

Level 1	Lower-level behaviours beyond a remind and warn within a lesson or social/unstructured time. Child is usually compliant once they have had their name moved to the 'Thinking Strip' Usually managed by class based staff.
Level 2	Level 2 behaviours tend to be disruptive to learning or begin to cause upset and harm. They are usually not of a repetitive nature. The child usually accepts the consequence when their name is moved to the grey door. (usually loss of thank you time or loss of a whole break time if incident is non class based), and once given they modify their behaviour quickly. Usually managed by class based staff and on occasion with support of learning mentor or team leader.
Level 3	Behaviours become increasingly disruptive, upsetting or cause harm (physical and emotional). They are often repeated in nature and a child is failing to modify their behaviours. These incidents always involve senior staff, either at the time or following the incident, when notified on CPOMS or by the member of staff.
Level 4	These incidents are very serious: often involving significant physical or emotional harm, either due to their severity or the repeated nature of the actions. Children often show a level of anger or have failed to modify behaviours towards others- bullying and discrimination always fall within these levels. These incidents always involve SLT members at the time.
Level 5	

- ***The vast majority of behaviours shown and recording of behaviours will be within Levels 1 and 2 and dealt with by class-based staff.***
- There is always a context to behaviours. The likely actions and sanctions, outlined in Table 3, act as a guide. Discretion is used, dependent upon context, level of provocation, actions following an incident, level of harm etc.
- All behaviours will also be explored for SEND difficulties and appropriate work undertaken, alongside decisions on consequences.
- Any behaviour causing significant harm to children or adults will escalate to a Level 4-5 behaviour and dealt with accordingly.
- When behaviours are at Levels 4-5, risk assessments/safety plans are used, if required, to mitigate risks to individuals. Any incident within a category linked to sexualised behaviour is referred immediately to the HOS and/or EHT.
- Behaviours at Levels 4 and 5 leave children at risk of suspension or exclusion.
- When Internal Exclusions are given, the SLT member making this decision logs it on CPOMS.
- Behaviours at Levels 3, 4 and 5 require a CPOMS report. It is agreed with SLT, who is the best person to record the incident.
- If recording an incident on CPOMS the following headings are used:
 - *Location in school:*
 - *Adults dealing with the incident:*
 - *Adults involved with the incident:*
 - *Children involved:*
 - *What took place: (eg: Non-Compliance – use Behaviour Type below)*
 - *Description of the incident:*
 - *Consequences and follow up actions:*

Table 2: Overview Chart of Behaviours to log.

Behaviour Type	Level 1	Level 2:	Level 3: Referral for Learning Mentor/SLT	Level 4: Referral for SLT involvement	Level 5: SLT involvement
Non-Compliance	Non-Disruptive Non-Compliance	Disruptive Non-Compliance	Persistent Non-Compliance	Refusal/defiance	Prolonged Refusal/defiance
Disruption	'Low level' disruption	'Low level' disruption	Persistent 'Low level' disruption	Unresolved persistent 'Low level' disruption	
Unkindness	Unkindness to other children	Repeated unkindness to others			
Bullying/Perceived Bullying			Bullying	Ongoing Bullying	Prolonged Bullying behaviour
Swearing, threatening language and/or verbal abuse			Swearing/threats/ Inappropriate language to child	Swearing/threats/ Inappropriate language to adult or within school building or repeated	Repeated Swearing/threats/ Inappropriate language
Online Behaviours			Online Incident	Cyber Bullying	
Damage to property	Potential Low-level damage to property	Low-level damage to property		Damage to more valuable resources accompanied by aggression/anger	Higher level deliberate damage to high value equipment
Violence and aggression	'Low Level' Violence and aggression	Repeated 'Low Level' Violence and aggression	Violence and Aggression: Fighting	Violence and Aggression to a child	Serious Violence and aggression to child Violence and Aggression to adult
Discrimination				Racist/sexualised comments or actions targeted to a child judged to be because of discrimination	Repeated racist/sexualised comments or actions targeted to a child judged to be because of discrimination
Who Informed?	Teacher discretion	<i>All incidents where a child is moved to the grey door will be reported weekly. Leaders will identify patterns/trends.</i>	<i>Automatic:</i> Shelly White/Jess Berrow <i>Then,</i> Jenni Shepherd/Val Albutt	<i>Automatic:</i> Leyton McHale, Mark Backhouse, Jenni Shepherd, Val Albutt or Shelly White	<i>Automatic:</i> Leyton McHale, Mark Backhouse
Parent/carers informed	Teacher discretion	Yes	Yes: Meeting where possible.	Yes: Meeting where possible, led by HOS, Deputy or SENCo	Yes: Meeting led by HOS and/or EHT member
Sanctions	Verbal Reminders Restorative Conversation Rehabilitative Task Time Out	Verbal Reminders Restorative Conversation Rehabilitative Task Time Out	Time Out	Internal Suspension/Fixed Term Suspension	Internal Suspension/Fixed Term Suspension/Permanent Exclusion

