

EMMANUEL JUNIOR ACADEMY



Behaviour Policy 2023-24

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'Be Respectful, Be Courageous, Be Safe'

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1. Our Vision

Our vision is to create a welcoming Christian community where every child is viewed as a special person created and loved by God. For every member of our school community to feel 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)

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.

Our Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school. We are treated equally and are free from any form of discrimination. I am helped by all in school to take responsibility for my actions and I know my school will only use suspensions and exclusions as a last resort.

Teachers:

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

Parents/Carers:

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. I understand that my child's school will only use suspension and exclusion as a last resort and they would explain the reasons for their decisions with me.

Visitors and volunteers:

We all have the right to feel welcomed and respected: we are free from any form of discrimination. We feel valued for our contributions

The Trust and Local School Board:

We believe all have the right to feel safe to learn or work and that violence or threatening behaviour is unacceptable. It will not be tolerated in any circumstances.

2. Aims

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.
- ❁ Establish a whole school approach to maintaining high standards of behaviour that reflect the Christian Vision and values of the academy.
- ❁ 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

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

4. 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

Be Respectful	Be Courageous	Be Safe
✓ <i>Be pleasant, well behaved, disciplined and polite</i>	✓ <i>Work to the best of our ability: take risks</i>	✓ <i>Take care of the environment, the school and property.</i>
✓ <i>Show respect for all adults and other children: Accept everyone for who they are</i>	✓ <i>Be responsible for own behaviour</i>	✓ <i>Follow the school rules and show safe behaviour</i>
✓ <i>Show friendship, kindness and care. Allow others to work to the best of their ability</i>		
✓ <i>Be fair and show good sportsmanship</i>		

For an overview of actions to implement protect, relate, regulate, reflect and our shared language see appendix 2.

5. Definitions

Examples of 'Lower Level' Behaviours are:	Examples of Serious Behaviours are defined as:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Smoking/vaping • Vandalism-damage to property -school property/peer property/buildings/neighbouring property • Inappropriate or dangerous items being brought onto the school premises: this could include knives or weapons, alcohol, illegal drugs, stolen items, vapes, fireworks or pornographic materials • Inappropriate or dangerous items used to inflict harm • Smoking • 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

6. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Our anti bullying strategy is outlined in detail in appendix 3

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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

7. Roles and responsibilities

7.1 Governance and the Local School Board

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher/ Head of School and Executive Headteacher to account for its implementation.

The Local School Board work in partnership with the Trust to support the school in its implementation of the Behaviour Policy.

7.2 The Executive Headteacher/Head/Head of School

The Executive Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

The Executive Headteacher delegates the responsibility for the implementation of the Behaviour Policy to the Headteacher/head of School and works in close partnership with them to ensure its effectiveness.

7.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

7.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school (See section 7)
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

8. School behaviour curriculum

Pupils are expected to:

- 🌀 Behave in a calm, orderly and respectful way.
- 🌀 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
- 👂 Move around school calmly and quietly
- 👂 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

➤ The school uses a high quality PSHE scheme (Jigsaw) to support children in this area and have a clear approach to supporting learning behaviours. Familiar routines are used by staff in all lessons.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Culture: Protect, Relate, Regulate and Reflect

We believe the most effective way for children to make the positive behaviour choices outlined above, 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 2

To help children feel safe and protected Emmanuel staff will:

- Ensure all children have clarity 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 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 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

8.1 Mobile phones

- Pupils are not allowed to have mobile phones with them on-site
- If children who walk to school on their own need to bring a mobile phone to school this is by agreement with the school and the phone is passed to the class teacher each morning. Phones are collected and sent to the office. Parents/carers complete the appropriate permission form.
- The school does not take any responsibility for damage or loss.
- If a child is found to have a phone with them in the class this will be dealt with as a breach of the behaviour code, at the appropriate level of sanction, depending upon individual circumstances.

- The phone would be stored by the Headteacher/head of School and parents/Carers called to collect it.

9. Responding to behaviour

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour rules and values in their classroom.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines in line with the agreed protocols
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This can be found on the school website, within the safeguarding folder stored in the office and the relevant folders on the school's electronic filing systems.

9.3 Responding to good behaviour

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 Recognition Board
- 🔊 Stickers / stamps
- 🔊 House points
- 🔊 Headteacher's Award
- 🔊 Star of the day certificates
- 🔊 Star of the Week Certificate celebrated in assembly weekly
- 🔊 Other rewards at the discretion of the classteacher

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: <ul style="list-style-type: none">✓ We promote what we praise!: Give lots of praise: this can be public, verbal and non-verbal and should be specific 'Well done, you are walking really calmly in the corridor today', 'I like the way you ...' and 'Well done you are really working hard with your writing and being courageous in keeping going.'✓ Place the child's name on the recognition board- make this well-earned!✓ Give a House point: acknowledge the reason✓ Give a star of the day certificate✓ Ask the HOS or EHT to come and see work or to praise the child.✓ Nominate them for the Headteacher Award for Celebration Assembly.✓ Send a positive DOJO or text message home
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9.4 Responding to breaches of the school's behaviour policy

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- A verbal warning of the expectation and possible consequence if behaviour doesn't improve
- Keeping the child in break times or parts of break times (proportionate to the behaviours) to complete work missed or as a consequence for inappropriate behaviour at a previous break time.
- Sending the pupil out of the class to a buddy/partner class
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a responsibility
- Referring the pupil to a senior member of staff
- An update at the end of the school day, letter, Dojo message or phone call home to parents. Where possible a conversation is prioritised.
- Agreeing a behaviour contract or home school diary
- Removal of the pupil from the classroom
- Internal exclusion
- Suspension for a fixed period of time
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

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

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.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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 need to be used if there are negative behaviour choices in class are outlined in Steps 2 and 3 of the Policy into Practice document (Appendix 1):

Step 2 Negative Behaviour Shown (Levels 1 and 2) (see appendix 5)	Remind	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. (If behaviour improves leave for 5-10 minutes and then acknowledge the good choice made) Staff supervising breaktimes 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	<ul style="list-style-type: none"> 1: If behaviour continues following the warn calmly and discretely take 5 minutes of break time (record on arbor) (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.
Step 3: Refer on for behaviours at Level 3,4 and 5 (see appendix 5)	If a more serious incident occurs (See overview for level 3+ behaviours) or strategies used does not improve the situation the LM, AHT, 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: <ul style="list-style-type: none"> 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 LM, HOS or EHT. 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.

When discussing behaviour incidents with children (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

9.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (CPOMS and the bound book) and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9.6 Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher/Headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Executive headteacher/Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

9.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Executive Headteacher/Headteacher or other leader identified by them will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.10 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.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

9.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and procedures for allegations against staff, for more information on responding to allegations of abuse against staff or other pupils. Both documents can be found on our website. All staff receive these documents annually.

10. Serious sanctions

10.1 Removal from classrooms: Internal Suspension

The use of partner class/buddy class is part of our behaviour policy and is used in response to lower level behaviours when a warning has been given. This is usually for a short period of time and no longer than a lesson.

In response to more serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This is usually carried out by a senior leader within school and will be recorded as an **Internal Exclusion** (see DFE guidance Internal Exclusion Guidance 2009)

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. The decision to make an internal exclusion must be made by the Executive Headteacher/Headteacher/head of School or most senior member of staff in their absence.

An internal exclusion is given if the child needs to remain out of class beyond the end of one lesson. Periods of time out of class are categorised as an internal exclusion if a child remains out of class for more than one lesson, usually for a morning or afternoon session. On occasions an internal exclusion is agreed with parents/ carers following an incident, in order to avoid a suspension. This would be normally be for no more than one day/the following day.

The internal exclusion will take place with an adult in a separate working area: this could be in a shared area or pastoral room.

An internal exclusion is a discretionary measure, where a pupil's behavior is escalating and more serious measures need to be taken, but there are not yet grounds for a suspension. It can be used as an immediate but temporary provision allowing most pupils to keep learning without disruption. It is not a legal process. Any period of internal exclusion should be for the shortest time possible.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a suspension is necessary (examples: group interventions, 1 to 1 support, behaviour chart to address specific behaviours causing a problem; home-school book; support from a member of the pastoral team etc).

If a decision to internally exclude is made the following takes place

- The internal exclusion is recorded on CPOMS and Arbor
- Parents/carers are notified that their child has been subject to an internal exclusion

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

The Executive Headteacher/Headteacher/Head of School monitor internal exclusion data each half term, as well as for an individual child each time an internal exclusion agreed. Patterns of exclusions are noted and reviewed quickly when appropriate.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings for pastoral 1 to 1 support
- Use of teaching assistants to support in classrooms
- Short term behaviour report cards
- Long term behaviour plans
- Individualised reward systems
- SEMH/behaviour interventions
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on CPOMS and Arbor

10.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information. This can be found on the school website.

11. Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We aim to anticipate and remove triggers of misbehaviour. Our approach includes strategies below. This is not an exhaustive list:

- Adaptation of the behaviour policy: adjusting trigger points for warnings and consequences (eg 2-3 warnings given prior to moving to consequences,
- Visual timetables to chunk learning time for children with effective use of time out strategies.
- Meetings for pastoral 1 to 1 support
- Use of teaching assistants to support in classrooms
- Short term behaviour report cards
- Long term behaviour plans
- Individualised reward systems
- SEMH/behaviour interventions
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Risk assessment and positive handling plans, reviewed regularly.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Pupil support units

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Time to reflect on behaviours
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

13. Pupil transition

13.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14. Training

Our staff are provided with regular training on managing behaviour, including training on:

- Our behaviour policy
- Roles of key staff in school
- De-escalation training
- The proper use of restraint/positive handling
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Zones of Regulation

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom/internal exclusions
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Headteacher/Head of School, supported by the pastoral team where appropriate. The data is then discussed with the Executive Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

15.2 Monitoring this policy

This behaviour policy will be reviewed by the Executive headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be presented to the Local School Board for comment.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-Bullying Policy

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	Be Courageous	Be Safe
<ul style="list-style-type: none"> ✓ Be pleasant, well behaved, disciplined and polite ✓ Show respect for all adults and other children: Accept everyone for who they are ✓ Show friendship, kindness and care. Allow others to work to the best of their ability ✓ Be fair and show good sportsmanship 	<ul style="list-style-type: none"> ✓ Work to the best of our ability: take risks ✓ Be responsible for own behaviour 	<ul style="list-style-type: none"> ✓ Take care of the environment, the school and property. ✓ Follow the school rules and show safe behaviour
Step 1 Positive Behaviour Shown	When Behaviour is good you can: <ul style="list-style-type: none"> ✓ We promote what we praise!: Give lots of praise: this can be public, verbal and non-verbal and should be specific 'Well done, you are walking really calmly in the corridor today', 'I like the way you ...' and 'Well done you are really working hard with your writing and being courageous in keeping going.' ✓ Place the child's name on the recognition board- make this well-earned! ✓ Give a House point: acknowledge the reason ✓ Ask the HOS or EHT to come and see work or to praise the child. ✓ Nominate them for the Headteacher Award for Celebration Assembly. ✓ Send a positive DOJO or text message home 	
Step 2 Negative Behaviour Shown (Levels 1 and 2) (see appendix 5)	Remind	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. (If behaviour improves leave for 5-10 minutes and then acknowledge the good choice made) • Staff supervising breaktimes 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	<ul style="list-style-type: none"> • 1: If behaviour continues following the warn calmly and discretely take 5 minutes of break time (record on arbor) • (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.
Step 3: Refer on for behaviours at Level 3,4 and 5 (see appendix 5)	If a more serious incident occurs (See overview for level 3+ behaviours) or strategies used does not improve the situation the LM, AHT, 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: <ul style="list-style-type: none"> - 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, HOS or EHT. These include the following: <i>Persistent disruption</i> , bullying, racist incident, threatening behaviour, violence/aggression to others, fighting and swearing. (See overview sheet)
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Behaviours at level 1 and 2 are recorded on Arbor and Level 3+ recorded on CPOMs (usually collaboratively with a senior leader.) See appendix 5

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 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: Our approach to bullying

How the school will prevent bullying	<ul style="list-style-type: none"> We will ensure that all stakeholders understand what bullying is and the types of bullying that exist. This will be built into our PSHE curriculum and addressed within Collective Worship. Children will have an understanding of the Protected Characteristics. School will engage with key events such as Anti-bullying week. We will be consistent in our response to bullying. Bullying incidents will be dealt with in a timely and robust way and all incidents will be recorded on CPOMs. Data will be analysed half termly and patterns and trend identified. When bullying occurs a robust response is taken so children know that bullying is not tolerated. The aim is always for children to be safe, to feel safe and to be supported to demonstrate safe behaviours to others. <i>Bullying incidents are taken seriously at all times and school will always be aware that bullying can and does happen within school.</i>
How pupils, parents and staff can report incidents of bullying	<p>Pupils:</p> <ul style="list-style-type: none"> ✓ Telling teachers, teaching assistants, SLT members or the pastoral team: Amanda Smith (SENDSCO) or Shelly White (Learning Mentor) ✓ Through worry boxes within school <p>Parents/carers:</p> <ul style="list-style-type: none"> ✓ Contacting the class teacher in person, by phone or by class dojo ✓ Sending an email to the dedicated parents' email or enquiries@eja.dsat.education email. ✓ Speaking to SLT members at the school gate ✓ Ringing school to speak to the Pastoral team: Amanda Smith (SENDSCO) or Shelly White (Learning Mentor) <p>Staff:</p> <ul style="list-style-type: none"> ✓ Speaking to a member of SLT ✓ Recording on CPOMs and alerting SLT
How the school investigates allegations of bullying	<ul style="list-style-type: none"> ✓ When incidents of bullying occur the pupil's voice is prioritised, with the identified member of the team speaking to them individually. What has happened is explored as well as the child's feelings. ✓ School leaders will then speak to all children involved or as witnesses to the bullying and any members of staff who may have information. This is done sensitively. ✓ Analysis of any prior records on CPOMs which could be linked to the allegation ✓ Investigation depends on the individual situations and will be adapted to ensure every child is safe and protected.
How the school will react to bullying that occurs off school premises or online	<ul style="list-style-type: none"> ✓ This will be dealt with sensitively and in line with DFE guidance. The allegations will be investigated thoroughly and dealt with in line with the behaviour policy in terms of sanctions and support.
How the school records, analyses and monitors incidents of bullying	<ul style="list-style-type: none"> ✓ All allegations or incidents are recorded on CPOMs ensuring all details linked to incidents (What/When/Where/Who). ✓ CPOMs is monitored regularly with half termly analysis taking place. When incidents of child on child abuse or unkindness are recorded staff/SLT look track back for previous incidents/patterns which could suggest a pattern of bullying behaviour.
Sanction procedures	<ul style="list-style-type: none"> ✓ Sanctions will be inline with the schools tiered approach and are responsive to the severity and frequency of the incidents
How the school supports pupils who have been bullied, and those vulnerable to bullying	<ul style="list-style-type: none"> ✓ Support is given through the Learning Mentor when appropriate: this may include 1 to 1 discussion time, use of interventions such as Mighty Minds or structured social times. ✓ For some children regular check ins are made by members of SLT and discussions with parents/carers regarding support.
How the school trains staff and governors in preventing and handling bullying	<ul style="list-style-type: none"> ✓ Annual training linked to Safeguarding and behaviour updates ✓ Support through mentoring of Early Careers Teachers ✓ Regular reporting of behaviour incidents and data to the Local School Board and the Trust.

Appendix 4: 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 the normal 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 5: 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 when recording on Arbor

Level 1	Lower level behaviours beyond a remind and warn within a lesson or social/unstructured time. Child is usually compliant once 5 minute playtime loss is given or shows remorse and adapts their behaviour quickly. 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 (usually Partner Class 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 Arbor 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 according.
- 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 exclusion.
- When Internal Exclusions are given the SLT member making this decision logs it on Arbor.
- Behaviours at Levels 3, 4 and 5 are likely to 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 on Arbor and CPOMs

Behaviour Type	Level 1: Playtime Loss	Level 2: Partner Class used	Level 3: Referral for SLT	Level 4: Referral for SLT involvement	Level 5:
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	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>Automatic:</i> Shelly White Adam Cornes	<i>Automatic:</i> Shelly White Adam Cornes Mo Andrews <i>Consider:</i> Claire Lawrie	<i>Automatic:</i> Shelly White Adam Cornes Mo Andrews <i>Consider:</i> Claire Lawrie	<i>Automatic:</i> Shelly White Adam Cornes Mo Andrews <i>Consider:</i> Claire Lawrie
Parent/carer informed	Teacher discretion	YES: Teacher and possibly SW if appropriate	YES: Meeting where possible with SLT member present	YES: Meeting where possible, led by HOS	YES: Meeting led by HOS and/or EHT member