

Positive behaviour and anti-bullying policy

School Vision and Values

FROM ALPHA TO OMEGA



‘Life in all its fullness’

(JOHN 10:10)

At Emmanuel Church of England School, broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure.

It is a primary aim of our school that every member of the school community feels cared for, valued, respected, and that each person is treated fairly and well. This is promoted through our school values; where children learn to be respectful, to forgive and to move on so that they can experience:

‘Life in all its fullness.’ John 10:10

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Our aims

We understand that when children feel happy, safe and respected they make progress with their learning. All school staff, parents and carers, and children are expected to maintain the highest standards of positive behaviour, to accept responsibility for their conduct and encourage others to do the same. When we work together to do this we ensure that our children are truly educated for life in all its fullness.

Reviewed September 2024

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Emmanuel Expectations

At Emmanuel, we expect all children to be:

- Polite
- Kind
- Ready
- Disciplined
- Ambitious

These expectations are the foundations for becoming responsible and respectful members of society and are crucial to develop good behaviour for learning. They apply to all children in and around school, including school events and trips.

Positive behaviour support

There are a number of systems to recognise and reward positive behaviour at Emmanuel. These include:

- Verbal praise to acknowledge effort and achievement
- Class Dojos
- Weekly Visionary certificates
- Headteacher's Awards

Possible consequences for failing to meet the Emmanuel Expectations

We use positive reinforcement strategies to celebrate and guide children to follow the school's expectations. We understand that, at times, children need more direct guidance in how they can meet our expectations. In these cases, children will receive:

- Reminder: The teacher will name which of the school expectations are not being adhered to.
- Reflection time: Children will miss five minutes of their play/lunch time and spend it with their teacher.
- Red: Parents will be contacted by the class teacher and children will miss their lunch time.

At each stage, restorative conversations will be held with the child and member of staff to help children to reflect on their behaviour and make amends. *See appendix 2 and 3*

Consistent low-level disruption will not be tolerated. If children lose their play/lunch times 3 or more times in a week, this will constitute a red incident.

Other behaviours which immediately escalate to a red incident include but are not limited to:

- A deliberate physical action that could hurt or upset another child e.g. hitting, kicking, pushing, biting and spitting. This includes using an object e.g. a ball to hurt another person.
- Swearing, using threatening language or offensive language.

Persistent poor behaviour

If a child moves onto red three times in a half term, they will be internally excluded for half a day. This is spent with the Head of School or Assistant Headteacher, where they will complete work set. The child is not allowed to spend time the playground.

Children whose behaviour is continuing to cause concern will be discussed between the class teacher, the phase leader, senior leadership team & SENCo. Parents and carers will be invited to a meeting to discuss strategies and next steps and a safety and a behaviour plan will be drawn up. Advice may be sought from external professionals.

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Pupil support, including for pupils with additional needs

The school will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure all pupils can learn and achieve as well as possible. Some pupils may have additional needs which may affect their ability to behave in particular ways. The school will always seek to find out about and consider the underlying causes of any behaviour.

Reasonable adjustments may need to be made to both school routines and/or sanctions for a pupil with additional needs – these may be temporary or longer term. Teachers and school staff will be supported by the Inclusion Leader to agree and make these adjustments where necessary and any adjustments to the usual behaviour routines will be communicated clearly to staff (and other pupils where appropriate). It may be appropriate to include targets related to behaviour or additional support provided or adjustments made on a child's personal plan or provision map.

Please see appendix 4 and 5

Suspensions and exclusion

Suspensions and exclusions are very serious and we hope to avoid them by home and school working together in all the ways outlined in this policy. On rare occasions the school may decide that a formal process should be activated to withdraw a child from school on a temporary or permanent basis.

[DFE guidance](#) - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, September 2023

Use of reasonable force to restrain pupils

[DFE guidance](#) - Use of reasonable force advice for headteachers, staff and governing bodies July 2013

Our response to 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.

The difference between bullying and other hurtful behaviour

Our definition of bullying does not include disagreement and/or friendship problems between children and young people or one-off incidents. These issues will still be dealt with seriously and in line with this policy on Positive Behaviour to prevent them developing into bullying behaviour.

We recognize that bullying can be:

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

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| 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 |
| A form of peer on peer abuse | |

Preventing bullying

At Emmanuel School, here are some of the ways we actively seek to prevent bullying:

- Bullying awareness is part of the School's PSHE curriculum
- All members of the school community are made aware of bullying issues and this policy in regular training. The school also hold's specific anti-bullying and e-safety awareness weeks every academic year.
- Having open discussions about bullying and why it is unacceptable
- Each class has a worry box system where anonymous concerns can be posted; these are then dealt with sensitively by the class teacher and ELSA.

The priority for the school is to ensure the victim is able to feel safe and that the bullying behaviour stops immediately.

A combination of the following actions may be used:

- Identify a senior member of staff to investigate.
- Talk to each child involved separately, to find out what has been said or done.
- Support the child who this has happened to and reassure them this behaviour is wrong. Ask them what they would like to happen next.
- If the child is comfortable, hold a restorative conversation so they can have their voice heard and the other child/ren can hear how they have been affected by the incident.
- Explain to the child who has used racist language why their behaviour is wrong. Be clear that any racist language is not tolerated at our school and that their behaviour must not be repeated. Use social stories to help reinforce the message for younger pupils or where there are SEND.
- The school expects the perpetrator to apologise for their behaviour and agree to stop.
- Inform relevant parents and carers and keep them informed of how the incident is being dealt with and how they can support at home.
- Record the incident so any further incidents can be tracked over time.
- Whole-class PSHE or assemblies following a racist incident using scenarios to reinforce a clear message to all children that racist language is unacceptable.
- Continue to monitor the situation to ensure there is no repeat.

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- Where necessary, support the children's emotional needs; this may include outside professionals e.g. Child & Adolescent Mental Health Service (CAMHS) or Primary Learning Support Service (PLSS).

Emmanuel School does not tolerate bullying of any kind.

Leadership and management, including roles and responsibilities

In line with our vision for all in our school to experience life in all its fullness and our belief that this can only happen in a safe and secure environment where positive relationships, respect and compassion for ourselves and all others and a sense of community and responsibility are at the heart of everything we do, positive behaviour management is of the highest priority in our school. Consequently, considerable time, resource, thought and energy is directed by school leaders to ensuring that positive behaviour takes place at all times, and that appropriate support is in place for those who need it.

The Head of School has overall responsibility for encouraging positive behaviour and dealing with inappropriate behaviour in the school and has the ultimate discretion to decide upon sanctions and responses to inappropriate behaviour.

All members of staff take responsibility for promoting our school vision, upholding the school's high expectations for behaviour, praising children demonstrating positive behaviour, paying attention to any infringements or disturbances, explaining why behaviour is inappropriate using the agreed language and supporting colleagues when they are dealing with inappropriate behaviour.

Class teachers (or another member of teaching staff or a supply teacher who is in temporary charge) are responsible for encouraging positive behaviour and dealing with inappropriate behaviour in their classrooms. They should make the decision to consult a member of the SLT or the Head of School for advice and support with particular incidents.

Teaching and Learning Assistants working with a group of children have responsibility for encouraging positive behaviour in the group; they should deal with any inappropriate behaviour in the first instance and also report it to the class teacher.

Lunchtime Supervision staff (including TLAs) have responsibility for encouraging positive behaviour and dealing with inappropriate behaviour at lunchtimes. They should support each other in the playground and hall and should make the decision to refer any serious incidents to a member of SLT or Head Teacher.

Volunteers and parent helpers (including on school trips), through their training and induction processes, should be able to encourage positive behaviour with the children with whom they are working. They should refer any incidents of inappropriate behaviour or concerns about our behaviour policy to class teachers.

The Governors have responsibility for monitoring the implementation of this Policy, which includes monitoring the nature and number of incidents of inappropriate behaviour in the school. This information is reported termly to the full Governing Body.

Sexually harmful behaviour

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.

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The school's response will be:

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

The school will follow the statutory guidance and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.

Off-site behaviour

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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

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 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 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, 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.

Policy reviewed **September 2024**

Agreed review schedule **1 year**

Next review due **September 2025**

Reviewed September 2024

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Appendix I – Behaviours and sanctions – please note this list is not exhaustive

| | Behaviour | Sanctions |
|-------------------|--|--|
| Low-level | <ul style="list-style-type: none"> ❖ Poor organisation for the school day – eg. forgotten PE kit or incorrect school uniform ❖ Talking in class ❖ Not lining up sensibly ❖ Accidental damage ❖ Bringing items from home into school ❖ Not handing in homework ❖ Not on task | <ul style="list-style-type: none"> ❖ Proximal teaching (stand near the child) ❖ Eye contact ❖ Shake of head ❖ Frown |
| Disruption | <ul style="list-style-type: none"> ❖ Wandering around ❖ Making silly noises or disrupting others ❖ Interrupting teacher when whole-class teaching taking place ❖ Work avoidance ❖ Arguing with teacher ❖ turning back on an adult ❖ Shouting out ❖ Ignoring instructions | <p><i>As above, plus:</i></p> <ul style="list-style-type: none"> ❖ Use of behaviour system – child is given a ‘reminder’ or ‘reflection’ (if this reminder is not successful) ❖ Completing work at playtime/lunchtimes ❖ Time out on playground |
| Serious | <ul style="list-style-type: none"> ❖ Disrespectful comments ❖ Deliberately creating a disturbance ❖ Deliberately giving false information to a member of staff/lying ❖ Refusal ❖ Name calling ❖ Swearing ❖ Physical incident-hitting, pinching, pushing a child | <p><i>As above, plus:</i></p> <ul style="list-style-type: none"> ❖ ‘Red’ incident – misses whole lunchtime ❖ Contact with parent ❖ Involvement of Behaviour Lead |
| Very Serious | <ul style="list-style-type: none"> ❖ Discriminatory language – racist, sexist, homo/biphobic comments ❖ Persistent disruption – despite intervention, child is still disrupting learning of others on a daily basis ❖ Fighting ❖ Vandalism ❖ Stealing ❖ Bullying – continuance of bullying behaviour | <p><i>As above, plus:</i></p> <ul style="list-style-type: none"> ❖ Involvement of Head of School ❖ Formal meeting with parents ❖ Internal suspension |
| Extremely Serious | <ul style="list-style-type: none"> ❖ Verbal and physical abuse towards any staff member ❖ Bringing to school dangerous weapons/objects ❖ Leaving the school site | <p><i>As above, plus:</i></p> <ul style="list-style-type: none"> ❖ External fixed-term exclusion ❖ Managed move to alternative provision – satellite base ❖ Permanent exclusion |

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Appendix 2 – KS1 Reflection sheets

Emmanuel Church of England Primary School
Pupil Behaviour Reflection Sheet
(EYFS and SEND)



Name: _____

Class: _____

Next time I can choose to:

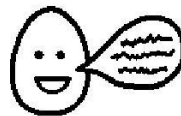
have SAFE feet



have SAFE hands



use kind words



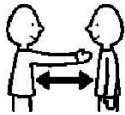
listen and not talk during instruction



ask for a calm break



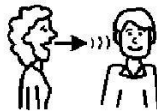
say "I need space."



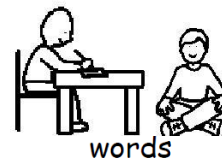
ask someone to "Please stop."



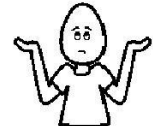
follow directions



stay in my work area

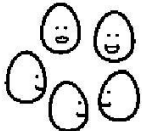


say, "I don't understand."



When I make a positive choice like that:

others will want to be with me



others will feel good around me



others want to play with me



people will know that I am kind



I will feel proud of myself



My signature: _____

My teacher's signature: _____

My parent/carer's signature: _____

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Appendix 3 – KS2 reflection sheet

Emmanuel Church of England Primary School
Pupil Behaviour Reflection Sheet
KS2



Name: _____

Class: _____

Date: _____

| | |
|---|--|
| What happened? | |
| How were you feeling at the time? Why? | |
| Who else was involved? How were they affected? | |
| What could you have done differently? | |
| What should happen now to move on? | |

My signature: _____

My teacher's signature: _____

My parent/carer's signature: _____

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Appendix 4 – Whole school behaviour provision map

| Wave 1 Universal | Wave 2 Targeted Support | Wave 3 Intensive Targeted Support |
|---|--|---|
| <ul style="list-style-type: none"> • Clear whole school behaviour policy • Consistent use of rewards and sanctions • A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • School ELSA • ‘Worry box’ in classrooms • Reinforcement of rules – visual prompts to support if needed • Positive intervention strategies • Flexible approaches to a range of different behaviours • Time out systems within the classroom • Use of choice and motivation • Supportive peer systems • Structured routines and clear guidelines • Calming strategies • Clear communication with parent/carer • Enhanced personal social and health education programmes • Zones of regulation lessons and displays • Robust PSHE curriculum • Circle Time • Restorative practice • Use of sensory room | <ul style="list-style-type: none"> • Calming Corner used • Use of rest breaks timetables into class timetable • 1:1 ELSA group work: <ul style="list-style-type: none"> ○ Social Skills ○ Friendship ○ Zones of regulation • Key Books linked to social needs • Visual prompts on desk • Now and Next choices • Nurture Group or small group intervention • Reduced and structured lunchtimes • Social stories • Timetabled sensory room | <ul style="list-style-type: none"> • Regularly reviewed behaviour support / wellbeing plan – including targets and/or action plan • Counselling • PLSS involvement – to provide strategies and support • Part-time timetable – if appropriate • ‘Exceptional needs grant’ and ‘vulnerable children’s grant’ applications considered if appropriate <p>External Support</p> <ul style="list-style-type: none"> • <i>Referral to CAHMS Cognitive Behavioural Therapy (CBT)</i> • <i>Play Therapy</i> • <i>Referral to Mental Health Services</i> • <i>Referral to Early Help</i> • <i>Medication</i> |

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Appendix 5 – Behaviour profiles and provision

| | Behaviour Profile | Provision |
|---|--|---|
| <p>Level 1 <i>Majority of children</i></p> | <ul style="list-style-type: none"> Children remain mostly on green on the behaviour chart Once given a reminder, children follow instructions Occasionally may make the wrong choices but listens and responds to intervention | <ul style="list-style-type: none"> Class dojos Positive praise Quiet word with parent (praise or reminder) 'Gold' awarded in Celebration Collective Worship Visionary Awards Head teachers awards |
| <p>Level 2 <i>Those children who need more support to manage their behaviour</i></p> | <ul style="list-style-type: none"> Regularly misses golden time Argues back Disrupts the learning of others Ignores reminders | <ul style="list-style-type: none"> Behaviour system – missing golden time 'Instant' consequences used – missing playtime or lunchtime Finishing work at playtime or lunchtime |
| <p>Level 3 <i>Children who need a specific behaviour plan</i></p> | <p><i>As all above, plus:</i></p> <ul style="list-style-type: none"> Regularly removed from class Frequently disrupts the learning of others Frequently ignores adults' instructions Regular parental meetings | <p><i>As all above, plus:</i></p> <ul style="list-style-type: none"> Behaviour Plan Partner Class used to separate children from their peers |
| <p>Level 4 <i>Children who are working on specific behaviour</i></p> | <p><i>As all above, plus:</i></p> <ul style="list-style-type: none"> Behaviour continually disrupts learning of others Personal behaviour targets in place Regular parent meetings to review these targets | <p><i>As all above, plus:</i></p> <ul style="list-style-type: none"> PLSS involvement Head of School involvement with parent meetings Exclusion from school trips/clubs |
| <p>Level 5</p> | <p><i>As all above, plus:</i></p> <ul style="list-style-type: none"> Minimal to no progress made on behaviour targets Assistant head/head of school regularly involved in managing the behaviour of the child Persistent disruption to learning of others – has been through a cycle of 3 behaviour plan reviews with limited/no improvement | <p><i>As all above, plus:</i></p> <ul style="list-style-type: none"> Internal exclusion Executive Head involvement with parents Fixed-term exclusion |