

# Emmanuel CE School



## Behaviour Policy

### 1 Mission statement and aims

#### 1.1 Mission statement

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

Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically. We stress the fundamental principle;

**“Always treat others as you would like them to treat you” Matthew 7:12**

1.2 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 motto of ‘ASPIRE’ which stands for both Christian and Learning values and it is represented by a tree both in classrooms and around the school.



1.3 We follow UNICEF's principles of a Rights-Respecting School (RRS), based on the United Nations Convention on the Rights of the Child (UNCRC), where each member of the school community has rights and rights-respecting actions (RRA). Each class has a 'class charter', the aim of which is to promote rights and RRA so that everyone can work together in an effective and considerate way.

1.4 The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels listened to, valued, happy, safe and secure.

1.5 The school expects every member of the school community to behave in a considerate way towards others.

1.6 We treat all children fairly and apply this behaviour policy in a consistent way.

1.7 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.8 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 Rewards and Sanctions**

2.1 We reward children for good behaviour in a variety of ways:

Staff congratulate children and articulate the behaviour they are being praised for;  
Children can receive 'house points' for their saint's house;

- Children may receive stickers;

Each week class teachers nominate children for 'aspire awards' in celebration worship based on our school's values and these children's names are published in the school newsletter;

- Children may go on 'gold', which means they can sit on an adult's chair during celebration worship and receive a small prize.

Children may also receive a 'headteacher's award' in celebration worship for achievement both inside and outside of school, for example, achievements in music or sport;

All classes have an opportunity to lead an achievement assembly, where they are able to show examples of their best work.

### **2.2 Class Charters**

At the beginning of each school year, teachers and pupils in each class agree a 'class charter' based on the (UNCRC), and this is displayed on the classroom door. The charter outlines the children's rights and their rights-respecting actions (RRA). For example, children have the right to play but the RRAs are children should include others in their games and look after any equipment. When adults are talking to pupils, they will often refer back to the class charters to reinforce positive behaviour.

### 2.3 Whole School System: Golden Time and Traffic Lights

To recognise and reward good behaviour in school, each week children can have up to 30 minutes of 'golden time' on a Friday afternoon. This provides children with an opportunity to play special games and take part in fun activities.

To deal with behaviour, we have a consistent and systematic 'traffic light' system. It is clearly displayed in each classroom.

-  Gold: Pupils who have demonstrated outstanding behavior linked to our school ASPIRE values achieve gold status. They will receive additional rewards such as gold sticker, special mentions in assembly or additional treats.
-  Green: Pupils begin each day on green. Pupil has shown excellent behaviour and will be rewarded with verbal praise, stickers and certificates.
-  Flashing amber: Pupil has had a verbal warning and has continued to make the wrong choice. They will have 5 minutes 'time-out' at the next play time.
-  Amber: pupil misses 5 minutes of their golden time. Whilst the other children are playing, they will sit with a timer to reflect on their actions. They will miss 5 minutes of their golden time each time their name is put on amber until 25 minutes has been lost. In EYFS, children will miss 2 minutes of their golden time, up to a maximum of 20 minutes.
-  Red: Pupils will be placed on red for violence towards other pupils or staff, swearing or offensive language. They will also go on red if they have lost 25 minutes of their golden time that week. Pupil must go and see the Head Teacher or Assistant Head Teacher. They will miss playtimes and their parents or carers will be contacted. Serious incidents are recorded on ABC Incident forms (Antecedent, Behaviour, Consequence). ABC sheets are collected for analysis.

### 2.4 SEAL (Social and Emotional Aspects of Learning)

The SEAL programme is followed in PSHE lessons to support the school's behaviour policy. Pupils are encouraged to respect others by making the right choices. Circle time is used throughout the school to reinforce this message, as well as addressing any other issues arising.

### 2.5 Pupils with SEMH Needs (Social, Emotional and Mental Health)

Pupils who experience on-going behaviour difficulties may have:

- An individual reward chart
- Adapted playtimes and lunchtimes
- A home-school link book
- A good news diary
- A behaviour support plan
- Support from the school ELSA (Emotional Literacy Support Assistant)
- A well-being plan
- Involvement from outside agencies e.g. PLSS

These strategies may be set up as part of a child's IEP where relevant. For pupils that need extra support for their needs, the school may apply for funding from the Vulnerable Children's Grant.

## 2.6 Racist Behaviour and Bullying

The school does not tolerate bullying, racism, sexism, homophobic or any other anti-social behaviour. If we discover any such act has taken place, we act immediately to stop any further occurrences of such behaviour. We record any such incidents and report these (as appropriate) to the Governing Body. We do everything in our power to ensure that all children attend school free from fear through the use of our school mission statement and values; PSHE lessons; Collective Worship; friendship weeks and workshops. Please see our Anti-Bullying Policy for more information.

## 2.7 Use of Restraint

Safety is our main priority and we may have to remove a child from an incident, restrain the child for his/her own safety or the safety of others; including staff. The actions that we take are in line with government guidelines on the restraint of children and we update our guidance as this area evolves. Staff receive Team Teach training as part of our cycle of Continual Professional Development (CPD), which equips staff in de-escalating a situation and if necessary, how to restrain a child in the safest possible way

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- the commission of what would be a criminal offence,
- injury to the pupil or to others,
- damage to property of pupil or others,
- behaviour prejudicial to maintaining good order and discipline at the school or among any pupils.

Reasonable force is not defined and will depend on the circumstances of the case but clearly any force used has to be:

- only used as a last resort,
- proportionate to the incident,
- administered wherever possible by those who have been trained in dealing with such incidents e.g. SCIP course,

All use of restraint must be recorded in the school's N.A.E.S (National Association of EBD Schools) Bound and Numbered Book. This can be found in the Head Teacher's Office.

## **3. Playtimes and Lunchtimes**

3.1 There are a variety of activities for the children in the playground. The staff on duty actively involve themselves with the children and encourage them to play co-operatively and fairly with each other.

3.2 For children to enjoy safe playtimes, the following strategies will be used in this order:

- Verbal warning
- Five minutes time-out to reflect
- Miss the remainder of the playtime.
- They will go to a member of the Senior Leadership Team.

3.3 Before pupils are sent to senior leaders, incidents must be fully investigated by the member of staff dealing with the issue. The following restorative phrases should be used to resolve conflict:

- What happened?
- What were you thinking when it happened?
- How did you feel inside when it happened?
- Who else has been affected?
- What now needs to happen?

3.4 Serious incidents are recorded on ABC Incident forms (Antecedent, Behaviour, Consequence). Staff will give the ABC sheet to the Head Teacher for analysis.

3.5 Incidents of a violent nature must be reported straight to the Head Teacher or an Assistant Head Teacher and parents will be contacted.

#### **4 The role of the class teacher**

4.1 It is the responsibility of the class teacher to ensure that their class charters are enforced in class, and that their class behaves in a responsible manner during lesson time.

4.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

4.3 The class teacher treats each child fairly and enforces the classroom charter consistently. The teacher treats all children in their class with respect and understanding.

4.4 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

4.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **5 The role of the support staff**

5.1 Support staff implement the Behaviour Policy. They acknowledge that this policy applies in all aspects of the school and must be consistent.

5.2 Support staff take responsibility for minor behaviour incidents when working with a group or individual. They must share responsibility for major incidents in collaboration with the class teacher.

#### **6 The role of the Mealtime Supervisors**

6.1 Mealtime supervisors know and implement the Behaviour Policy. They need to acknowledge this policy applies in all aspects of the school and to be consistent in implementing this.

6.2 Mealtime supervisors must take responsibility for minor incidents and deal with them appropriately. Mealtime supervisors must share responsibility for major

incidents with the senior mealtime supervisor, who may then refer to the Head teacher or an Assistant Head Teacher.

6.3 Mealtime supervisors must refer reportable incidents to the class teacher.

## **7 The role of the Head Teacher**

7.1 It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

7.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

7.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour.

7.4 The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **8 The role of parents**

8.1 The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.

8.2 We explain the school behaviour ethos and expectations on parent tours, home visits and in parent workshops, and we expect parents to support these expectations.

8.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents if we have concerns about their child's welfare or behaviour.

8.4 If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **9 The role of governors**

9.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

9.2 The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## 10 Fixed-term and permanent exclusions

10.1 Exclusion of a pupil is a very serious matter and will be imposed only after all else has failed. However, we recognise that some incidents are of such a serious nature that a prolonged or permanent exclusion may occur. For example:

- Repeatedly intimidating others through verbal taunting, threatening, name calling, swearing or teasing (see Anti-Bullying Policy)
- Physically harming any pupils, staff or the school environment
- Repeatedly disrupting the learning of other children
- Refusing to follow adult requests in such a manner that undermines that person's ability to keep the child safe.

(see appendix I for other examples)

All situations are investigated thoroughly and fairly and we ensure that the correct procedures are followed.

10.2 For those pupils who are at possible risk of exclusion, a behaviour support plan must be arranged which may include advice from outside agencies. This involves the following process;

- Identification of key behaviours acting as a barrier to the pupil's learning
- Meeting with pupil, parents, class teacher and Head Teacher/ Inclusion Leader
- Communication with the pupil's parents regarding the child progress with behaviour targets
- Review meeting with parents after an agreed amount of time.

10.3 Only the Head Teacher has the power to exclude a pupil from school.

10.4 If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

10.5 The school will provide work during the child's period of exclusion. On return to school, the Head Teacher will meet with the child and the child's parents before s/he makes a new start.

10.6 The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

10.7 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

10.8 The Governing Body has established a Discipline Committee which must be convened in the following circumstances:

- Permanent exclusion.
- Fixed term exclusion which brings the total number of days of exclusion in one term to more than fifteen.

- Fixed term exclusion which would lead a pupil to miss a public examination.
- Fixed term exclusion of fifteen days or less where the parent has indicated that they wish to make a representation to the Governing Body.

10.9 The Discipline Committee when convened will include the parent and/or child and a representative of the Local Authority.

## 11 Monitoring

11.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 The school keeps records of incidents of misbehaviour which is regularly monitored by the SLT. Written details of any racist, homophobic or bullying incidents are recorded.

11.3 The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

11.4 It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Policy reviewed November 2018

Agreed review schedule 1 year

Next review due November 2019

Reviewed by (signature)

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Flick Rea, Chair of S&HR

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Kathryn Fitzsimmons, Head Teacher

## Appendix I

	BEHAVIOUR	SANCTIONS
	<p><b>LESS SERIOUS</b>            Not being organised for school day (e.g. forgotten PE kit)            Eating sweets/gum            Ignoring instructions            Occasional talking at inappropriate times            Not lining up sensibly            Accidental damage through carelessness            Deliberate time wasting            Bringing inappropriate items to school</p>	<p>Eye contact            Frown            Change of seating            Name under a 'sad face' on the whiteboard            Move up the golden time chart if persistent</p>
	<p><b>DISRUPTIONS</b>            Wandering around            Persistently not handing in homework            Interrupting teacher when talking to whole class            Interrupting and/or annoying other pupils in class and at play            Talking during worship            Making silly noises            Pushing in line            Not responding to teacher's request to work            Work avoidance            Playing in the toilets            Using equipment inappropriately            Minor challenge to authority/demonstrating unpleasant attitude towards others            Rough or inappropriate play</p>	<p>Separation from the rest of the class            Completing unfinished work at playtime/            Time out from playground            Loss of golden time</p> <p><b>Also refer to above sanctions</b></p>
	<p><b>MORE SERIOUS</b>            Being more disruptive, deliberately creating a disturbance            Disrespectful comments            Challenge to authority            Swearing (verbal and/or physical gestures)            Wilful destruction of property            Physically harming someone            Leaving class without permission            Deliberately giving false information to a member of staff            Repeated refusal to follow instructions            Harmful offensive name calling e.g. racist            Bullying            Repeated detentions for more serious issues to which the child's <u>behaviour</u> has not changed.</p>	<p>'Red' on golden time chart            Formal contact with parents e.g. phone call home            Head teacher involvement            Letters of apology            Missing class trip            Internal Exclusion</p> <p><b>Also refer to above sanctions</b></p>
	<p><b>VERY SERIOUS</b>            Repeatedly leaving class without permission            Fighting and intentional physical harm to other children            Throwing large dangerous objects e.g. chairs            Serious challenge to authority            Verbal abuse to any staff member            Vandalism            Persistent dishonesty            Stealing            Persistent Bullying</p>	<p>Immediate involvement of Head Teacher            Meeting with parents/carers            Fixed term exclusion</p> <p><b>Also refer to above sanctions</b></p>
	<p><b>EXTREMELY SERIOUS</b>            Verbal/Physical abuse towards any staff member            Extreme danger or violence            Bringing to school dangerous weapons/objects            Leaving the school site            Very serious challenge to authority            Running away from staff whilst on a school trip            Persistent disruptive behaviour</p>	<p>Fixed term exclusion up to 45 days (with a <u>year</u>) NB : Recurring behaviour will involve longer exclusions            Permanent Exclusion</p> <p><b>Also refer to above sanctions</b></p>