



Behaviour Policy and Procedures

Signed:.....

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EMMANUEL COMMUNITY SCHOOL

BEHAVIOUR POLICY

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning.

Principles

This behaviour policy will form an integral part of our school curriculum. At Emmanuel Community School we recognise the need to teach values such as respect, fairness and inclusion as well as knowledge and skills. These clear values are reflected in the school's principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning. We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on the following Christian values –

Love (ethos of care and concern for all members of the school community);

Compassion and Community (Showing kindness and respect to each other, the way in which new people are welcomed into the school family, nurtured and supported);

Courage (Challenging one's self to always do the best);

Forgiveness (Repair relationships and conflict resolutions, learn to say "Sorry");

Generosity and Thankfulness (Give to those in need. Be grateful for what you have. Learn to say "Thank You");

Truthfulness (To be truthful in our dealings with each other, being truthful to oneself and help each other to make informed moral choices);

Equality and Inclusiveness (Love and care for people, regardless of race, gender, religion, social or economic status);

Justice (Take responsibility for one another. "Justice is not for just me". Look after others);

Service and stewardship (Serve others and take responsibility to use resources appropriately);

Peace (Spiritual and material security which leads to positive harmony and healthy relationships);

Behavioural expectations can be explicitly modelled, taught and practised. There are regular explicit opportunities for learning about how to act in keeping with the school's values and beliefs. (This is in addition to expectations of learning behaviour, which will permeate the curriculum.)

For example, the development of pupils' social, emotional and behaviour skills will be achieved through:

- a structured programme across all years in PSHE
- Within the pastoral programme
- Within the IPC Skills curriculum
- Assemblies

Children with more challenging behaviour have the opportunity to benefit from a period of targeted support from specialist adults on strategies and techniques in e.g. anger management or positive behaviour. In these practical strategies for intervention, full use is made of support from the wider community of the LA, Police, social services, multi-agency teams, and partnership working with other schools. The school's learning and teaching policy will support staff in teaching approaches which promote positive behaviour and attendance.

Teach Like A Champion techniques, listed in Teach Like A Champion 2 (TLAC2), Part 4: Five Principles Of Classroom Culture, will underpin the management of behaviour throughout the school.

The Five Principles Of Classroom Culture are:

Discipline
Management
Control
Influence
Engagement

A strong classroom culture, that sustains and drives excellence, is achieved using the TLAC2 techniques listed below.

Systems and Routines

- **Technique 4-5: Threshold** – *Meet your students at the door, setting expectations before they enter the classroom.*
- **Technique 4-6: Strong Start** – *Design and establish an efficient routine for students to enter the classroom and begin class.*
- **Technique 4-7: STAR/SLANT** – *Teach students key baseline behaviours for learning, such as sitting up in class and tracking the speaker, by using the memorable acronym SLANT:*
 - Sit up
 - Listen
 - Ask and answer questions
 - Nod your head
 - Track the speaker
- **Technique 4-8: Engineer Efficiency** – *Teach students the simplest and fastest procedure for executing key classroom tasks, then practise so that executing the procedure becomes a routine.*
- **Technique 4-9: Strategic Investment** – *Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual. Routinizing a*

key procedure requires clear expectations, consistency, and, most important, patience. Even so, it's almost always worth it.

- **Technique 50: Do It Again** –*Give students more practice when they're not up to speed—not just doing something again, but doing it better, striving to do their best. (Clip 51)*

High Behavioural Expectations

- **Technique 51: 100%, Part 1: Radar/Be Seen Looking** –*Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking.*
- **Technique 52: 100%, Part 2: Make Compliance Visible** –*Ensure that students follow through on a request in an immediate and visible way by setting a standard that's more demanding than marginal compliance. Be judicious in what you ask for. Specifically because it will uphold the standard of compliance.*
- **Technique 53: 100%, Part 3: Least Invasive Intervention** –*Maximise teaching time and minimize "drama" by using the subtlest and least invasive tactic possible to correct off-task students.*
- **Technique 54: 100%, Part 4: Firm Calm Finesse** –*Take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise.*
- **Technique 55: 100%, Part 5: Art Of The Consequence** –*Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent, and depersonalized. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game.*
- **Technique 56: Strong Voice**—*Affirm your authority through intentional verbal and non-verbal habits, especially at moments when you need control.*
- **Technique 57: What To Do**—*Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do.*

Building Character And Trust

- **Technique 58: Positive Framing**—*Guide students to do better work while motivating and inspiring them by using a positive tone to deliver constructive feedback.*
- **Technique 59: Precise Praise**—*Make your positive reinforcement strategic. Differentiate between acknowledgement and praise.*
- **Technique 60: Warm/Strict**—*Be both warm and strict at the same time to send a message of high expectations, caring and respect.*
- **Technique 61: Emotional Constancy**—*Manage your emotions to consistently promote student learning and achievement.*
- **Technique 62: Joy Factor**—*Celebrate the work of learning as you go.*
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Availability

This policy will be accessible via the school's website and a hard copy will be available in the school office.

Code of Conduct

Emmanuel Community School's Code of Conduct promotes positive behaviour, and sets explicit standards of behaviour for all stakeholders. It covers expectations of attendance, punctuality and behaviour around the school and in the community, both before during and after school. We communicate respectfully, including when challenging inappropriate behaviour and do not shout or use aggressive tones or manner.

Rewards and Sanctions

Our Code of Conduct will be supported by a coherent system of rewards and sanctions that are based on the concept of choice and consequence, with the ownership of the behaviour placed firmly with the child:

- Should children choose to follow school expectations and behave appropriately, then they will be rewarded.

- Should children choose not to follow school expectations and behave inappropriately, then a system of sanctions can be reasonably applied if appropriate.

Underpinning the application of rewards and sanctions is an expectation that all adults in the school will intervene with children in a manner that:

- Encourages and promotes positive behaviour.
- Looks to defuse and positively manage confrontation should it arise.

Rewards

At Emmanuel Community School we believe that the values and beliefs that underpin the positive climate for learning are best promoted when children feel secure and are appropriately rewarded for all aspects of their school life – including behaving as expected.

Rewards are much more effective than punishment in motivating children. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At Emmanuel Community School, a wide range of whole school rewards are available:

Praise: the school expects adults to use praise and encouragement statements at a ratio of at least 3:1 to every corrective statement and higher, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts children make in lessons, in their positive behaviour and attendance, in the help and respect they offer adults and other children in school and in the community and in the way they treat the environment.

All staff are encouraged to reward positive behaviour through:

- Oral praise statements

- Written praise in the marking of work
- Displaying of work to build self-esteem
- Deployment of responsibilities
- Recording success in children's progress files
- Referral to Class teacher, SLT, headteacher and governors
- Contact with parents/carers

See Appendix 1 for a table of rewards

Sanctions

Sanctions are necessary for children who choose from time to time not to follow the School's expectations and behave inappropriately. At Emmanuel Community School we accept that it is our responsibility to support those children so that they can make better behavioural choices in the future. As such the available sanctions are to be used to promote and develop positive behaviour rather than to be used as punishment or retribution, and all adults and children are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on children to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with children.

Sanctions are more likely to promote positive behaviour and regular attendance if children see them being applied fairly and consistently.

Adults are further expected to:

- Make clear they are dealing with the behaviour, rather than stigmatising the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);

- Avoid whole group sanctions that punish the innocent as well as the guilty;
- Wherever possible, use sanctions that are a logical consequence of the child's inappropriate behaviour (for example, if work is not finished in class the teacher might make the child stay behind at break time to finish it off); *See Appendix 2 (Sanctions Chart)*
- Use sanctions to help the child and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- When appropriate, use sanctions to put right harm caused;
- Never issue a sanction that is humiliating or degrading;
- Never issue a sanction that involves children missing a key lesson like PE or Music;
- Use sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent (children should know that a sanction, when mentioned, will be used);
- Attempt to link the concept of sanctions to the concept of choice, so that children see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour;
- Never issue a sanction that involves children having to miss food such as their school lunch or break time fruit;
- Take account of individual circumstances;
- Never issue a sanction that damages a child's work, eg. asking them to throw away a piece of work and start again. It is more useful to keep a record of all of the child's work;
- Encourage children to reflect on the effects of misbehaviour or absence on others in the school community, as part of everyday teaching.

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community. The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom.

Taking account of individual pupil needs

At Emmanuel Community School we are keen to ensure that we do not discriminate – through application of the behaviour policy – against children whose apparent inappropriate behaviour may be a function of their SEN or disability. Support will be provided so that these children can acquire the needed skills for appropriate behaviour.

Racial Harassment and Bullying

At Emmanuel Community School we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated. Adults are advised to follow reporting procedures. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

Applying sanctions

All staff at Emmanuel Community School may apply sanctions up to but not including the level of exclusion following agreed procedures.

Fixed term exclusion and permanent exclusion are at the discretion of the Head-teacher only.

Support systems for staff

Advice for all adults on how to deal with inappropriate behaviour at the time and wherever it occurs in the school will be provided. The school also recognises that regular professional development on behaviour is essential in developing the positive climate for learning, and will strive to ensure that all adults have access to such CPD as identified through self-evaluation and individual performance management reviews.

These may include training on managing behaviour and developing expertise in social emotional and behavioural aspects of learning.

However, the school recognises that from time to time and for a variety of reasons adults may feel unable to cope, and provides the following support in addition:

- Adults who are having difficulty with a class or group should in the first instance seek advice from their line manager or mentor.
- Adults who need advice on managing the behaviour and attendance of an individual child should in the first instance speak to their line manager or mentor/ Community Liaison Officer (in the case of attendance and punctuality issues).
- Adults who feel that they have been subject to abuse or intimidation by children should refer the issue in the first instance to the Headteacher.

Further support may be provided by:

Teacher help lines, support groups, listening services and other sources.

Support systems for parents

In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below :

- To contribute to the development of the behaviour policy and practice
- To share some of the training for school adults in behaviour
- Voluntary parenting courses and parenting skills

If a child or parent feels that the measures or sanctions in the behaviour policy are unfair or have been unfairly applied, then they will be able to lodge a complaint through the school's complaint procedure.

Support systems for Children

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well organised and caring school community, some children will need extra support to help manage their behaviour and attendance, and many of our children who are referred to external agencies will be vulnerable and have Special Educational Needs (SEN).

The school will look to identify early those children most at risk, in order to draw up a support plan and to establish a support programme to address issues arising, through:

- Liaison with parents/carers, previous schools, outside agencies and services.
- Referrals by adults to pastoral leaders through data analysis such as bullying, truancy.
- Regular pastoral reviews to identify pupils most at risk, included as part of regular academic progress reviews.
- Programmes of short courses on specific elements of Social, Emotional and Behavioural Skills (SEBS).
- Contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration.
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school, either for the individual (e.g. Educational Psychology Service) or in more general terms (e.g. LA Behaviour Support Service).
- Referrals to the SENDCO for a short period of additional support outside the usual classroom environment.
- Peer mediation and counselling schemes.
- Parents'/carers' consultations and family sessions.
- One to one counselling with a trained specialist.

Welfare, health and safety of children

The provision for the welfare, health and safety of children at the school will meet the standard where the school has a policy to:

- prevent bullying, which has regard to DfE guidance in 'Preventing and Tackling Bullying';
- safeguard and promote the welfare of children who are pupils at the school, which has regard to DfE guidance 'Keeping Children Safe in Education';

- safeguard and promote the health and safety of pupils on activities outside the school, which has regard to DfE guidance 'Health and Safety of children on Educational Visits'; and
- promote good behaviour amongst children including setting out the sanctions to be adopted in the event of child misbehaviour.

Monitoring and evaluation

At Emmanuel Community School we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about school improvement; contribute to the school Self Evaluation and inform discussions with staff, governors, children (including through the school council), parents and multi-agency staff about patterns of poor behaviour and steps taken to tackle it. We therefore will monitor the distribution of rewards and sanctions by: age, ethnicity, gender, special educational needs, disability, racial group, curriculum areas, class and reason.

Appendix I Table of Rewards for Positive Behaviour

Reward	How does it work?	Frequency
Stickers	Issued to reward children for meeting expectations.	Daily
Star of the Day (KSI and EYFS)	One child per day is designated star of the day and sits on the special yellow chair. Class teachers should keep a record of who receives this award.	Daily
Writer of the Week	One child from each class receives the reward each week. Class teachers should keep a record of who receives this award.	Weekly
High Frequency Word certificates (Toy Story/Shrek/Minions)	Children who can read and write a given set of words that are not phonically decodable (Read Write Inc red words) receive the related Toy Story character or character from Shrek certificate. Class teachers should keep a record of certificates received.	Weekly
School Golden Rules Certificate	One child from each class receives the reward each week. The certificate lists the school's golden rules. Staff can highlight of the rules which have been exemplified by the recipient if they so desire. Class teachers should keep a record of who receives this award. (See Appendix 3: Golden Rules)	Weekly
Well Done Award	One child from each class receives the reward each week. The certificate has a blank section that is completed by the staff member giving the reward so they can highlight what the reward is for. Class teachers should keep a record of who receives this award.	Weekly
Lunchtime	Pupils will be rewarded for demonstrating improved/good table manners and politeness. Midday staff may use a focus of the week to inform rewards, eg. sitting sensibly when eating. One boy and one girl from each class will be invited to eat on the special table each Friday and certificates will be presented. MDAs should keep a record of who receives this award.	Weekly
Attendance Class Trophy	Each week the attendance trophy is awarded to the class with the best attendance percentage. (One for infants, one for juniors.) The Community Liaison Officer should keep a record of which class receives this award.	Weekly
Attendance Badges	Each term, children with 100% attendance receive a badge which can be sewn onto their school sweatshirt.	Termly

Appendix 2 Table of Consequences

The idea here is not to administer sanctions to children when the issue is incompetence. In such cases a better response would be to use 'What To Do' or 'Do It Again'. However, **where poor behaviour is a result of disobedience and is deliberate then a sanction is better than a warning.** For example, if children are expected to line up silently, have 'done it again' several times and have been shown 'what to do', but then decide not to do as they know they should, a sanction, not a warning, is the appropriate response.

Teach Like a Champion Technique 55 '**Art Of The Consequence**' reminds us to ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalized. Consequences, used properly are not merely punishments with a sanitized name. Their purpose is to efficiently reinforce sound decision making- to use situations in which mistakes are made so that students can learn from them.

Personal judgement will be used when determining behaviour consequences. In order to give a steer to all adults in the school and to help ensure that there is a consistent approach to sanctions, the following table lists some behaviours that might be exhibited by pupils and the corresponding sanction.

Behaviour	Sanction	Notes
Fighting/aggression on the playground	Removal from the playground to a senior teacher for 15 minutes.	Children are not warned to stop fighting, instead a sanction is immediately administered. The child should miss the rest of their playtime with a senior teacher. A record will be kept of children receiving a sanction for fighting on the playground on ScholarPack
Not lining up properly after break time	Name moved to 'Thinking'. Miss 5 minutes play	
Swearing/ offensive language or comments	Name moved to 'Time out'. Miss 15 minutes of playtime	Where racist, sexist, homophobic comments are made, the appropriate record form should be completed and passed to the headteacher.

Violence- for example violent attack on an adult or a child	Fixed Term or Permanent Exclusion	An exclusion might mean a fixed period working in another classroom or a fixed term external exclusion or a permanent external exclusion. All exclusions should be recorded by the headteacher.
Persistent Behaviours such as: <ul style="list-style-type: none"> • Calling out • Running in school • Wasting time during transitions 	Name moved to 'Thinking'. Miss 5 minutes of playtime	
Using the toilet during learning time (KS2 only)	Miss 5 minutes play to make up for the missed learning time.	Children are expected to use these 5 minutes to complete their work, rather than as a punishment for using the toilet.

Appendix 3

Our Golden Rules 2017

Do our best and work hard

Be polite and respectful to all adults and children

Be kind and helpful to each other

Do what is right

Listen and tell the truth

Walk around the school quietly and sensibly

Look after school property and keep our environment tidy and welcoming

Appendix 4 Our Core Values 2017

Love: play together, be a friend,
from your heart

Justice: be fair

Courage: be brave, even when you
are scared

Truthfulness: tell the truth, don't
tell lies

Forgiveness: be friends again when
someone says sorry, be kind