

# EMMAUS



## Catholic and Church of England Academy Behaviour and Relationships Policy

The school aims to provide a positive and happy environment, reflecting the Christian affirmation of the value of every human individual and the continuing potential for forgiveness and reconciliation.

### Parental Responsibility

In sending your child to this school parents and carers are agreeing for staff to act as reasonable parents. We understand that some children act differently at home to school and also some children make the wrong choices when in the company of other children and away from parents. **Accepting responsibility for making the wrong choices is part of our children's development.** Parents, carers and relatives need to support the school and work in partnership with staff.

Parents need to understand that before any sanction is given, children are given chances to change their behaviour and all behaviour incidents are fully investigated. Although sometimes upsetting, parents need to understand that children do make the wrong choices and staff will deal with it appropriately.

Parents need to understand that they are not able to know what consequences another child has received, the only response a school can give is that it has been dealt with under the school behaviour policy.

### A Positive School

We have two school rules that underpin our school ethos:

- Being Respectful
- Being Ready to Learn

These are fundamental expectations that apply to all areas of school life and all visitors to our site. We are all reminded to follow the example of Jesus.

### Learning Behaviours

In every child, we aim to promote 6 different learning behaviours: These are;

- **Ready to learn.** This includes having the right equipment needed for learning to take place. For example pencils, rulers, correct PE kit. Children need to be ready to listen in all of their lessons. It includes being punctual for lessons and attending school on time.
- **Resilient.** This means no matter how hard things become we aim to keep on going.
- **Resourceful.** This includes problem solving and what can children do next.
- **Respectful.** This includes being respectful of themselves and others in school.
- **Responsive.** This means taking action to make their learning more effective.
- **Reflective.** Children are encouraged to reflect on how they have done and to think what's the next challenge? All children are encouraged to be proud of their achievements.

These are to be displayed in the hall and in every classroom.

Children who keep the rules are recognised using various methods of positive reinforcement.

Children can:

- Positive reinforcement in the form of verbal feedback
- Receive class points
- Collect stickers to reinforce the learning behaviours.
- Receive certificates; Learner of the Week, Simply the Best

### **Verbal Feedback**

Staff give specific praise to individuals and groups of children i.e 'I really like the way you are all walking in a line without talking'.

### **Class Points**

These are given out by all members of staff to children who are not in their class. They can be given at playtimes, lunch times and around school. They are used as an instant reward for children who are displaying any of the six learning behaviours. When a class has reached 50 they receive a special treat negotiated with the class teacher.

### **Learning Behaviour Stickers**

Every child in school has a reward card. Teachers can reward children by giving them a coloured sticker to match the learning behaviour they have displayed. When the child has received 10 to 20 stickers for each learning behaviour they will receive a special badge. Any child over a year that achieves 6 badges will take part in an extra special end of year school treat.

### **Certificates**

Children are chosen, each week, by the class teacher for 'Learner of the week' and 'Simply the Best' certificates. These are presented during Friday's assembly. Children who receive a certificate have their names displayed in the classroom, in the newsletter and on our school Facebook Page.

### **Sanctions**

The sanctions below are examples and not an exhaustive list. This table should be used at the member of staff's discretion e.g. Members of staff should always consider the child's age and if there are any SEN needs which means reasonable adjustments might be made. Staff should also take into account children who are keen to accept they have made the wrong choice and who want to make amends reflecting the main aim of our policy of forgiveness and reconciliation.

### **Refusal to work:**

Any child refusing to complete their school work during the school day will be asked to complete the work at another time, in the child's own free time eg. play time, lunch time or send the work home

### **Managing Negative Behaviour**

As a school, we use a range of strategies to deal with negative behaviour e.g. Trauma Informed approach, restorative conversations, de-escalation, reflections and detentions, in order to support and manage children's behaviour.

<b>Behaviour</b>	<b>Action</b>
<p><b><u>Level 1</u></b> This can include:</p> <ul style="list-style-type: none"> <li>● Very minor incidents (e.g. not following the rules of the classroom)</li> <li>● Not completing the expected volume of work</li> <li>● Unkind words to other children or adults</li> <li>● Any physical contact e.g. Any physical contact without consent, zero tolerance to touching others appropriate to the child's age.</li> </ul>	<p><b><u>Level 1</u></b> Some examples may include:</p> <ul style="list-style-type: none"> <li>● Make eye contact,</li> <li>● Use a visual signal</li> <li>● Quiet, calm reminder of our school rules</li> <li>● Say the child's name, tell them what they are doing wrong, tell them what they need to do instead.</li> <li>● Follow instructions by saying thank you (not please).</li> <li>● Using positive reinforcement/praise to reinforce the desired behaviour.</li> </ul>
<p><b><u>Level 2</u></b> This can include:</p> <ul style="list-style-type: none"> <li>● Repeated or persistent level 1 behaviour</li> <li>● Behaviour that disrupts the learning in the classroom</li> <li>● Disregard for other children's learning</li> <li>● Unkind words directed at another child or adult</li> <li>● Disrespectful attitude to staff and children</li> <li>● Persistent physical contact e.g. Any physical contact without consent, zero tolerance to touching others appropriate to the child's age.</li> <li>● Lack of respect for the school environment</li> </ul>	<p><b><u>Level 2</u></b> Some examples may include:</p> <ul style="list-style-type: none"> <li>● Logged as L2 on the classroom behaviour log.</li> <li>● Phase reflection time (15 mins KS2 and 10 mins KS1),</li> <li>● The child completes a reflection sheet or has a reflective conversation depending on age or ability (see below for example)</li> <li>● Not completing work during lesson time <b>(child takes work along to reflection to complete, clear instructions about what they must do)</b></li> <li>● Unkindness, rudeness <b>(writing letters of apology, writing a list of preferred behaviour, draw/write how their action has made someone feel)</b></li> <li>● Age-appropriate restorative conversation script example: (what happened, what were you feeling at the time, who has been affected by what you have done, in what way have others been affected, what do you think you need to do to make things right?)</li> <li>● Log as L2 if there is a persistent pattern of L2 behaviours.</li> </ul>
<p><b><u>Level 3</u></b> This can include:</p> <ul style="list-style-type: none"> <li>● Repeated or persistent level 2 behaviour</li> <li>● A significant incident, e.g. a mark made on another child</li> <li>● Offensive or personal name calling</li> <li>● Ongoing refusal to participate in learning</li> <li>● Continued or, more significant, lack of respect for the school environment</li> <li>● Intentional physical contact, e.g. pushing or shoving</li> <li>● Breaking or damaging property with intent</li> </ul>	<p><b><u>Level 3</u></b> Some examples may include:</p> <ul style="list-style-type: none"> <li>● Lunch time reflection - agreed amount of time with SLT with work supplied</li> <li>● If appropriate, then the class teacher should contact parents to explain the issue and resolution.</li> <li>● A Note of Concern to be sent home to parents if behaviour persists</li> <li>● Daily report/ Personal Intervention considered</li> <li>● Logged on CPOMS as Level 3</li> </ul>

<p><b><u>Level 4</u></b> This can include:</p> <ul style="list-style-type: none"> <li>● Team teach incidents</li> <li>● Using a piece of equipment or school furniture to hurt someone</li> <li>● Breaking or damaging property with intent</li> <li>● A racist, sexist, homophobic, transphobic or ableist incident.</li> <li>● An intended personal insult.</li> <li>● Threatening behaviour towards another child or member of staff</li> </ul>	<p><b><u>Level 4 (agreed with Deputy Head and Pastoral Team)</u></b> Some examples may include:</p> <ul style="list-style-type: none"> <li>● Lunch time detention agreed length of time with SLT up to full lunchtime</li> <li>● An internal exclusion, where work is supplied</li> <li>● Daily report/Personal Behaviour Plan considered</li> <li>● Agreement SLT or Pastoral Team who may contact a parent, explain the issue and consequence.</li> <li>● Logged on CPOMS as Level 4</li> </ul>
<p><b><u>Level 5</u></b> This can include:</p> <ul style="list-style-type: none"> <li>● Serious and wilful breach of health and safety with serious potential consequences</li> <li>● Physical assault against staff or other children</li> <li>● Repeated and persistent level 4 behaviour</li> <li>● Breaking or damaging property with intent</li> <li>● A racist, sexist, homophobic, transphobic or ableist incident.</li> <li>● Radicalised or extremist behaviours</li> <li>● An intended personal insult.</li> <li>● Inappropriate sexualised behaviour</li> </ul>	<p><b><u>Level 5 (agreed with Headteacher)</u></b> Some examples may include:</p> <ul style="list-style-type: none"> <li>● A suspension and reintegration meeting with parents following the suspension</li> <li>● a meeting with the Headteacher</li> <li>● lunchtime suspension</li> <li>● immediate contact with home during the school day</li> <li>● Referral to outside agencies, eg Social Care, Police</li> <li>● Permanent exclusion</li> <li>● Logged on CPOMS as Level 5</li> </ul>

### **Variations for Classes, groups and individuals**

Occasionally, a class, group or individual may need an additional bespoke behaviour plan. This will be put in place with the agreement of the headteacher. Parents will be informed of the bespoke plan via letter.

### **Lunch time**

If children misbehave at lunchtime the initial sanction available to supervisory staff is to ask them to stand out of playtime for a cooling off period of 5 (or 10) minutes. All midday supervisors will deal with negative behaviour themselves and report any incidents in writing in the lunchtimes incident book. This is then reviewed by SLT and any serious incidents are looked into further.

We have a range of activities at lunch time to promote positive behaviour. These include a designated football area (on a rota), Basketball, tennis, skipping, ball games, bench quiet areas, reading area, craft area and multipurpose play kit (Snug Kit).

### **Foundation Stage**

During Nursery and Reception behaviour routines are established with the aim of integrating children into the school's policy and framework by the time they enter year 1

### **Suspension and Exclusion**

Suspension and Exclusion serves as a serious sanction in accordance with the guidelines of the Department for Education. The school follows the procedures and advice as set out in the guidance. Please see Department of Education: Suspension and Permanent Exclusion from Maintained Schools,

Academies and Pupil Referral Units in England, including pupil movement. (September 2023)  
<https://www.gov.uk/government/publications/school-exclusion>

In accordance with Annex C of the DfE document Exclusion from maintained schools, academies and pupil referral units in England: Parents have the right to make their case about the exclusion of their child to the governing board. For fixed-period exclusions, unless the exclusion takes a pupil's total number of school days of exclusion past five in that term, the governing board must consider any case made by parents, but it cannot make the school reinstate the pupil and is not required to meet the parents.

### **The use of reasonable force**

Sometimes during some serious incidents the use of reasonable force is needed. The legal provisions on school discipline provide members of staff with the power to use reasonable force. Reasonable force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Section 550A of the revised Education Act 2011 sets out circumstances in which reasonable force may be used by members of staff in schools: Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Any use of physical prompts would be fully discussed with all staff and the child's parents and be part of a behaviour plan or a positive handling plan.

Prompts may include:

- Leading a child by the hand.
- Moving a child across a room.
- Using prompts to encourage a child to remain sitting on the carpet.
- The use of physical prompts to complete an activity.
- Preventing a child from running off.

**Schools cannot use force as a punishment.**

### **Team Teach**

Team Teach may be used in school to ensure the health and safety of all children, staff and property. Positive Handling details must always be logged in the Team Teach Log Book located in the main school office. There are several members of staff who are Team Teach trained. In summary, positive handling should be seen only as a last resort used to prevent a child:

- From harming him/herself.
- From harming others.
- From causing serious damage to property – Health and Safety.
- It must be necessary, reasonable and proportionate.

SLT will provide appropriate support for the child and staff concerned, notify parents/carers of the action taken and initiate appropriate follow-up, and review the incident, feeding back to relevant staff and reviewing procedure

## **Positive handling plan**

The use of a positive handling plan (PHP) will be used with a child where reasonable force may need to be used. This plan will need to be agreed with parent(s) and the Head Teacher before the plan is put in place for the child. The PHP will be specific to each child who needs one; no two PHP plans should be the same. The main aim of a PHP is to identify a number of preventative strategies that could be used before any handling of a child takes place. Some of these preventative strategies may be: calming stance, reassurance, calm voice, distraction etc. The most suitable prevention strategies will be identified when the PHP plan is written.

Any instances of reasonable force that is used must be completed in the Team Teach Log book located in the main office and also logged on cpoms.

All staff will be made aware if a child has a positive behaviour plan which will have been agreed by parent(s). Staff will be encouraged to read the child's PHP plan to ensure they have a good understanding of the individual child's triggers to certain behaviours, and how these can be prevented.

## **Searching of pupils and confiscation of items**

School staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives/weapons
- Alcohol
- Illegal drugs or drugs related paraphernalia
- Stolen items
- Tobacco & cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Teachers have the power to discipline pupils for misbehaving outside of school premises for:  
Misbehaviour when the pupil is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

## **Responsibility**

The Headteacher is responsible for the operation of this policy and for reporting back to Governors upon its effectiveness.