



[www.emmausfederation.co.uk](http://www.emmausfederation.co.uk)

## Behaviour Policy

### Philosophy

Our mission is to support and challenge our pupils to be the best that they can be in a safe and caring learning environment where respect, responsibility, individuality and co-operation are valued.

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

**Luke 24: 13 – 35**

### 1) Behaviour Policy Principles

The Emmaus Federation is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

### 2) Intent of the Behaviour Policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise and share what expected behaviour looks like
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### 3) Purpose of the Behaviour Policy

- To ensure safety by making boundaries of acceptable/appropriate behaviour clear
- To provide a calm, safe and supportive environment where everyone can learn well and protect from disruption
- To ensure that all children are treated fairly, shown respect and to promote good relationships
- To provide clear guidelines for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally
- To help children take control of their behaviour and be responsible for the consequences of it

- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure that our children recognise their own personal development and mental health as a priority

#### **4) Leadership and Management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors**

##### **All staff will:**

- To use rules and sanctions clearly and consistently
- Meet and greet children at the start of the day
- Be at the door of their classroom at the beginning and end of each lesson
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school rules
- To maintain records via CPOMS.

##### **The Senior Leadership Team will:**

- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, Dojos and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies
- To manage behaviour records on CPOMS and maintain records if directly involved

##### **Parents will:**

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies
- Inform school about any issues at home that might affect a child's learning or behaviour

#### **5) School Systems and Social Norms**

##### **Strategies for positive encouragement include:**

- Sensory Circuits
- Moodtrackers
- Energy Wall
- Lego Therapy
- Growing Acorns
- Staff congratulating children
- Celebrating achievements with others, either in class or during Celebration Assemblies.
- Positive feedback to parents (verbal and written via Dojo message or a postcode home, for example)
- Class Dojo points
- Dojo Shop/Activities

- Stickers
- Presenting good work to the senior leadership team or other class teachers

### **Class / School Behaviour Management.**

It is widely recognised that children have clear and consistent approached to behaviour they are more likely to also behave in a more consistent manner.

At The Emmaus Federation, we operate a very clear approach to how we can gather a class back together / larger groups together quickly. The following process is to be used by all staff.

**Raise your hand and say the word**

**Then say**

**Finally say**

**STOP**

**EVERYTHING DOWN (wait for all pupils)**

**EYES ON ME**

As this system become more embedded in school, we may simply raise out hand and children will know what we expect and react accordingly.

We follow the following stepped Behaviour Code:

1. Non-verbal warning
2. Reminder of expected behaviour
3. Final verbal warning
4. Loss of Dojo points
5. Consequence one issued: 5 minutes missed break time
6. Consequence two issued: 10 minutes missed break time
7. Consequence three issued: 15 minutes missed break time

### **Managing incidents of unacceptable or inappropriate behaviour from playtimes**

The school will follow the same guidance as above.

If any pupil is struggling on the playground, either due to circumstances outside of school or for any reason in school and don't want to be on the playground at lunchtime they can access the Growing Acorns nurture provision instead.

A range of strategies are used to support pupils with behavioural difficulties:

- Individual behaviour targets
- Personal Support Plans
- Reactive Plan
- Interventions
- Support from outside agencies

## **6) Pupil Transition**

## **Coming into school**

How the day starts sets the tone for the rest of the day. At The Emmaus Federation, we firmly believe that all children should receive a warm welcome as they enter school. A member of staff will be on the entrance doors each morning to say hello / good morning.

## **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each key-stage. Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

## **Coming in from Breaks and Lunches**

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At The Emmaus Federation, we operate the following system:

At the end of the break the bell is rang – all children stop what they are doing and stand still. A second bell is rung, and the children line up in their allocated place ready to come in. The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

## **7) Removal from Classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once the behaviour code steps have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom and it must be recorded on CPOMS.

Removal should be distinguished from the use of separation spaces (sometimes known as the intervention hub, library area, nurture room or quiet room) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

## **8) Restorative Discussions.**

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder eg social story, visual/written plan of action etc?

**9) Managing incidents of unacceptable or inappropriate behaviour outside of school** The DfE state the following in their guidance;

*Pupils' conduct outside the school gates – teachers' powers What the law allows:*

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

## **10) Use of Force**

### Key Points Regarding Use of Force

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.
- Some staff are trained in Team Teach Techniques. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where Team Teach is used, it must be recorded on CPOMS.

### **What is Reasonable Force?**

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## **11) Links with Other Policies**

### **SEND**

We recognise that repeated misbehaviour can -

- Constitute a Special Educational Need in itself (concerns related to repeated misbehaviour may warrant a child being placed on the SEND register).
- Be indicative of a learning difficulty
- Be indicative of lack of appropriate social skills
- Be indicative of emotional upset related to in-school circumstances e.g. bullying
- Be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil

### **Anti-Bullying Policy**

Our Anti-Bullying Policy complements key elements of our behaviour policy. However it should be clearly stated that The Emmaus Federation will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

## **13) Staff Induction, Development and Support**

All staff will be appropriately trained in the school's behaviour management processes (including the duties owed to pupils with special educational needs (SEN), disabilities and mental health needs), particularly on induction. This induction will on-going throughout the academic year.

Induction is an integral part of professional development. At the start of employment and at the start of each new academic year, all staff and governors receive safeguarding, Prevent and Keeping Children Safe in Education training. This training continues throughout the year alongside the 6-year pathway safeguarding training.

All staff, including temporary staff and volunteers, are provided with comprehensive induction training that includes:

- The school's Safeguarding Children Policy.
- A copy of the Staff Code of Conduct
- A copy of Part 1 of 'Keeping Children Safe in Education'
- The Behaviour Policy
- Any other federation policies that are relevant to the post
- Signposting to the federation website where a lot of important information is available

## **14) Guidance on Specific Behaviour Issues**

### Child-on-child sexual violence and sexual harassment

- Following any report of child-on-child sexual violence or sexual harassment offline or online, The Emmaus Federation will follow the general safeguarding principles set

out in Keeping Children Safe in Education (KCSIE) - especially Part 5 and the federation's Safeguarding Policy.

- Sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. The Emmaus Federation will make it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.
- The Emmaus Federation will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We will advocate strenuously for high standards of conduct between pupils and staff and demonstrate model manners, courtesy and dignified/respectful relationships.
- Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing
- The Emmaus Federation will respond assertively to sexually inappropriate behaviour as an important intervention as it helps prevent challenging, abusive and/or violent behaviour in the future
- Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour
- It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

#### Behaviour incidents online

- Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The federation is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.
- Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The same sanctions apply to these types of behaviours.

#### **15) Banned Items**

The Emmaus Federation's Governing Body considers that the following items are inappropriate and should not be brought into school:

- Chains
- Catapults
- Lighters, matches
- Tools (scissors, screwdriver, hammer, nails, etc)



- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
- Aerosol (including deodorant and hair spray)
- E cigarettes
- Stink bombs
- Solvents
- Chewing gum
- Energy drinks
- Super Glue
- Needles (Syringes if required for medical grounds should be kept in accordance with the pupils own care plan and the schools own drugs/medical policy)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium)
- Rope, cable ties

**Date:** September 2023

**Review due:** Autumn term 2024

### **Appendices**

- Behaviour Code
- The Restorative Approach
- Understanding ACE's
- Six stages of a Crisis
- Ofsted Behaviour Grade Descriptors
- The Foundations of Best Practice – Behaviour

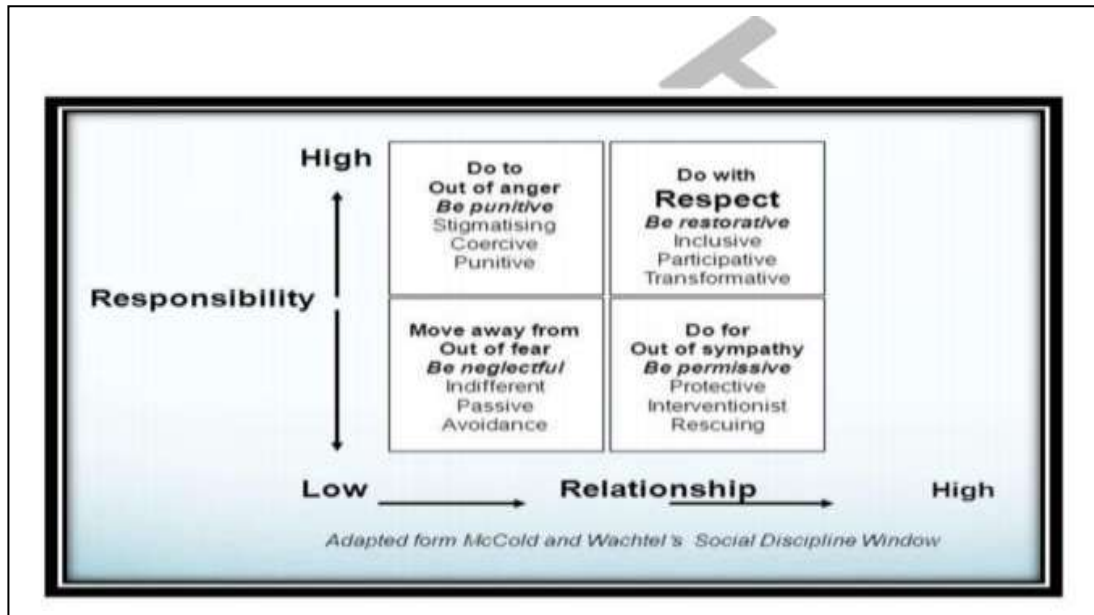
### **Appendix 1                      Behaviour Code**

1. Non-verbal warning
2. Reminder of expected behaviour
3. Final verbal warning
4. Consequence one issued: 5 minutes missed break time
5. Consequence two issued: 10 minutes missed break time
6. Consequence three issued: 15 minutes missed break time

## Appendix 2 The Restorative Approach

A useful way of looking at how the restorative approach works in schools is by using the social discipline window below.

The models 4 quadrants



## Appendix 3 Understanding ACEs

### Understanding ACEs

ACEs (Adverse Childhood Experiences) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.

The infographic shows a child with a brain diagram and a heart. Arrows point to various effects of ACEs:

- Lowers tolerance for stress, which can result in behaviors such as fighting, checking out or defiance.
- Increases difficulty in making friends and maintaining relationships.
- Increases stress hormones which affect the body's ability to fight infection.
- May cause lasting health problems.
- Increases problems with learning and memory.
- Reduces the ability to respond, learn, or figure things out, which can result in problems in school.

Exposure to childhood ACEs can increase the risk of:

- Adolescent pregnancy
- Alcohol and drug abuse
- Asthma
- Depression
- Heart disease
- Intimate partner violence
- Liver disease
- Sexually transmitted disease
- Smoking
- Suicide

**! SURVIVAL MODE RESPONSE**  
Toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority.

**ACEs (Adverse Childhood Experiences) can include:**

- Abuse: Emotional/physical/sexual
- Bullying/violence of/by another child, sibling, or adult
- Homelessness
- Household: Substance abuse/mental illness/domestic violence/incarceration/parental abandonment, divorce, loss
- Involvement in child welfare system
- Medical trauma
- Natural disasters and war
- Neglect: Emotional/physical
- Racism, sexism, or any other form of discrimination
- Violence in community

Appendix 4

Six Stages of Crisis

Six Stages of a Crisis			
Stage description	Need for	Behaviours	Positive handling responses
1. Anxiety/Trigger	Diversion, support and reassurance.	<b>Low Level</b> Shows signs of anxiety, hiding face in hands, bent over/under table, becoming red in the face, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, using a fixed stare.	<b>Low Level</b> Distraction. Offer a change of scenery or a special job to do. Read the body language and the behaviour, intervene early, communicate; display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Remind about token or reward that is being worked for.
2. Defensive/Escalation	Diversion, reassurance, clear limits, boundaries and choices.	<b>Medium Level</b> Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I won't...', 'Go away' etc. May try to run/escape.	<b>Medium Level</b> Continue to use level one strategies + state desired behaviours clearly, offer alternatives and options, offer clear but limited choices – A or B, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide towards safety using a 'big gesture'. Give him/her space. Remove audience.
3. Crisis	Possibly for physical intervention.	<b>High Level</b> Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, stepping, punching.	<b>High Level</b> Continue to use level 1 and 2 de-escalation responses + make the environment safer. Reduce your use of language, move furniture and remove weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive, use fresh face if needed. Ensure privacy. No unnecessary people present.

Stage description	Need for	Behaviours	Positive handling responses
4. Recovery	Co-ordinated letting go and reassurance.	<b>Recovery behaviours</b> May cry, go into a confined space, curl up into a ball. Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2.	<b>Recovery positive handling responses</b> Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.
5. Depression	Observation, support and monitoring.	After a serious incident people can become depressed, they may not want to interact.	<b>Depression positive handling responses</b> Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.
6. Follow up	Listening and learning	<b>Follow up</b> Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.	<ul style="list-style-type: none"> <li>• Listen to views of child</li> <li>• What can be learned from this?</li> <li>• Keep appropriate record of incident and responses</li> <li>• Share reports as appropriate – child's file</li> <li>• Appropriate professionals meet to discuss plan/risk assessment/care and control plan</li> </ul>

## Appendix 5 Ofsted Grade Descriptors

### Outstanding

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

### Good

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](#)).
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

## Appendix 6 Behaviour Foundations of Best Practice

### Behaviour

- Behaviour is at the forefront of everyone and is a foundation for positive learning.
- The school has a calm and orderly presence.
- Children respect each other and school's own and each other's property.
- Staff use the mantra 'Stop, everything down, eyes on me' and all children respond in full.
- Staff apply the consequences within the behaviour policy and children are aware of the steps applied.
- Children feel safe and secure in school because of clear boundaries.
- Children display and adults model good manners.
- Expectations are clearly verbalised before transitional times.

- Children demonstrate positive learning behaviours and actively participate in lessons.
- Children to stand still and silent when the whistle is blown and on the second whistle line up.
- Silence when lining up and walking in lines.
- Walk at all times around the school.
- No shouting out or interrupting teachers.
- Adults check on children continually so there is no need for children to be lining up to speak to the teacher.
- Adults not to continue talking or teaching if all children are not paying full attention.
- Use of positive praise and intrinsic rewards.
- Children should be smart when entering school and uniform policy followed and staff to follow up when pupils are not following school policy.
- All staff actively reward positive behaviours.
- A restorative conversation takes place following a behavior incident.
- No children should be in a classroom without an adult.
- Dojo system used consistently, including positive and negative points.
- Staff actively supporting positive behaviours in the classroom and collective worship.
- Children have access to equipment, games and staff facilitate a positive playtime experience.