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Good Behaviour Policy

At the Emmaus Federation we strongly believe in treating each other with respect and trying to help one another. We understand that the school community is made up of many individuals with their differing characters, joys, delights, problems and talents which contribute to the richness of school life. All children need to know exactly what is expected of them in order to achieve a high standard of behaviour. School rules are applied consistently, with empathy and kindness, leading to a caring and orderly community.

Aims of the policy

1. To always encourage and look for opportunities to praise good behaviour; to promote a positive, corporate identity towards the school.
2. To encourage a calm, purposeful and happy atmosphere where everybody feels included.
3. Common expectations are applied consistently and fairly throughout the school, with parental co-operation and involvement.
4. Where there are instances of unacceptable behaviour, staff will seek to discover the cause and to help pupils learn to accept responsibility for their actions.
5. To make boundaries of acceptable behaviour clear and ensure safety.
6. To continue to provide a happy, caring and safe environment where achievements at all levels are acknowledged and valued.
7. To help pupils, staff and parents to understand the differing needs of pupils, particularly those with special needs.

Children's responsibilities are:

1. To work to the best of their abilities, and allow others to do the same;
2. To be proud of their achievements;
3. To treat others politely and with respect in their work and their play;
4. To follow the instructions of the school staff;
5. To take care of property and the environment in and out of school;
6. To co-operate with other children and adults;
7. To move gently and quietly about the school, keeping to the left;
8. To always try to understand other people's point of view;
9. To be prepared to listen to others;
10. To learn the value of friendship.

Staff (and other adults working in school) responsibilities are:

1. To treat all children fairly and with respect;
2. To raise children's self-esteem and develop their full potential;

3. To provide a challenging, creative, interesting and relevant curriculum;
4. To create a safe and pleasant environment, physically and emotionally;
5. To use rules, rewards and sanctions clearly and consistently;
6. To be a good role model and deal effectively with confrontation;
7. To form good relationships with parents and carers so that all children can see that the key adults in their lives share a common aim;
8. To recognise that each child is an individual and be aware of their needs;
9. To offer a structured framework for social, cultural, spiritual and moral education;
10. To maintain records via class logs and concern sheets located in each class file.

Parents'/carers' responsibilities are:

1. To make children aware of appropriate behaviour;
2. To acknowledge their role in supporting good behaviour in school and recognising that they are ultimately responsible for their child's behaviour;
3. To encourage independence and self-discipline;
4. To show an interest in all that their child does in school;
5. To foster good relationships with the school;
6. To support the school in the implementation of this policy;
7. To be aware of the school rules and expectations.

What we do to encourage good behaviour:

We make our expectations clear. We try to contact parents via various means e.g. Class Dojo, telephone, notes in their reading record with positive comments and praise for their children, not just when things go wrong. At the start of each year classes identify and discuss our core school rules and values. We discourage unsociable behaviour by promoting mutual respect and by teaching pupils that all actions have consequences. We teach them that they have choices and support and encourage them to make the right choices. We encourage children to take responsibility for their own actions and behaviour. We give pupils the opportunity to become involved in the running of their own school and to voice their opinions through our School Council. This Council is guided and supported by Mrs Collett.

We praise good behaviour. For positive behaviour, such as good presentation, good manners and good work, pupils receive DOJO points. At the end of each term the children get to spend their DOJO points at the DOJO shop. Each week, the child who has gained the most DOJO points is the DOJO Master.

We also reward good behaviour by awarding pupils 'golden time' on Friday afternoons. Children are awarded 30 minutes of golden time at the start of the week to take part in an activity of their choice. Pupils can lose golden time through inappropriate behaviour in school.

Lunch time supervisors follow the same procedures that are outlined above. Our pupils are automatically part of a house team and the total amount of DOJO points for each house is counted on a weekly basis.

Each Friday two 'special mentions' are given out per class for pupils that have worked hard and behaved well in school. A Star of the Week certificate is given out to one person in each class; these are chosen by adults or pupils in each class and given to the person that they feel most deserves it for that week, for any reason. The School Council award a certificate to one pupil each week who has been demonstrating the school values. Lunchtime supervisors also give out certificates for pupils demonstrating positive behaviour at lunchtimes. Once a reward has been given it cannot be removed.

Positive Approaches

We aim to ensure that pupils experience success through their efforts in both the National Curriculum and the broader curriculum. We want pupils to feel recognised as individual and unique people who have things to offer as well as to learn.

Strategies for Positive Encouragement:

- Showing others their good work
- Celebration assemblies
- Class assemblies
- Positive feedback to pupils and parents (verbal and written)
- DOJO points
- Golden time
- Stamps/stickers
- Certificates
- Nurture provision
- Growing Acorns
- Promotion of inclusion and equality

Encouraging Good Behaviour:

The emphasis is on encouraging and motivating pupils, using a range of strategies. For example:

- Positive feedback
- Attention paid for positive achievements in school
- Praise for pupils showing politeness or kindness
- Providing appropriate and meaningful work
- Showing respect for all individuals, including their culture and background
- Modelling desired behaviour
- Creating safety, both physically and emotionally
- Listening to children and communicating that you have heard them

Raise self-esteem by:

Communicating a sense of importance

Ensuring that pupils experience, and have a sense of, their own success

Provide opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing an opportunity to make the correct choices wherever possible

How pupils can sort out their own difficulties:

Pupils are encouraged to take responsibility for sorting out their own conflicts. This means that adults teach and model strategies for doing this, and see that pupils carry them out to a successful conclusion. Pupils are encouraged to be assertive, express their feelings and resolve conflict without resorting to violence, abuse or swearing.

Suggested strategy for resolving conflict - 3 steps:

The others listen with no interruptions.

Each child has a turn to say:

1. What the other has done to upset them
2. How they feel about it
3. How they would like them to behave in future

No-one is allowed to interrupt or argue. They go on taking turns until everyone has finished. The adult is there as referee, not as part of the discussion.

What we do if a child misbehaves:

We ask them to stop misbehaving, reminding them of what behaviour we expect and this is usually sufficient.

For undesirable behaviour, children are given a verbal warning and if this continues they will miss some of their next playtime. If this continues then they miss the whole break.

Pupils will also lose golden time. This can range from 5 minutes to up to 30 minutes depending on the level of disruptive behaviour.

If the behaviour is extreme it may warrant removal from the class by a member of staff. The person collecting the pupil talks about the reasons for the removal and offers suggestions for strategies to prevent future repeats of the behaviour. Pupils may be placed on a behaviour plan with targets to aim for in each session. Class logs are kept in each class to keep a record of this. Individual behaviour plans are kept for recording behaviour that is particularly challenging. These are shared the same day with parents and the class teacher. The behaviour incident record is kept in a central file. If there is still no improvement parents will be invited in to discuss their child's behaviour, and consequently a PSP maybe put in place and a referral made to BOSS.

Reporting and logging incidents is a shared responsibility of all staff.

How we support individual pupils who are difficult to manage:

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

- Individual behaviour targets
- Clear and consistent sanctions
- Organisational changes to support their individual plans
- Home/School diary set up between the teacher, pupil, inclusion manager and parents
- Behaviour plans
- Interventions
- Support from outside agencies

Physical Intervention:

Guidance issued by the Department for Education in February 2014 states that 'members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline'.

Staff have been trained in Team Teach: this includes diffusing situations and talking issues through with pupils, it also includes how to safely manage pupils without putting themselves or the pupils at risk of injury. They follow the very specific guidelines of Team Teach to de-escalate situations. All incidents are recorded in the log book, kept in a central location.

Serious breaches of discipline may involve a form of exclusion. These should be carefully recorded, dated and signed by the member of staff involved. Fixed term or lunchtime exclusions may be given to any pupil who is unable to adhere to school rules. These are for a fixed period of time, beginning with 0.5 day.

For very serious misbehaviour pupils may be permanently excluded. Fortunately, this is rarely needed. This is dealt with by the Head Teacher.

Educational Visits:

Whilst we believe that all pupils should have equal opportunities and be included in as many aspects of school life as possible, the health and safety of all pupils will always take priority. If a risk assessment indicates a high level of concern the school may withdraw the pupil's opportunity to take part in the visit or activity. In this case, the school would ensure alternative education was provided to ensure that the learning of the pupil involved was not discriminated against.

Bullying

Bullying will not be tolerated in school. It is defined as:

- a deliberate and hurtful action
- repeated often and over a period of time
- difficult for those being bullied to escape the situation

Whilst we encourage children to resolve conflict, in the few cases where this is not sufficient then parents of all those involved are informed of the situation and how we intend to resolve it. Pupils are encouraged to speak to either an adult or another pupil in school if they witness an incident where a pupil is distressed by the actions of others. If pupils go home with any concerns regarding either themselves or another pupil then we encourage parents to let us know. By dealing with the minor issues it often prevents more serious situations building up. Play Leaders are also available to support pupils sort out difficulties and find solutions.

Rules and Sanctions

Responses need to be clear and fair. The effectiveness of sanctions comes through them being imposed following a warning. Staff responses need to be appropriate to the level of seriousness of the behaviour. The imposition of a sanction should be consistent with the school expectation that all people will be treated with respect. Sanctions should be given as soon as possible after the inappropriate behaviour.

Date of approval: March 2017

Review date: March 2018

Signed:

Claire Collett
Executive Headteacher

Ros Blowers
Chair of Governors

Core School Rules

- This is our school and we look after it and the people inside it.
- We are considerate, caring and tolerant of each other
- We treat others as we want them to treat us
- We treat other peoples' property carefully
- We accept responsibility for our own behaviour.

Behaviour Response Chart

Type of Behaviour	Consequence
<u>Low level disruption i.e.</u> Talking over an adult Ignoring instructions Making noises Rocking on chairs Answering back/rudeness	1) Nonverbal reminder 2) Verbal reminder, warning and choice 3) Loss of golden time 4) Moving seats or loss of privilege time
<u>Medium Level i.e.</u> Continual low level disruption Throwing objects Making unwanted physical contact with others Persistent name calling Swearing or spitting Leaving the classroom without permission	1) Penalty/missed play 2) Excluded from privilege activities – golden time 3) Behaviour incident report 4) Sent to another class (if appropriate)
<u>High level</u> Continual disruptive behaviour Deliberately hurting others	1) Behaviour plan/reactive plan 2) Internal or home exclusion