



Behaviour Policy

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1. Introduction and guiding principles

At Emmanuel Community School, we set high expectations of behaviour for all our staff and students, to promote excellent learning. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parent, pupils, governors and the school towards behaviour.

Discipline within our school stems from our Christian values. Our School Golden Rules and Core Values underpin our School Behaviour Policy. These are set out in Annex 1 and are displayed prominently around the school, with regular references being made to these in lessons and assemblies.

At ECS, we expect all adults to communicate respectfully with children, including when challenging inappropriate behaviour in line with this policy. Staff always seek to act as role models for pupils, using an appropriate and proportionate manner when dealing with inappropriate behaviour. In particular, staff are expected not to shout or use aggressive tones of communication. Similarly, we expect all children, parents and carers to act in a respectful way to all other children and adults at school. In this regard, we operate a 'Zero Harassment, Zero Prejudice' policy, details of which are set out in Annex 2. Further details about these topics are set out in this policy, in the school's Code of Conduct, our Complaints Procedure, our Home-School Agreement, our Safeguarding Policy, Child Protection Policy, Teaching and Learning Policy, SEND policy and Anti-bullying Policy.

Good behaviour at ECS is principally rewarded via Dojo points, with sanctions normally taking the form of detentions. Additionally, classes may be awarded for positive behaviours (e.g. for classes that line up in silence on the playground). Each classroom has a Learning Lights chart, which is used to remind children to make good choices in the moment.

Adults applying rewards (Dojo points) need to record this on Class Dojo. Staff who apply sanctions (detentions), need to complete the appropriate form (see Annexes 3 and 4) and pass these to the relevant member of detention duty staff who is responsible for that day. It is the detention duty staff member's responsibility to add the details of the sanction to Scholar Pack; this task must be completed by the end of the duty day.

It is the responsibility of the Headteacher and other school staff, to implement the school behaviour policy consistently throughout the school, and to report to Governors, annually and at other times when requested, on the effectiveness of the policy, which shall be kept under review accordingly.

2. Rewards for positive behaviour

Our positive approach to behaviour reinforcement involves giving praise to those children who are well behaved, polite, hardworking and following our school rules. In addition to verbal praise, we use Dojo points to reward good behaviour.

Earning Dojo points

Each student will be able to earn Dojo points, awarded by any member of staff, for the following reasons:

- On task
- Participating
- Persistence
- Ready to learn
- Teamwork
- Helping others
- Working hard
- School values – love, courage, truthfulness, justice, forgiveness

Parents will be invited to sign up for a Class Dojo account for their children in order to receive updates as their children are awarded points.

There are four houses across the school: *Love, Courage, Justice, Truthfulness*.

Teachers will decide at the start of each academic year which children will go in which house, and will carefully consider any possible behaviour issues when allocating houses. Dojo point records for children in each house will be given to the school office by the class teacher. Children will work towards earning Dojo points both individually and for their house.

Weekly awards

The student with the greatest number of house points for a particular week will be given a small reward and a certificate on a Friday by the Headteacher. Class teachers can also award a second student who has shown particular achievement or progress in their Dojo points for that week.

House Awards

At the end of each term, the house with the most Dojo points will be given a 15-minute extra playtime. There will be separate play times for KS1 and KS2, although their points will be added together.

3. Inappropriate behaviour

We consider as inappropriate, any behaviour that is out of line with our Golden Rules. This includes all the behaviours which are listed in Annex 2 and as per the detention slip in Annex 4.

4. Disciplinary process

General

The vast majority of our children behave well and respond to our Golden Rules. However, when these are not kept, a range of sanctions and consequences may be necessary. The purpose of the disciplinary process is to help the child behave in an appropriate manner for his / her own benefit, and for the wider school community.

Children may sometimes need to be reminded of our Golden Rules and that they are responsible for their actions. If misbehaviour persists, depending on the nature of the misbehaviour, staff will judge the seriousness of an incident and apply sanctions accordingly, taking into account the specific child in question and their professional judgement in line with this policy. Staff are reminded to deal with inappropriate behaviour consistently throughout the school.

All staff members and volunteers may apply sanctions up to, but not including, the level of exclusion, which is reserved for the discretion of the Headteacher (see further details below).

Steps in applying sanctions

When faced with inappropriate behaviour, staff should normally adopt a progressive approach as follows:

- a) An initial disapproving look or gesture.
- b) A verbal reprimand e.g. "John, please remember one of our Golden Rules is that we listen to the person who is talking, thank you."
- c) A verbal warning e.g. "John, this is a verbal warning. I need you to listen to the person who is talking. Please make a good choice, thank you."
- d) Detention e.g. "John, you have chosen not to follow my instruction. Therefore, I am giving you a detention slip".
- e) Behaviour discussion with the Headteacher/member of the senior leadership team.
- f) Remove child/children:
 - a. within class
 - b. within key stage
 - c. to another key stage/ senior member of staff
- g) Parental involvement: The child may then be put on a **report system** where day to day incidents are logged and parents are expected to sign it at the end of each week.
- h) Fixed term exclusion.

- i) Permanent exclusion.

For more serious incidents, any of the above sanctions may operate straight away including with the involvement of outside agencies.

Detention System

Once a child has been moved on to the 'Time out' section of the Learning Lights, they will receive a detention. For each detention, a brief note will go home to parents explaining why their child has received a detention. The note will be torn off from the bottom of the detention slip.

After 3 detentions, a meeting will be arranged between the parents and the class teacher. After a further 3 detentions, another meeting will be arranged between the parents, class teacher and the head teacher (or a member of SLT).

Children should go and eat their lunch first, before then going to detention. A member of staff or a School council representative will take any detention slips to the person who is on detention duty. During a detention, children may be asked to complete a Behaviour Reflection Sheet.

Detentions in The Ark:

Children will eat first and then wait in the entrance area by the school office. If necessary, office staff will call the SENCO office and children will be collected for their detention.

12:00 Key Stage 1 detentions start

12:45 Key Stage 2 detentions start

5. Discussing an issue concerning your child

When possible, parents should speak to their child's teacher at a pre-arranged time, arranged in conjunction with the school office and/or Community Liaison Officer.

If they wish to discuss the matter further, parents should make an appointment to see the Headteacher via the office.

In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour, while fostering positive self-esteem within a child. This may include considering a multi-agency assessment for pupils who display continuous disruptive behaviour.

6. Discussing an issue concerning another child

If an incident has happened at school involving a child other than their own, parents should not approach/telephone other parents. Instead, they are asked to come in and tell staff how they are feeling and what their child's account of the incident was, but let staff deal with it in school.

Approaching someone else's child to discuss an incident or "tell them off" because of their actions (whether alleged or observed) is not appropriate. If they have concerns about something that has happened in school, parents should speak to a member of staff promptly. Please note that staff will not discuss issues with parents involving children other than their own.

7. Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2008, as updated) and the school will refer to this guidance in any decision to exclude a child from school.

In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion and details of appeal routes.

The Headteacher informs the governing body about any fixed-term or permanent exclusion.

8. Searching

The DfE has published 'Screening, Searching and Confiscation' guidance (2011) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items, but we will communicate regularly with parents on this issue if the need arises. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

9. Behaviour beyond the school gate

Students of Emmanuel Community School are representatives of the school at all times. They have a responsibility to act in an appropriate manner outside of the school as well as during school hours, particularly on the journey to school and from school. Standards of behaviour outside of school should be just as high as those expected inside of school. The standards of respect, courtesy and politeness acceptable within school should be shown to members of the public outside school by students at all times, but particularly when they are clearly identifiable as members of Emmanuel Community School.

We expect appropriate behaviour from students and parents/carers during school-organised or school-related activities, whilst travelling to or from school, whilst wearing school uniform or whilst in some other way identifiable as a student of Emmanuel Community School.

When considering whether the school will implement a sanction for reported misbehaviour out of school, the headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

10. Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, in line with our anti-bullying policy. If you have concerns relating to bullying, parents and/or staff should notify the school as soon as possible.

11. Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published 2012. Staff will only intervene physically to restrain a child if the child is at risk of causing harm to themselves or others. Where restraint is used, this needs to be recorded on the school safe handling form set out in Annex 4.

12. Pastoral care for school staff accused of misconduct

Handling instances of inappropriate behaviour can be stressful for the member(s) of staff involved. The Governors and Head Teacher are therefore committed to ensuring that appropriate support is to be provided at all times.

The school recognises that if a member of staff is accused of misconduct in this area, appropriate support must be provided in line with the relevant procedures. For example, an initial meeting will be called between the member of staff concerned and the Head teacher,

so that their side of the story can be heard. This will allow next steps to be determined, in line with statutory guidance, school procedures etc. The school supports its staff receiving assistance from unions and other appropriate bodies.

Annex 1: Golden rules and core values

Our Golden Rules

- 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

Our core values

- Love
- Justice
- Courage
- Truthfulness
- Forgiveness

Annex 2 - Zero Harassment, Zero Prejudice

We promote mutual respect and eradicate all forms of harassment and prejudice, including in terms of:

Race
Religion
Sexual orientation
Gender
Disability
Nationality
Other

Furthermore, we do not tolerate sexual harassment at our school.

Annex 3 - Detention Slip

Child's Name			Date		
Reason for detention					
Look after school property and keep our environment tidy and welcoming	Not looking after PE bag or hanging coat up correctly		Do our best and work hard	Off-task behaviour	
	Sloppy uniform, eg. sweatshirt tied around waist, shirt untucked			Fiddling with equipment	
	Dropping litter			Wasting time during transitions	
	Theft			Failing to give in homework	
	Damaging school property or resources			Lack of effort towards work	
Be polite and respectful to all adults and children	Talking when a teacher or another child is talking or talking in assembly		Listen and tell the truth	Not SLANT-ing	
	Swearing			Interrupting/calling out	
	Fighting/aggression/bullying (verbal or and/or physical)			Telling lies	
	Shouting at an adult			Refusing to take responsibility for own actions	
	Physical violence against an adult or child and/or sexual harassment			Persistent lying	
Walk around the school silently and sensibly.	Not lining up silently at end of break times		Do what is right	Not following instructions	
	Running in corridors			Not following the rules of any game being played	
	Talking when entering classroom			Inappropriate behaviour in the dinner hall, eg. shouting	
	Leaving class without permission			Discrimination or prejudice towards another pupil	
	Entering school without permission, eg at playtime			Persistent refusal to obey rules	
Be kind and helpful to each other	Play fighting		Any other reason		
	Name calling				
	Being rude to another child				
	Gossiping				
	Disrupting or interrupting others in lessons				
Detention given by					

Clear boxes indicate 15 minute detentions. Grey boxes indicate 45 minute detentions. On some occasions, behaviours shown in grey boxes may result in exclusion (internal, fixed-term external or permanent external.)

Annex 4 – Record of Restraint Form

Emmanuel Community School

Record of Restraint Incident

Name of Child:
Date of incident:
Details of incident:
Date form passed to headteacher:
Date parents informed of incident
Signature of person completing this form: