



### **Mission Statement**

*We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together.*

## **Behaviour Policy**

**September 2025**

### **Rationale**

We aim to create a calm, secure and happy school based on the values of the Gospel and in particular our chosen Christian values of *Hope, Friendship, Love and Trust*. We believe that good behaviour is essential to a successful learning environment. Our overriding rule is based on Luke 6:31:

*“Treat others how you would like to be treated.”*

All those involved in the life of the school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

### **Aims**

1. To encourage children to have caring and respectful attitudes towards themselves and every member of our school community.
2. To establish and maintain a happy, calm and safe environment where all are valued and respected.
3. To establish a consistent approach to behaviour throughout the school with parental co-operation and involvement.

### **Legislation and Guidance:**

Emmaus Primary School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils” (Education and Inspections Act 2006, section 89). The schools will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable. This policy also acknowledges the document *Behaviour in Schools – Advice to headteachers and school staff* (September 2022).

### **The Teaching Standards (DfE 2013):**

The Teaching Standards requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others.

### **Roles and Responsibilities:**

Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. We will hold all individuals, pupils and staff, to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for.

### **The Headteacher will:**

- Frame a policy that encourages positive behaviour, discourages bullying and promotes respect, diversity and equality.
- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.

### **All Staff will:**

- Ensure that this policy is consistently and fairly applied to ensure safeguarding and wellbeing for all.
- Offer a curriculum that enables pupils to engage.
- Make sure that pupils listen and are listened to and value others.
- Help pupils to gain the ability to make choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model.
- Reward/praise positive behaviour.
- Ensure the pupils in their class know the class and school rules.

- Record behaviour incidents via CPOMS.
- Implement ROAR strategies.
- Provide a personalised approach to the specific behavioural needs of particular pupils.

**Pupils will:**

- Respect and care for others.
- Listen to others.
- Learn/work co-operatively.
- Follow the school rules.
- Resolve disputes positively.
- Value and take responsibility of the environment.
- Be aware of their own emotions and actions and take ownership of their behaviour.
- Be safe and responsible when online both in and out of school.
- Wear the correct school uniform at all times.
- Move quietly around the school.

Teachers, Lunchtime Supervisors and other support staff work as a team to promote the same rules and policies so that children know what is expected of them, and can learn to relax and play in a safe, rewarding and positive environment.

**The Governing Body Will:**

- Monitor all aspects of the school's behaviour policy and its application, to promote equality for all pupils.
- Support the school in the implementation of the policy.
- Give advice, when necessary, to the headteacher about disciplinary issues so that he can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

**Families will:**

- Support the school when reasonable sanctions have been used.
- Promote positive behaviour at home in order to have continuity between home/school.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on their child's emotional well-being.

**Whole School Rules**

**These rules should be displayed in all classes:**

- We are kind and helpful

- We listen when others are talking
- We take care of our school, our world and each other
- We always try our best to 'Reach for the Stars'

### **Dining Room Rules**

- We use quiet voices
- We keep our table and the floor around us tidy
- We eat our meal politely using a knife, fork and spoon
- We use polite manners when speaking to other children and the staff in the dining hall.

### **School Rewards**

- Praise
- Stickers
- Certificates
- Assembly celebrations
- Housepoints in KS2
- Annual awards
- Sports' Day awards
- Annual Attendance awards
- Stickers awarded by senior staff, subject leaders and governors.

### **School Consequences**

#### **Early Years Consequences**

1. Verbal warning
2. Timeout within class
3. Send to parallel teacher, inform the parents and teacher logs the behaviour on CPOMS
4. Send to Senior Leadership Team member who logs the behaviour on CPOMS and Behaviour Plan agreed if appropriate (See Appendix 1)

#### **Key Stage 1 and 2 Consequences**

1. Verbal warning
2. Name on the board
3. Cross put beside child's name and 5 minutes playtime lost
4. Another cross by child's name, **all** playtime lost and sent to the parallel Teacher, parents contacted by the teacher who logs the behaviour on CPOMS
5. Child referred to Senior Leadership Team member and parents contacted by SLT who log the behaviour on CPOMS and Behaviour Plan agreed all parties. (See Appendix 1)

## **Playtime and Lunchtime**

Playtime and lunchtime should be treated as any other part of the school day. Staff on duty should deal with any behaviour issues appropriately and refer to a member of the Senior Leadership Team if there are more serious concerns.

## **CPOMS – Reporting behaviour and managing impact**

All staff use CPOMS to log any concerns about the behaviour or safeguarding of children in their class. This enables SLT to keep a trail and address persistent issues and run off any reports when necessary. It is the responsibility of staff to report incidents, which warrant a record on the behaviour incident log CPOMS. Sanctions should always be recorded on CPOMS.

The teacher should liaise with the headteacher, Deputy Headteacher or SENDCO to seek advice when additional support is needed. This may lead to the development of an Individual Behaviour Plan/risk assessment to meet the specific needs of the child. Teachers need to keep parents informed regularly if their child's behaviour is causing a concern.

## **Dealing with serious misbehaviour**

In certain situations it may be necessary to advance the usual systems of consequences. Disruptive, violent or aggressive behaviour and persistent undesirable behaviour will always involve the headteacher and the parents of the child. In dealing with incidents of serious misbehaviour, or pupils who are very disruptive, every effort will be taken to establish a successful Behaviour Plan. The power to exclude from school may only be exercised by the headteacher and it will solely be used in more serious circumstances. The period of exclusion may be fixed or permanent. In such cases the parents will be advised of the action in writing and supplied with information on the procedures relating to exclusions and appeals.

## **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint should always be **a last resort**:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents (See Restraint Policy)

### **Confiscation**

Any prohibited items in pupils' possession will be confiscated (eg knives, weapons, alcohol, drugs, stolen items, etc). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation and will be carried out by the headteacher or a member of SLT.

### **SEN Code of Practice**

No child will be sanctioned for behaviour associated with a SEND need. Children will receive social stories and other relevant resources to ensure good behaviour. Staff should be mindful of SEND needs and try and provide environments that cater to individual needs.

Children will have time out, safe spaces, fiddle toys etc to support them. Violence though cannot be tolerated and will always be managed within the school's behaviour expectations. Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice.

Special Needs are seen as a reason, not an excuse for inappropriate behaviour, and in working with parents/carers our role is to teach appropriate behaviours. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) or YPAS (Young Person's Advisory Service). In addition, school receives support from our local SEN consortia and can access available providers that meet the needs of individuals.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil and may involve the creation of a specific risk assessment. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met and we will endeavour to make reasonable adjustments considering other pupils' needs and the capacity of main stream school.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to

create the plan and review it on a regular basis. This plan may include transfer to a more appropriate placement.

### **Off-site behaviour**

Normal school rules apply when pupils are off-site when representing the school, such as swimming or any school trips. Children are encouraged to be responsible users of social media and incidents outside school that affect school will be investigated and appropriate sanctions applied.

### **Peer on Peer Abuse**

What is peer-on-peer abuse?

A **peer** is a child at school or outside of school.

**Abuse** is something which usually physically or emotionally hurts another person by using behaviour that is meant to scare, hurt or upset that person.

**Peer-on-peer abuse** can happen inside and outside of school – it can happen online or in person.

Class teachers will ensure that children are aware of what peer-on-peer abuse is in an age appropriate way and how to report if they are subject to peer-on-peer abuse or think someone else is.

### **Forms of peer-on-peer abuse**

#### **1. Bullying**

- Emotional bullying
- Physical bullying
- Verbal bullying
- Racist bullying
- Homophobic bullying
- Sexist bullying
- Cyberbullying

#### **2. Sexting**

Sexting is sending **inappropriate pictures, videos or messages**. Pressuring someone into sending these pictures, videos and messages is **abuse**. It is important to know that

sharing nude images or videos is **illegal** even if **consent** is given. If consent has not been given for someone to share nude images or videos to another person, it is **abusive and illegal**.

### 3. Sexual harassment

Sometimes, people can act sexually towards others, and it might make them feel uncomfortable. This can happen online and face-to-face (both physically and verbally) and is never acceptable at any age. It might make someone feel scared, embarrassed, uncomfortable or upset.

It could be:

- Someone making **sexual comments**, like telling sexual stories, saying **rude things**, or saying sexual things about someone's **appearance** or clothes.
- Calling someone **sexual names**.
- **Sexual jokes** or teasing.
- Being physical, like **touching** which makes someone feel uncomfortable, messing with their clothes, or **showing pictures** or **drawings** which are of a sexual nature.
- Being sexual online, like **sharing sexual pictures** and **videos**, or posting sexual comments on social media.
- **Sexual threats** or pushing someone to do something sexually that they don't want to or aren't ready for.

### 4. Relationships

Any relationship should be **positive** and make a child feel **safe, happy and comfortable**.

A negative relationship might make a child feel **scared, confused, worried** and even **unsafe**.

#### Positive relationships

- You are **comfortable** around that person.
- You can be **honest** with that person.
- You can say how you **feel** and what you are **thinking**, and you **listen** to each other.
- You **support** each other and treat each other **well**.

- You feel **safe**.
- You **trust** that person.
- You do **helpful things for each other**.
- You are **never pressured** to do anything that makes you feel uncomfortable.
- You feel **looked after**.

### Negative relationships

- The person might **push** you, **hit** you or **break** your things.
- The person might **tell you what to do**, what to wear or who you can see.
- You might feel **scared** – they might say they will hurt you if you don't do something.
- They might **make threats** or do harmful things if you do something they did not want you to do.
- The person **calls you names**, makes you feel bad in front of other people and makes you **feel bad about yourself**.
- The person gets **angry easily** and you don't know what will make them angry – it might make you feel **nervous**.
- The person might **pressure** you to do things **you don't want to do** or are not ready for.
- The person **might not take no for answer** when you say you don't want to do something.

### How can I help stop abuse from happening?

Staff will work with children through class teaching and assemblies to ensure there is an awareness of what they can do to help stop abuse at our school by:

- Making sure they **understand** how they should treat others.
- **Helping** others when they are in need.
- Being **kind, friendly and respectful** to others.
- Thinking about people's **feelings** before they say or do something.
- **Talking to someone** when they are worried.

**Children should know that abuse is never OK and it is serious. It is not funny, or part of growing up. If they abuse someone, they will get into trouble.**

### **Career Professional Development**

In November 2021, The Safeguarding Team (The Headteacher, Deputy Headteacher and Assistant Headteacher) all took part in **Brook Sexualised Behaviours Traffic Light Tool training**.

Brook's nationally recognised Sexual Behaviours Traffic Light Tool and training provides a highly visible, multi-agency response that helps professionals to identify, understand and respond appropriately to sexual behaviours in young people.

The training and accompanying Tool equip professionals to make consistent and informed decisions that neither stigmatise nor criminalise young people. Participants learn about healthy sexual development, understand key laws relating to sexual behaviour and gain knowledge on enabling robust and meaningful conversations around harmful sexual behaviours that cause concern.

### **Conclusion**

Every effort will be made to encourage and support good behaviour with positive reinforcement and praise. Our aim will always be to encourage within each pupil a sense of self-discipline as part of their personal development.



## Appendix 1 Behaviour Record

<b>Child's Name</b>		<b>Class</b>		<b>Date commencing</b>	
<b>My targets are:</b>	<b>1.</b>	<b>2.</b>	<b>3.</b>		

<b>Date</b>	<b>Session 1</b>	<b>Break</b>	<b>Session 2</b>	<b>Lunch</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Member of SLT</b>

