



## EMMANUEL CE VA MIDDLE SCHOOL

### Behaviour Policy

<b>Policy adopted:</b>	<b>Sept 2010</b>	
<b>Annual Review:</b>	<b>Reviewed by:</b>	<b>Adopted by Governors:</b>
<b>Sept 2011</b>	<b>RC</b>	<b>Yes</b>
<b>Dec 2011</b>	<b>RC</b>	<b>Yes</b>
<b>Sept 2012</b>	<b>RC</b>	<b>Yes</b>
<b>January 2014</b>	<b>RC</b>	<b>Yes</b>
<b>March 2015</b>	<b>RC</b> <b>(inc Jan 2015 DFE updates)</b>	<b>Yes</b>
<b>May 2016</b>	<b>RC</b>	<b>Gov 10/5</b>

*This policy is overseen by the governors of the school who have a responsibility to ensure its revision and effectiveness. It is the duty of all those who work in the school to ensure that this policy is a working document.*

## **Rationale**

Emmanuel aims to be a school where children feel secure and valued, and where high quality learning flourishes within the Christian ethos of caring for one another. To this end, the main thrust of this policy is based upon the two principles of

- **POSITIVE REINFORCEMENT**
- **CONSISTENCY**

## **Purpose**

The purpose of the Behaviour policy is to provide guidelines for staff, a clearly structured framework for the knowledge and understanding of parents and governors, and a code of practice upon which children can model their conduct. This policy encompasses:

1. Behaviour we expect from children
2. What strategies we use to promote and sustain good behaviour
3. The school's reward system
4. What constitutes poor behaviour
5. The school's sanctions system
6. The school's approach to anti bullying
7. The school's stand against racism
8. What pupil's can expect from adults
9. Partnership with parents and carers
10. Pupils' conduct outside the school gates
11. Screening and searching pupils
12. Safeguarding and equality
13. Reasonable force
14. Our policy on illegal drugs

## **Guidelines**

Behaviour in our school is guided by the following

- a. Hierarchical structure for referring pupils
- b. Direction as set out in the SEND Code of Practice
- c. Behaviour guidelines as written by the school council
- d. Anti-bullying policy
- e. Staff log occurrences of unacceptable behaviour on communication slips
- f. Good behaviour is praised and encouraged
- g. All staff are responsible for promoting good behaviour
- h. All staff are responsible for addressing poor behaviour
- i. All staff address aspects of discipline within classroom management
- j. Staff carry out duties at break times, before and after school in a consistent fashion
- k. All staff has high expectations of good behaviour ensuring that safety is upheld at all times.

## 1) Behaviour we expect from pupils?

- a. a good start to the day by being punctual, correctly dressed and by bringing appropriate equipment and maintained throughout the day
- b. courtesy, politeness and good manners which will be shown in how we speak and behave towards each other
- c. a caring attitude to others and a respect for their feelings, opinions and belongings
- d. when moving through the school, pupils will keep to the left and follow one-way systems at busy times.
- e. a good work ethos where disrupting others learning is not tolerated
- f. everybody to be honest
- g. to follow the school uniform expectations as set out below and in the pupil homework diary.

## 2) What strategies to we use to promote and sustain good behaviour?

To provide a clear statement of the behaviour expected as expressed in the classroom rules. These rules are written by the school council and prominently displayed in every classroom.

### 2.1: Code of Conduct:

It is important for pupils and parents to understand how pupils look and behave are a reflection of both the individual and the school. By adhering to these points pupils will meet our expectations:

- a. *Be on time and settle quickly*
- b. *Have correct equipment for the lesson*
- c. *Wear full school uniform correctly#*
- d. *Be presentable*
- e. *Hair and jewellery \**
- f. *Always try to do our best*
- g. *Listen to others, be polite and follow instructions*
- h. *Do not shout out or answer back*
- i. *Work appropriately and safely*
- j. *Look after each other and our school*
- k. *Move calmly and appropriately around the school*
- l. *Make an effort to know each other within our school community*

*# pupils should have their shirts tucked in unless a blouse is worn. Ties should have 9 stripes on view. School shoes and correct uniform should be worn before the start of the lesson.*

*Make-up is not permitted, however, foundation should be subtle if used for self-esteem purposes. Lip balm is permitted in a neutral colour.*

*\* pupils can wear a watch and one charity band on their wrist but no other object on their wrists or fingers. Pupils may wear one stud in each ear.*

*Items of jewellery are not permitted, including necklaces. Hair accessories should be plain and one colour (not bright in colour).*

*Hair styles should be one colour (natural shade and not dipped) and not extreme. The school reserves the right to set this principle in line with current trend and fashion. For guidance: no shorter than grade 2 length for an all over style. Grade 1 is only acceptable where the hair is tapered to a longer length from the neck. It is also unacceptable for pupils to cut patterns into their hair.*

*These are also outlined in the supplement to the school prospectus.*

## **2.2: Positive Reinforcement:**

- a. Meet and greet your class at the door
- b. Praise pupils for settling quickly
- c. Praise pupils for having the correct equipment
- d. Praise at least one individual in front of the class
- e. Be a positive role model for your pupils; enjoy what you do
- f. Praise the class when they are on task
- g. Pick out at least one example of good work produced
- h. Praise at least one pupil who attempts to answer a directed question
- i. Give at least one pupil a candle stamp during the lesson
- j. See your class out at the door praising as many as possible

## **2.3: Maintaining Learning Environment:**

- a. Discreet chat with pupil encouraging them to remain on task
- b. Informal warning about choices being made
- c. Formal warning about choices being made
- d. Re-location in class
- e. Final choice opportunity; note written in diary
- f. Use the 'parking' option of locating pupil to another room where possible
- g. Exit Card to Office and Detention set for pupil: this occurs where the pupil continues to cause disruption to others learning after being 'parked'. An exit will also occur for a 'Zero Tolerance' Offence as set out in para 4.2 (see details)

## **2.4: Behaviour Management Techniques**

Definitions of the below list is found in the appendices.

- a. Catch Them Being Good
- b. Role Models
- c. Mirror The Behaviour
- d. Reinforce Expectations
- e. Reinforce Individual Responsibility
- f. Body Talk
- g. Physical Presence
- h. Diversion
- i. Assertive Instruction
- j. 'I' Statements
- k. Separate The Behaviour From the Person
- l. Refocus
- m. Maybe...but...
- n. Thank You For The Criticism

- o. Agree With The Criticism
- p. Search For The Grain Of Truth In The Criticism
- q. Smile Therapy
- r. Reflect and Redirect
- s. Provide Escape Routes
- t. Humour

## **2.5: Preparation:**

- a. Seating plan for each class that provides consistency
- b. Know who you have in your class and individual needs of all pupils
- c. Appropriate level of work and flexible delivery styles
- d. Create a stimulating learning environment; displays, resources
- e. Pupils know, agree and in many cases choose the expectations in the class that supports the whole school expectations
- f. Use a 'buddy' system to support more vulnerable children
- g. Be a good role model ourselves, encourage good attitudes to learning and relationships

For some vulnerable children, it is essential that they have a calm start and finish to the school day. For these children we operate a "meet and greet" system where the children enter the school building immediately on arrival and are greeted by a teaching assistant. Similarly at the end of the day the children meet with the teaching assistant before dismissal. ( Please note that referrals for the "meet and greet" should go through the SENDCO)

## **3) EMS Reward System**

- a. Informal words of praise and encouragement
- b. Positive comments on work both verbal and written especially in the diary
- c. Displaying children's work
- d. Applause and praise in assembly
- e. Giving of candle stamps as appropriate (1 for good behaviour, up to 3 for work)
- f. Giving of merit certificates in year assemblies when intervals of 25 candle stamps have been obtained
- g. Giving of Headteacher's commendations when three merit certificates have been obtained. A letter to parents will accompany this award.
- h. Postcard / formal letter home to parents from teacher or Head of Year
- i. At the end of each term at least 2 pupils from each class have the opportunity to attend an event to celebrate their achievements. Parents may be asked to contribute towards costs. Pupils who have made significant academic progress or attitude to learning will also be asked at the discretion of the Head of Year.
- j. At the start of the new term pupils totals will return to zero for the term but their overall totals remain throughout the year as a running total (cumulative).
- k. Pupils who reach 'orange' report will not qualify for the end of term reward trip.

## **4) What constitutes poor behaviour:**

### **4.1: We define as unacceptable behaviour as:**

- a. Disobeying and challenging reasonable instructions from an adult
- b. Disrupting work of others
- c. Rudeness and shouting out
- d. Damaging equipment: personal, others, school equipment and the building

## **4.2: Zero tolerance:**

Occasionally pupils may seriously breach what is acceptable. We consider the following to be serious misbehaviour.

- a. Verbal abuse towards adults or peers
- b. Physical aggression, including intimidating and threatening behaviour
- c. Persistent unacceptable behaviour
- d. Non-compliant behaviour
- e. Stealing or damaging property from the school or individuals
- f. Indecent behaviour
- g. Bullying: see following sections
- h. Racism: see following sections
- i. Misuse of illegal drugs or other substances including supplying
- j. Sexual abuse or assault.
- k. Carrying an offensive weapon.
- l. Arson.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that it falls into the category of 'zero tolerance'.

These behaviours may result in an 'exit', SLT Friday after school detention, internal isolation or a form of exclusion.

Pupils with a statement of need or EHCP to support their behaviour are expected to behave in a way as outlined above; but take into account reasonable adjustments of provision that have been made to support their individual need.

## **5) The school's sanction system:**

### **5.1: Staff must have an understanding of the structure for referring pupils**

#### **What the DfE states: Discipline in Schools – Teachers' Powers**

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Teachers can also discipline pupils for **misbehaviour outside school** as dealt with in Section 10.

Teachers have a specific **legal power to impose detention** outside school hours.

Teachers can **confiscate** pupils' property.

The behaviour policy is reviewed annually and shared with staff, pupils and parents. Where appropriate; whole school, small group and individual support is given to staff to support their learning environment and adopting the school behaviour policy.

There are specific support systems in place to support both the staff and pupils at Emmanuel Middle School. These are outlined below. For specific vulnerable groups the designated person for child protection and the school SENDCO work closely with staff, parents and outside agencies. Pupils new to EMS are taken through the policy with parents to outline support and expectations. A home / school agreement is signed.

Classroom teachers must feel responsibility and ownership for the discipline in their lessons. However if a teacher is concerned about a child's behaviour in their lesson, they should discuss the matter in the first place with the child's form tutor and with the appropriate year leader. (*Please note that a child should not be sent nor taken to the form tutor or the year leader during their lesson*)

All paid staff have the power to discipline pupils, this includes teaching assistants and supply staff. It always remains the responsibility of the classroom teacher to manage the learning environment. A Teaching Assistant must never have sole responsibility for this.

If the nature of the behaviour difficulties has medium or long term implications, the SENDCO should be involved.

Where matters are more serious the Head, Deputy or Assistant Head should be informed and it is likely at this time that the parents will be contacted.

**5.2:** As a school we accept that a good standard of behaviour cannot always be achieved. Therefore we accept that sanctions will sometimes be appropriate. The basic principles underpinning the sanctions are as follows

- a. No physical punishment is acceptable at any time**
- b. The sanction will take into account the type and degree of misbehaviour**
- c. The sanction will be fair and administered promptly**
- d. The sanction will relate directly to the behaviour of the pupil and not the pupil themselves**

*It is also important that whole classes are not given blanket detentions as this discourages those who do conform.*

*At all times the teacher involved must take responsibility for the situation but in return can expect full support from staff such as Form Tutor, Head of Year and SLT.*

**5.3: Typical classroom sanctions may include the following:**

- a. A verbal reprimand.

- b. Asking the child to remain behind after the class is dismissed to explain the impact of the poor behaviour and seek an apology.
- c. Isolating the child within the classroom. Please note that it is not acceptable to ask the child to stand outside the classroom for long periods of time.
- d. Moving the child into another classroom 'Parking', with work, for the remainder of the lesson and return at the end of the lesson to explain poor behaviour. The member of staff is also expected to set a private detention, contact the parents to discuss the issue and complete the 'yellow' parking sheet. The sheet is put into the Assistant Headteacher's pigeon hole.
- e. Missing break time.
- f. Detention including during lunch-time, after school and at weekends.
- g. A punishment to fit the crime such as cleaning off graffiti or picking up litter.
- h. Losing morning or lunchtime play. Private after school detentions are also an option providing a letter is sent home before the day of the event.
- i. Extra work or repeating unsatisfactory work until it meets the required standard.
- j. The setting of written tasks as punishments, such as writing lines or an essay.
- k. The removal of privileges and responsibilities.
- l. Losing the right to attend activities such as trips, residential and school events such as discos.
- m. School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- n. Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- o. Isolation / ready to learn time away from class and peers to focus may be used.
- p. In more extreme cases schools may use fixed term or permanent exclusion.

#### **5.4: For more serious offences or persistent poor behaviour likely sanctions may include**

- a. Being withdrawn from class using the exit procedure (See separate note).
- b. Contact the parents through the Form Tutor, or otherwise agreed, to seek a meeting with them.
- c. Being put on report which is a log to monitor behaviour during the school day.
- d. Given a break or lunch detention.
- e. Put on a **SLT after school detention** for which a letter will be sent home by the Headteacher requesting consent. Pupils guilty of Zero tolerance behaviour will attend such evenings.
- f. Put on a contract which is a written agreement between the pupil , parents and staff outlining the behaviour required following close monitoring.
- g. Use of isolation or exclusion.

#### **5.5: Use of Isolation:**

At EMS we adopt a policy which allows disruptive pupils to be placed in isolation away from other pupils for a limited period. This is usually in the Library or in the head teacher's office. Both areas provide a calm and secure environment and provides the pupil with the best opportunity of working appropriately to allow them back into circulation. For pupils with additional support and empty classroom may provide a more suitable working environment.

It is made clear to the pupils time spent in isolation is to be spent working. Any occasion during this period where the pupil is not working or behaving appropriately, additional time may be added to the original isolation period. This is made clear to both the pupil and parent. Pupils are given break times, toilet breaks and eating time during the day.

### **5.6: Exclusion:**

*Exclusion covers two areas: fixed term and permanent.*

The decision to exclude is never taken lightly. Exclusion is an extreme sanction and is only used by the Headteacher, or Deputy in their absence, in response to breaches of the school behaviour policy. This includes persistent disruptive behaviour as set out in section 4.1/4.2.

In more serious cases the decision to permanently exclude a student will be taken by the Headteacher in the following circumstances:

- a. In response to a serious breach of the School's Behaviour Policy.
- b. If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only used by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role). Exclusion will be used when there is an immediate threat to the safety of others in the School or the student concerned.

### **5.7: Exclusion procedure**

The school follows the DfE's guidelines for 'exclusion'.

### **5.8: The school Report System:**

EMS operates a three tier report system. Pupils on a report card have up to 4 agreed targets to meet each lesson; every time they meet the target they are awarded one credit. Over a week this can add up to 100 credits. The pupil will have a target number of credits to gain over the week to pass the report. If they pass the report they will move back down the tier or remain on the bottom tier for a period of time.

Pupils' attitude to learning in lessons is also rated during each lesson. Pupils should aim to achieve at least a 3 (satisfactory) from a possible score of 5. This can also be monitored.

The report starts at Green and progresses to Orange and Red. The Green report is intended to provide the pupil with a warning that they have dropped either their personal standards or not meeting the school expectations. This is monitored and managed by the Form Tutor. Any member of staff can request a pupil to go on a Green report.

If the pupil fails Green or is guilty of a Section 9 offence then they will move to a Orange report card. This card is monitored and managed by the Head of Year. The pupil at this stage is in danger of losing privileges if they fail this report.

A Red report card is for a pupil who is now in danger of internal isolation and exclusion. Once a pupil reaches this stage they lose the right to attend fixtures, discos and other non-academic

trips / rewards. This report is monitored and managed by the designated member of SLT. The pupil will automatically attend a SLT Friday school detention.

All reports are signed by both the school and parents. Pupils could lose credits if they fail to get the report signed. If a pupil loses a report then they could also move onto the next stage at the discretion of the member of staff managing the report.

A 'lilac' report is used to record positive contributions in class. We recognise that some pupils need positive re-enforcement and to experience some success in their learning.

Some pupils struggle during unstructured social times. For this we use a 'social time' report. This is monitored by either the Form Tutor or Head of Year. The report is marked by the duty person and or Dinner Supervisor.

For supply teachers we also have a 'yellow' class report card that they can make notes about the whole class and individuals; both positive and negative. This allows the supply teacher to access our protocols which promotes a better learning environment.

Completed report cards are held by the class teacher and are stored in the pupils file. It is a valuable tracking tool and not intended to be a sanction in its own right. It can highlight pinch points on a timetable, where pupils are experiencing both success and issues.

### **5.9: Note on detentions: (parental guidance)**

#### **What the law allows:**

Teachers have a legal power to put pupils (**aged under 18**) in detention.

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. Where detention is outside school hours they must give parents 24 hours notice, in writing. They do not have to give 24 hours notice for a lunchtime detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.

With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

### **5.10: Note on Parking and Exit Procedure**

A teacher may find it beneficial to 'park' a child in another room for the remainder of the lesson. By preference this will be organised in advance of the event.

The child should be sent and only accepted with suitable level and volume of work to complete without taking the time of the teacher they are moving to.

At the end of the lesson the child will return to the teacher to explain poor behaviour and a private detention should be set. The teacher will complete a referral sheet and contact the pupils' parents. The referral sheet goes in to the Deputy Headteacher tray in the front office.

If the child continues to distract others and / or not work appropriately they would be 'exited'.

If a teacher feels that it is appropriate that a child is immediately withdrawn from their classroom, 'section 9' offence, or if a child runs out of the classroom (e.g. in temper), the teacher should send a responsible child to the school office with an EXIT card which will be held in every classroom. The school secretary will then arrange for a senior member of staff to collect the child concerned.

Where a child is exited and is compliant thereafter the Head of Year will contact the parents and inform them of their child's behaviour and subsequent SLT Friday detention. The pupil will be placed on either Orange or Red report.

Where the pupil continues to not follow instruction further sanctions are put in place such as isolation and loss of break privileges. This can lead to exclusion. A member of the SLT will contact the parents and arrange for a meeting at school to discuss both the initial exit and subsequent behaviour. The pupil will be placed on a Red report card that includes a Friday SLT detention.

### **6) Bullying**

We accept bullying to mean physical or verbal abuse of another individual so that their safety, confidence and happiness is diminished. The school council describes it as the following:

*"a person is being bullied, or picked on, when another person or group of people say nasty things to him or her. It is also bullying when a person is hit, kicked, threatened, sent nasty notes, when nobody talks to them and things like that. These things can happen frequently and it is difficult for the person being bullied to defend himself or herself. It is also bullying when a person is teased repeatedly in a nasty way."*

Emmanuel Middle School makes a clear statement that bullying is not acceptable. Our approach to dealing with bullying is outlined in the school's policy.

The school makes a commitment to dealing with bullying swiftly and effectively. We intend to be vigilant in our awareness of bullying. We encourage parents and children to alert us to bullying if and when it occurs.

### **7) Racism**

We accept racism to mean any type of abuse which is inspired by prejudice based on culture, race or belief. Emmanuel Middle School will actively seek to counter racism as and when it

occurs. We actively encourage the awareness of children and adults connected with the school to challenge racism.

Occurrences of racism is dealt with under the school sanction system and parents are informed.

## 8) What can pupils expect from adults in the school?

- a. Clear and consistent rules which are enforced with fairness and understanding
- b. To listen to children with the expectation that what they say is important and valuable
- c. To provide a good role model in terms of politeness and good manners in the way that they respond to each other and the children
- d. To be caring and responsible people to turn to in times of difficulty and distress
- e. To provide protection from bullying and any types of abuse
- f. Expect advice on appropriate behaviour and counselling to support improved conduct

### 8.1: Lunchtime:

At lunchtime we employ lunchtime supervisors, one of which is the supervisor in charge. Apart from the Head, Deputy Head and Assistant Head no member of the teaching staff is expected to be on duty. It is therefore greatly appreciated that clubs and activities, organised by teachers and adults other than teachers, take place during the lunch break and have an enormous impact on the management of good behaviour at this time.

Lunchtime supervisors are responsible for the safety and welfare of the children at this time and are expected to deal with low level incidents of unacceptable behaviour. For more serious incidents, they are asked to refer the matter to the Head, Deputy or Assistant Head and fill in a communication slip so that action can be taken.

**Wet lunchtimes** present a particular difficulty in the management of good behaviour. Children are expected to remain in their own classroom and are supervised by the lunchtime supervisors. **Each class teacher is encouraged to provide games and activities for the children to do at this time**

**For some children lunchtime can be a vulnerable time and so at the discretion of the Librarian access to the Library is available. On given day's the ICT suite is open and priority given to those wishing to complete homework.**

## 9) Partnership with parents and carers

At Emmanuel we believe that a school and home are a partnership. We want to share the responsibility of discipline and feel that the best way forward is to develop strategies together to ensure continuity of expectation` To this end we shall send home an appropriate version of this policy and ask parents to support us in putting it into practice.

There is a strong network of Pastoral support within EMS. This begins with the Form Tutor who supports on a day to day basis.

At times there is a need to work with agencies outside of education to best support our pupils.

### **10) Pupils' Conduct Outside the School Gates – Teachers' Powers**

Pupils on school trips / visits / fixtures are bound by the same rules and expectations that exist during school hours on site. Parents are aware of these expectations and by giving permission for their child to take part in such activities support these expectations.

The school is committed to working in partnership with parents and other agencies in the event of pupils at EMS being involved in poor conduct outside of school hours or off premises.

The school works hard to develop and maintain relationships with its local community. In the event that the orderly running of the school, safety of pupils or the reputation of the school is in question the pupils may be removed from normal circulation and will work in an isolated area of the school under the supervision of a senior member of staff. Parents will be informed if any such action is taken.

### **11) Screening and searching pupils:**

Staff have the power to confiscate pupil property that is not permitted in school. The item/s should be stored in an appropriate place that is safe. Parents must also be informed of the situation and how it will be managed and items passed over to the parent.

In some cases the member of staff may seek the support of the Head of Year or a member of senior management for more serious instances.

In the event of weapons and knives being found these will be handed over to the police or how the Headteacher sees fit.

### **12) Safeguarding and equality links:**

There are times when both the personal safety and well-being of staff and pupils must be addressed. Typical examples include:

- Identification of vulnerable pupils through a change in behaviours and suspicion of suffering and at significant harm
- How the school will respond to malicious allegations made against members of staff
- The schools legal responsibility to pupils on the SEN register

### **13) Reasonable Force:**

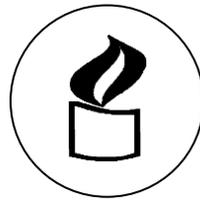
Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

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## Behaviour Policy

### Appendix



## **Behaviour Management Techniques**

The following examples are taken from a session run by Jason Bangbala, [JebEducation@aol.com](mailto:JebEducation@aol.com), at the Sports College conference. Most are related to PE but can be used in classroom situations. All examples are included; some are more relevant to our school than others.

### **Catch Them Being Good**

E.g. A pupil is talking whilst you are trying to demonstrate the lay up shot. You ignore the pupil talking and praise the pupils who are silent; i.e. "Well done Andrew for being silent and looking at me while I demonstrate the lay up."

### **Role Models**

E.g. (Teacher) "Daniel do you notice how Christopher has taken off his boots before he came back into school... Can you do the same, thank you?"

### **Mirror The Behaviour**

E.g. A pupil is shouting out "Sir! Sir! Sir!" etc. Teacher responds "What, what, what"

### **Reinforce Expectations**

E.g. A pupil is kicking a ball whilst you are trying to demonstrate the double scissors at football. (Teacher) "Susan...(pause)...what's our agreement (rule) about what we do with the ball while I am demonstrating a skill?" (Pupil) "We keep the ball still." (Teacher)"Can you do that then...thank you."

### **Reinforce Individual Responsibility**

E.g. "When you collect the javelin before I say you can, then you will be stopped from doing it as you are putting yourself in danger. When you collect the javelin as the same time as the other pupils, when I say, then you will be allowed to continue the activity. You decide."

### **Body Talk**

E.g. A pupil continues running when you have blown the whistle. Get into the pupil's eye line, establish eye contact and illustrate non verbal gestures to stop. When they have done what you asked, thumbs up with a smile.

### **Physical Presence**

E.g. Somebody has left their jewellery on during the PE lesson. Walk up close to them. "You are playing really well...take your rings and chain off...thank you."

### **Diversion**

E.g. A pupil is about to throw a ball at another pupil's head whilst they are not looking. "Are you okay Steve?...put the ball down.", Somebody is getting annoyed and putting another pupil down. "Is everything okay there?" "What did you think of...?"

### **Assertive Instruction**

E.g. "Jenny...(pause)... Bib on, thank you."

### **'I' Statements**

E.g. A pupil is getting annoyed. "I can see you are upset but when you have calmed down I will listen to what your problem is and see if I can help."

### **Separate The Behaviour From the Person**

E.g. "Mike I like you but I don't like you criticising your team mates when they make a mistake."

### **Refocus**

E.g. You have asked the pupils to collect the equipment and put it away but two pupils are just stood talking. "Natalie and Helen what should you be doing?". (Pupils) "Putting the equipment away." Teacher would then reply "Can you do that then, thank you."

### **Maybe...but...**

E.g. (Pupil) "Sir, I hate doing rugby", (Teacher) " Maybe you do, but I would really like you to carry on playing and do your best, thank you"

### **Thank You For The Criticism**

E.g. (Pupil) "Sir, you smell of BO" (Teacher) " Thanks for pointing that out, you have just reminded me to have my weekly shower – back on with your work now, thank you."

#### **Agree With The Criticism**

E.g. (Pupil) "Sir, it's really hard doing this History of Sport essay.", (Teacher) " I agree with you, but lets get it finished and then we can do a practical, thank you."

#### **Search For The Grain Of Truth In The Criticism**

E.g. (Pupil) "Sir, this theory lesson is boring." (Teacher) " Why do you say that?"

(Pupil) "Because all we ever do is listen to you or do a worksheet." (Teacher) " I can understand what you are saying and I will try to make the lesson more interesting for next time."

#### **Smile Therapy**

E.g. (Pupil) "I hate you Sir."                      Teacher responds by smiling calmly at the pupil.

#### **Reflect and Redirect**

E.g. (Teacher) "Louise what are you doing?" (Pupil) "Nothing"

(Teacher) "No, actually you are walking around the changing rooms talking to everyone. What should you be doing?"

(Pupil) "Getting ready."

(Teacher) "Go and do it then thank you"

#### **Provide Escape Routes**

E.g. (Teacher) "Eric, if you choose to keep arguing with the decisions I make you will have to go to the sidelines for 5 minutes. If you choose to accept my decisions without arguing you can continue playing. You decide." The teacher then walks away. When the pupil conforms the teacher says, "Good choice Eric".

### **Being prepared for school:**

#### **Classroom Equipment:**

2 x Pens

2 x Pencils

Rubber

Ruler

Glue stick

Compass

Protractor

Selection colour pencils / felt tipped pens

## UNIFORM AND EQUIPMENT

**Uniform** – available from Threads and Treads of Verwood

### **Girls**

*Long or short-sleeved white shirt*

*School tie*

*Grey skirt no shorter than just above the knee (flared or pleated) or plain grey straight-legged trousers*

*Maroon embroidered sweatshirt*

*White or black socks, or black tights*

*Flat black shoes, NOT trainers or boots*

### **PE Kit**

*Plain white polo shirt*

*Maroon skirt*

*Black football/hockey socks*

*Black sweatpants*

*Studded boots for winter field sports*

*Trainers for other outdoor activities*

*Maroon hooded top for outdoor winter sports*

*Gum shield (for contact sports)*

*Apron(s) for Science, Design, Cookery*



### **Boys**

*Long or short sleeved white shirt*

*School tie*

*Grey straight-legged trousers*

*Maroon embroidered sweatshirt*

*Black, grey or white socks*

*Flat black shoes, NOT trainers or boots*

### **PE Kit**

*Plain white polo shirt*

*Black shorts*

*Black football/hockey socks*

*Black sweatpants*

*Maroon rugby shirt*

*Studded boots for winter field sports*

*Trainers for other outdoor activities*

*Gum shield (for contact sports)*

*Apron(s) for Science, Design, Cookery*

## **Provision of School Clothing**

*Parents in receipt of Income Support and who have successfully claimed free school meals for their child/children may be eligible for clothing grant. Further details may be obtained from the school office. All enquiries are treated in the strictest confidence.*



**Credit Record and Signatures**  
Please sign below

	School Signature	Home Signature	Credit Total
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

It is your responsibility to have your report signed and up to date. You will lose credits if this is not signed.

**A2L SCORES**  
What was your attitude to learning?

<b>3</b> Satisfactory	<p>This level = a pupil who meets our values;</p> <ul style="list-style-type: none"> <li>Cooperative, organised and prepared</li> <li>Carries out tasks asked without question</li> <li>Listens to and acts on advise given for improvement of work</li> <li>Is actively engaged in the learning process</li> </ul>
<b>4 / 5</b> Exceptional	<p>This level = a pupil who exceeds our expectations;</p> <ul style="list-style-type: none"> <li>Demonstrates keenness to learn</li> <li>Accepts responsibility for their own learning</li> <li>Completes and hands H/W in on time</li> <li>Surpasses academic target</li> <li>Produces exceptional work</li> <li>Actively seeks advise to improve their work</li> <li>Supports others' learning in the class</li> <li>Takes on extra responsibility effectively</li> </ul>
<b>2 / 1</b> Unsatisfactory	<p>This level = a pupil who is not meeting our expectations;</p> <ul style="list-style-type: none"> <li>Does not have pen, pencil or kit</li> <li>Does not work to full capabilities</li> <li>Regularly 'off-task', challenges, calls out and disrupts the learning environment</li> </ul>

**GREEN  
REPORT**

This report must be signed by all of your teachers; it is your responsibility to give it at the start of each lesson.

At registration this must be signed by your Form Tutor.

At the end of the day this card must be signed by:

**YOUR FORM TUTOR**

You have four targets per lesson, with a maximum 100 credits to collect during the report.

To successfully complete this report gain

..... Credits.

Name:.....

Class:.....

Date:.....

SUBJECT TEACHER-- Please tick / cross each target as appropriate, initial report and write subject

	Lesson 1 / 2		Lesson 3 / 4		Lesson 5 / 6		Lesson 7 / 8		Lesson 9 / 10		Credit Total	A2L Total	Additional Comments:
<b>MON</b>	T1: T2: T3: T4:	A2L Level											
<b>TUES</b>	T1: T2: T3: T4:	A2L Level											
<b>WEDS</b>	T1: T2: T3: T4:	A2L Level											
<b>THURS</b>	T1: T2: T3: T4:	A2L Level											
<b>FRI</b>	T1: T2: T3: T4:	A2L Level											

Target 1:..... Target 2:.....

Target 3:..... Target 4:.....