EMS Pupil Behaviour Guidance

Trust-wide guidance for those with responsibilities in relation to behaviour and discipline

This **guidance** is designed to sit at school level and act as the guide to how we apply the policy in our school.

1.0
Wimborne Academy Trust Vision

Wimborne Academy Trust is a forward-looking trust that provides supportive, creative and innovative learning opportunities, nurturing everyone as an individual.

We value excellence in learning, collaboration, respect, compassion for others and a sense of community.

Our pupils develop character through a love of learning to achieve and thrive. They are prepared to be lifelong learners and responsible citizens with a global perspective.

1.1 Defining our Culture of Behaviour

All of our schools work towards our aspiration that:

All children and young people will leave us as **responsible**, **respectful** and **resilient** citizens who are able to flourish and thrive in society.

Behaviour will be **taught** not controlled; **analysed** not moralised so that behaviour becomes an **internal** not external discipline. We will do this by creating **respectful** relationships that are **curious** about context, **compassionate**, **calm** and **consistent**.

1.2 Trust- wide Behaviour Principles:

All of our schools work towards the principles that:

- Everyone has the right to an open, friendly and studious classroom environment free from disruption or aggression
- All CYP will have support with behaviour management if they need it
- Staff are role models for behaviour and will manage behaviour effectively to ensure a good and safe learning environment *(Teacher standard 7. WAT Teaching and Learning principles 1)*
- Staff will establish and explicitly teach routines *(WAT Teaching and Learning principles, 1)*
- Schools that offer appropriate support alongside relentlessly high expectations for pupils will see excellent behaviour demonstrated and, therefore, will maximise learning time

2.0
Trust-wide Behaviour Expectations

We embed our culture by our three Trust-wide behaviour expectations that have been agreed by all of our schools to teach, model and insist upon. Each expectation may look slightly different at each stage of a pupil's development so phases will need to agree how the teaching, modelling and encouragement of the expectations is developed in their phases.

2.1 The three Trust behaviour expectations are:

1) Readiness to Learn
2) Respectful Relationships
3) Engagement

Our three core values are:

1) Excellence
2) Endeavour
3) Enjoyment

2.1a Demonstrate Readiness to Learn

What?

Readiness to learn is the expectation that we have of our pupils at the start of learning episodes, be that formal or informal. It is having the correct skills and equipment to accelerate learning.

Why?

Being ready to learn is an important life skill; showing respect for those around you and the environment and demonstrating organisational skills. Readiness to learn means that pupils are able to make the most of the learning, becoming rapidly engaged in thinking about key learning (WAT Teaching and Learning principles, 1)

How?

As a minimum,

Staff will:	**Pupils will:**	**Senior leaders will:**	**We would like Parents to:**
• Be on time to lessons • Provide visual, verbal	• Be on time for lessons • Enter rooms quietly	• Communicate the expectations clearly to	• Ensure their child has access to the correct

and written examples of equipment needed ● Clearly indicate what level of peer interaction the learning episode requires ● Model the behaviour they wish to see ● Use appropriate lesson material matched to the MTP, including ways in for SEN and opportunities for stretch. ● Teach the routines for the classroom, including entry and exit ● Take every opportunity to catch the pupils demonstrating the three core values at EMS and awarding Candle Credits. ● Reinforce expectations through the school's behaviour system by taking every op	● Have the necessary equipment ● Leave the room in a tidy state ● Engage with any starter task immediately and appropriately. ● Respond to the level of peer interaction indicated by staff ● Attempt all tasks to the best of their ability	all staff, pupils and parents ● Reinforce expectations through the behaviour system ● Provide regular reminders and opportunities for teaching of the expectations ● Support staff to teach, model and enforce the expectations through thorough CPD	equipment for school *(either from home or in arrangement with the school)* ● Ensure their child is on time for school and follow the correct protocols in case of absence / lateness ● Support the school with the expectation of readiness to learn

2.1 b Demonstrate Respectful Relationships

What?

Respectful relationships means building considerate and courteous relationships with all members of the school and wider community.

Why?

We want all pupils in our Trust to leave us as responsible, respectful and resilient individuals. Learning how to foster respectful relationships is key to being confident in wider society and in whichever place of work our pupils decide to enter. Excellent relationships can motivate CYP to achieve (WAT, Teaching and Learning principles, 1)

How?

As a minimum,

Staff will:	**Pupils will:**	**Senior leaders will:**	**We would like Parents to:**
● Model respectful relationships ● Greet pupils into lessons ● Speak calmly and fairly to all ● Ensure the vocabulary used is inclusive ● Be tolerant of pupil's needs and ensure their needs are catered for ● Seek to understand the wider context of a pupil's life ● Teach social cues, where appropriate ● Challenge any language that seeks to be derogatory to an individual or a group	● Speak to all calmly and fairly ● Use language that is inclusive and non derogatory ● Be welcoming and open to new pupils, parents and visitors ● Use social media with respect for all other users	● Communicate the expectations clearly to all staff, pupils and parents ● Reinforce expectations through their behaviour system ● Provide regular reminders and opportunities for teaching of the expectations ● Support staff to teach, model and enforce the expectations through thorough CPD ● Model respectful relationships with all in the school and wider community	● Model respectful relationships, especially when working with the school ● Use language that is inclusive and challenge language which is not inclusive or is derogatory ● Encourage their children to try their best at all tasks ● Talk about members of the school community in a respectful way

• Be open and welcoming to parents and visitors • Encourage all pupils to try their best		• Use whole school teaching to demonstrate respectful relationships	

2.1c Demonstrate Engagement

What?

Engagement is the expectation that all members of the school will be actively involved in the school community, whether that is in a learning episode or something more informal. Engagement is showing that you are listening, actively participating and ready to respond.

Why?

Engagement fosters motivation to participate in school activities and allows pupils to have a strong sense of belonging which is important as they grow and mature. Engagement in learning maximises every learning opportunity by minimising low level distractions (WAT, T and L principles, 1)

How?

As a minimum,

Staff will:	**Pupils will:**	**Senior leaders will:**	**We would like Parents to:**
• Model engagement when pupils are addressing others including giving appropriate responses • Teach active listening to pupils • Be knowledgeable of individual pupil's needs • Ensure that lessons are	• Use the STAR approach, which is: • Sit up in their seat. • Track the speaker whilst they are speaking • Answer questions and/or contribute to discussions • Respect others and do	• Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders and opportunities for	• Model engagement with their children • Encourage engagement in extracurricular activities, either during school time or outside of the school day • Use staff feedback to understand how

adapted to cater for pupils' needs in line with SEN and behaviour support plans where appropriate. ● Make lessons relevant with an appropriate level of challenge ● Use visual and verbal reminders about active engagement in lessons ● Use feedback to gauge the engagement in lessons and beyond ● Encourage pupils to participate in extracurricular activities ● Model good attendance	not distract others ● Respond to feedback ● Where appropriate, participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports leader etc ● Attend school regularly and on time	teaching of the expectations ● Support staff to teach, model and enforce the expectations through thorough CPD ● Track pupil engagement in extracurricular activities ● Ensure there is an appropriate range of extracurricular activities on offer ● Monitor attendance and support leaders to support families where attendance is not as expected	engaged their child is in school life ● Ensure regular and punctual attendance at school

3.0 Types of Behaviour

Emmanuel Middle School generally defines behaviour into the following four categories:

3.1 Pro-Social behaviour

This is the behaviour that we wish for all of our CYP to aspire to. It is defined as behaviour which is positive, helpful, and intended to promote social acceptance.

It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society. Examples of pro-social behaviour can be but are not limited to:

- Being respectful in all interactions with pupils, staff and visitors
- Attending school regularly and on time
- **Listening carefully to the teacher and following instructions**
- Completing all work to the best of your ability
- **Walking** quietly down corridors on the left-hand side
- Arriving at and leaving collective worship quietly
- Keeping to designated areas at break and lunchtime
- Wearing uniform correctly (for more information see PNB):
    - Top button done up
    - Tie - 7 stripes
    - Black or grey trousers (not denim) or pleated / flared skirt (not pencil).
    - Skirt – minimum length just above the knee
    - Black leather shoes – NOT trainers
    - Shirts tucked in
    - One pair of plain stud earrings
    - Hair accessories plain in colour

- Being prepared with the correct equipment:
    - Homework diary (signed weekly by parent and tutor)
    - A pencil case with pen, pencil, highlighter, whiteboard pen, rubber, pencil sharpener, ruler, glue stick, purple pen, coloured pencils/felt tip pens
    - Correct PE kit

- Subject exercise books (no graffiti on the outside cover or inside)
- Homework completed
- Following the school's agreement for internet use
- Being supportive of pupils and staff
- Supporting others to de-escalate situations which may result in conflict
- Seeking help and support from staff when you are finding situations difficult.
- At Emmanuel we define behaviours that don't support our community values as being unsocial or in extreme cases antisocial. There is no clear dividing line between unsociable and antisocial behaviours (rough guide below), but we must ensure we don't drive unsociable behaviour into being Antisocial behaviour.

3.2 Un-Social behaviour

This can be defined as not seeking or giving to association with others. It is characterised by being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It can sometimes present as not doing as instructed, but not to the detriment of self or others. Examples of un-social behaviour can be but are not limited to:

- Answering back rudely
- Not following staff direction
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude to learning
- Not completing work to the best of your ability
- Homework not being completed
- Poor presentation
- Unwarranted comments or physical interaction with peers
- Use of derogatory language to others
- Interfering with others work or school property

3.3 Anti Social Behaviour

This can also be classed as ‘Difficult’ behaviour when it is anti social but not dangerous (*see 3.4*)

This can be defined as behaviour that causes harm to an individual, the community or to the environment. It is characterised by behaviour that is likely to cause injury, harassment, alarm or distress or that violates the rights of another person or is contrary to the laws and customs of society. Examples of anti-social behaviour can be (but are not limited to):

- Repeated un-social behaviours (as above)
- Persistent disruption of learning
- Absconding from the classroom
- Causing disrepute to the school
- Bullying
- Harassment
- Defiance – including not attending detentions
- Verbal abuse
- Theft

3.4 Dangerous behaviour

This can be defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility. Examples of dangerous behaviour can be (but are not limited to):

- Racist / homophobic/ sexist abuse

- Physical violence - deliberately starting, getting involved or escalating conflict
- Bringing weapons on site
- Bringing drugs or alcohol on site
- Wilful damage to property
- Inciting violence in others
- Child on child abuse
- Persistent Bullying
- Possession of prohibited items e.g. cigarettes, e-cigarettes, drugs, alcohol, weapons etc.
- Sexual assault (which is any unwanted / unwarranted sexual behaviour that causes humiliation, pain, fear or intimidation)

The school will closely monitor CYP who are displaying un-social or antisocial / difficult behaviour and ensure that checks have been made about their specific learning needs, safeguarding needs and where interventions may be needed to ensure provision throughout the curriculum and school is appropriate *(see roadmap appendix A)*

Most CYP will never need to be subject to any consequences for anti social or dangerous behaviour or any bribes in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience.

However, there may be one or two CYP in each class who may be at risk of harming themselves either physically or by withdrawing, hiding etc. . These are often the very quiet or withdrawn CYP who can be missed from planning as their behaviours do not trouble anyone and staff at the school will be aware of these CYP and monitor them closely.

4.0 Rewards

Emmanuel Middle School recognises that modelling and teaching pro-social behaviour will likely result in more pro-social behaviours being shown. CYP can be recognised for their pro-social behaviour with a system of rewards.
Rewards will be genuine and specific, allowing the reward to be a teaching opportunity. Rewards can include (but are not limited to):

- Verbal recognition
- Contact with home
- Candle Credit for themselves, Class, Year Group or House
- Choice of reward from the E-Praise shop.

- Non-uniform day
- Head of year / house award
- Headteacher award

5.0 Consequences

All behaviour has consequences and Emmanuel Middle School recognises that part of teaching behaviour is providing proportionate, rational, timely and appropriate consequences for behaviour, including rewards, detailed above.

At times, children will behave in a way that is not in keeping with the expectations of our school. All staff follow our Behaviour Ladder, set out below.

- Consequences (demerits and interventions) are recorded in EPraise.
- Children with specific behavioural or learning needs have their behaviour managed in a way that is tailored specifically to them.
- Once a consequence (intervention) is issued it is not removed, unless it is clear that it was issued in error.
- Staff will always make every effort not to discuss a pupil's behaviour in front of other pupils. From time to time this may be necessary when addressing the behaviour of a group or if children are taking part in a practical activity where the teacher leaving the room would present a Health and Safety concern.

5.1 Consequences for un social behaviour could include (but are not limited to):

- Missing unstructured times to complete work
- Making up the work missed after school
- Apologising for not following instructions

5.2 Consequences for anti social / difficult behaviour could include (but are not limited to) :

- Spending some reflective time away from peers
- A loss of unstructured times, including after school detentions.

- Meeting with others through a restorative process
- Use of alternative provision

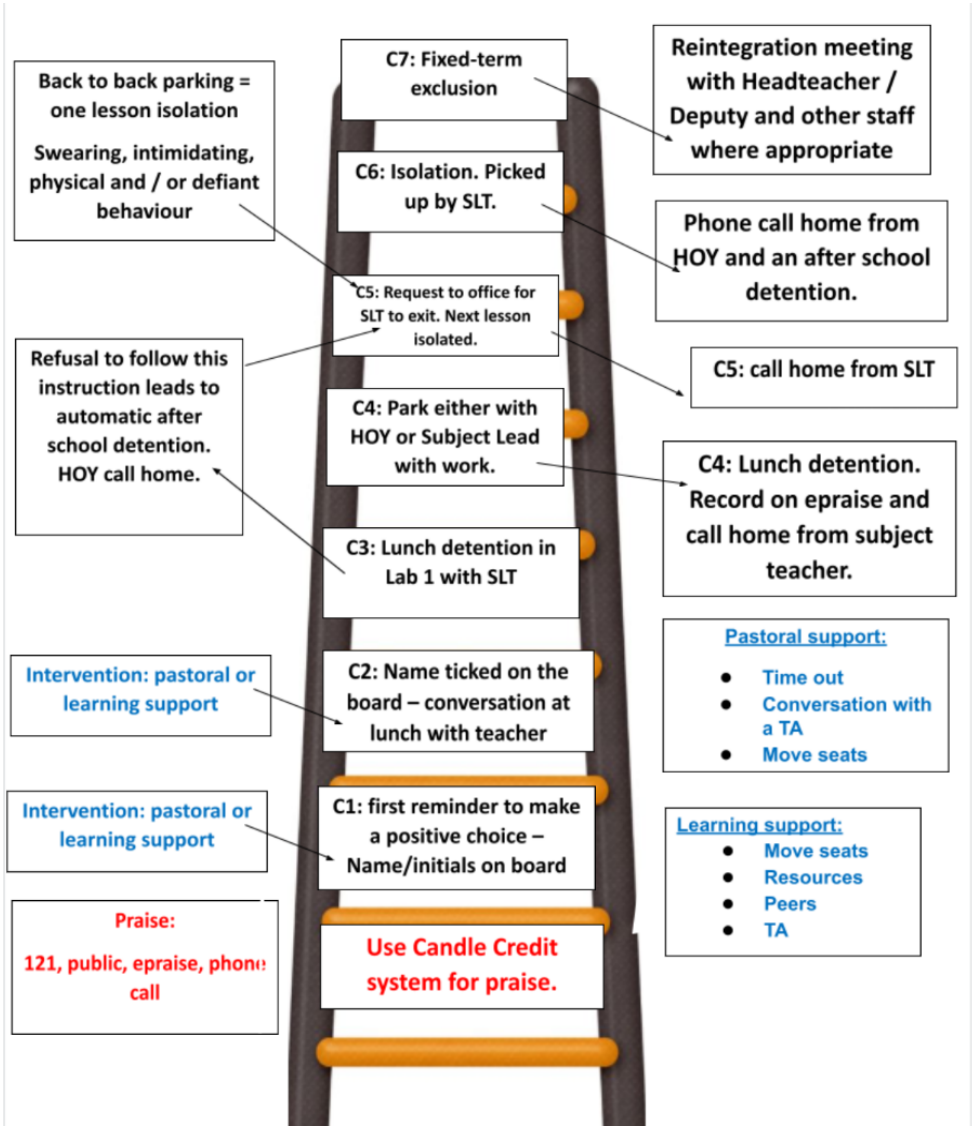
Anti social / difficult behaviour may also result in suspension or exclusion from the school.

5.3 Consequences for dangerous behaviour could include (but are not limited to) :

- Restorative processes
- Time spent away from peers
- Loss of social times, including after school detentions
- Suspension
- Use of managed moves
- Use of alternative provision to improve behaviour

Dangerous behaviour may also result in a Permanent Exclusion from the school.

At Emmanuel Middle School, we have a system for consequences but we acknowledge that there may be some CYP who sit outside of any formal system and we will apply our knowledge of the CYP and their context when making decisions about consequences to ensure **equity**.


Back to back parking = one lesson isolation
Swearing, intimidating, physical and / or defiant behaviour
C7: Fixed-term exclusion
Reintegration meeting with Headteacher / Deputy and other staff where appropriate
C6: Isolation. Picked up by SLT.
Phone call home from HOY and an after school detention.
C5: Request to office for SLT to exit. Next lesson isolated.
Refusal to follow this instruction leads to automatic after school detention. HOY call home.
C5: call home from SLT
C4: Park either with HOY or Subject Lead with work.
C4: Lunch detention. Record on epraise and call home from subject teacher.
C3: Lunch detention in Lab 1 with SLT
Pastoral support:
Time out
Conversation with a TA
Move seats
Intervention: pastoral or learning support
C2: Name ticked on the board – conversation at lunch with teacher
Intervention: pastoral or learning support
C1: first reminder to make a positive choice – Name/initials on board
Learning support:
Move seats
Resources
Peers
TA
Praise:
121, public, epraise, phone call
Use Candle Credit system for praise.

Escalation through the Behaviour Ladder

On occasions it may be necessary to progress through the steps outlined above by missing some stages. This escalation will take place when a pupil's behaviour falls below our expected standard. In these incidents immediate intervention by a Head of Year or member of the Senior Leadership Team will be taken.

Demerit Points and behaviour tracking
All incidents of poor behaviour are logged on E-Praise through the allocation of 'demerits'.

Class teachers, with the support of the Head of Year, are responsible for monitoring the behaviour of children within their class in order to provide support and communicate effectively with parents/carers. **Once a pupil receives three lunchtime detentions in a calendar month, future C2 in lessons attracts an after school detention within 48 hours. A phone call home will be made to inform parents of pupils leaving school at 4.30 and agree how the pupil will travel home and any other support required.**

Report cards:

Green, Orange, Red reports:

A green report card is used as a refocus opportunity and an early identification mechanism to track parts of the curriculum that a pupil may be experiencing challenges in. This is monitored by the class teacher. A pupil might remain on this report for up to three weeks.

An orange report card is an escalation from green, and therefore more action is required. A pupil moving to orange is viewed to have failed to pass their green report. In addition, other measures may be put in place to challenge and support the pupil. This is monitored by the Head of Year. A pupil is not expected to spend more than two weeks on this report.

A red report card is the final escalation point, is a cause for concern and is managed by a member of the SLT. There are additional measures in place and the pupil is not permitted to represent the school or attend events such as a disco. At this point the school will also work with the Locality team and / or start a PSP process as the pupil is at risk of exclusion.

Positive report:

Some pupils will benefit from additional praise and recognition for the work they produce. This can be instead of a green ‘refocus’ report or to build self-esteem.

Class report:

If a teacher is absent or a group of staff are absent this is a good tool to monitor the whole class. There are opportunities to recognise and celebrate pupils who work hard and hold other pupils accountable for their behaviour choices in the absence of their staff.

Social report:

Some pupils require greater focus during social times, they may struggle to self-regulate. This report provides greater structure to this time. It is unlikely pupils will spend more than two weeks on this report.

Parents are notified when a child is to be placed on a report card. The student, their parent and the school will work together to identify targets and any interventions required.

Pastoral Support Programmes (PSP):

If a student’s behaviour is giving significant cause for concern and they are also at risk of permanent exclusion then a Pastoral Support Programme will be written in conjunction with the parents or carers and the student. If a PSP is going to be utilised then this is to be reported to the Academy Committee. The Governors may then choose to exercise their rights to invite the parents or carers to attend a meeting with their son or daughter to discuss the implementation of the PSP, the desired outcomes and the next steps which may occur.

The EMS-way: Unrelenting positivity (reviewed yearly)

The EMS Way is a simple set of routines and expectations displayed in all classrooms and on year group noticeboards. All staff are expected to frequently refer to this. It is also expected that all teachers explicitly go through these at the start of each new term.

This is not an exhaustive list.

Outside the classroom: staff acknowledge when we see what we expect and redirect pupils who are not meeting our expectations.

- Walk on the left
- No physical play
- Stay in designated areas - break / lunch times
- Correct uniform - black shoes / grey or black flared skirt or trousers / tie with 7 stripes / EMS jumper
- Right place, right time, right conduct
- Support others
- Walk to and from Worship in alphabetical order and in silence

Entering / leaving classroom: staff present at the classroom door.

- Start of day - straight to class to be ready for 8.40.
- End of break times - line up
- Follow the class seating plan
- Keep clutter to a minimum (no fidget toys / toys that can distract learning.
- Tidy up at the end of the day and stack your chair.
- Stand behind your chair to wait to be dismissed.

Inside the classroom: staff acknowledge when we see what we expect and redirect pupils who are not meeting our expectations.

- Blue writing pen. Pencil, ruler, glue stick.
- Mini-whiteboard and whiteboard pen.

- Write the date and the LO / title. Underline it.
- Check the board for a starter task.
- Present work to best of ability
- Respond to teacher at all times
- Listen to others
- Make a positive contribution as an individual, to the class and your House group
- Put your hand up for permission to leave your seat at all times.
- If you are a ‘STAR’ in class you will meet expectations outlined above.

Break-times: each year-group requires a member of staff to be on duty.

- When outside, go straight to your designated area and remain in this space
- No physical play
- Cooperate with all adults

6.0
Further reading:

Useful policies and documents to be read in conjunction with this guidance:

Policies / Guidance

- The Equalities Policy
- Schools SEND policy
- The Child Protection Policy
- The Attendance Policy
- Exclusions Policy
- Anti Bullying Policy
- Mental Health Guidance

DfE guidance and legislation

- KCSiE, 2022
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022
- Behaviour in Schools, 2022
- Alternative Provision, 2016
- Equalities Act, 2010
- SEN Code of Practice, 2015

and;

- The vision, values and strategic outcomes of Wimborne Academy Trust
- Wimborne Academy Trust's Principles of Teaching and Learning

Useful books:

Know Me to Teach Me by Louise Bomber

Inside I'm Hurting by Louise Bomber

Conversations that matter: Talking with Children and Teenagers in Ways That Help by Margot Sunderland

Dealing with Feeling by Tina Rae

When the Adults Change, Everything Changes by Paul Dix

After the Adults Change, Achievable Behaviour Nirvana by Paul Dix

My Hidden Chimp by Prof Steve Peters

The Behaviour Guru: Behaviour Management Solutions for Teachers
by Tom Bennett

Teach Like a Champion (3.0) by Doug Lemov

Beyond Discipline: From Compliance to Community by Alfie Kohn

Miss, I don't Give a Sh*t by Adele Bates

Useful websites:

https://www.teachervision.com/teaching-strategies/behavior-management

https://beaconschoolsupport.co.uk/resources.php

https://www.nhs.uk/conditions/baby/babys-development/behaviour/dealing-with-child-behaviour-problems/

https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools

Appendix A - roadmap of support

Please right click on the picture below and select ‘open link’ to view the roadmap of support

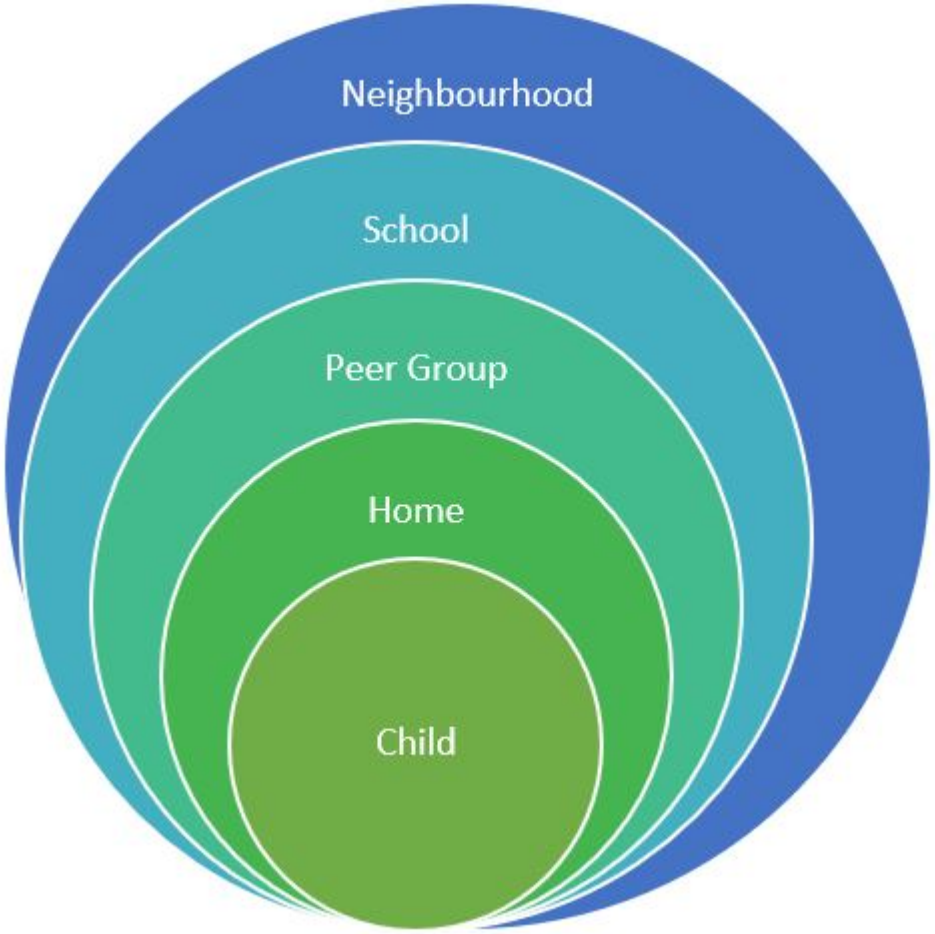
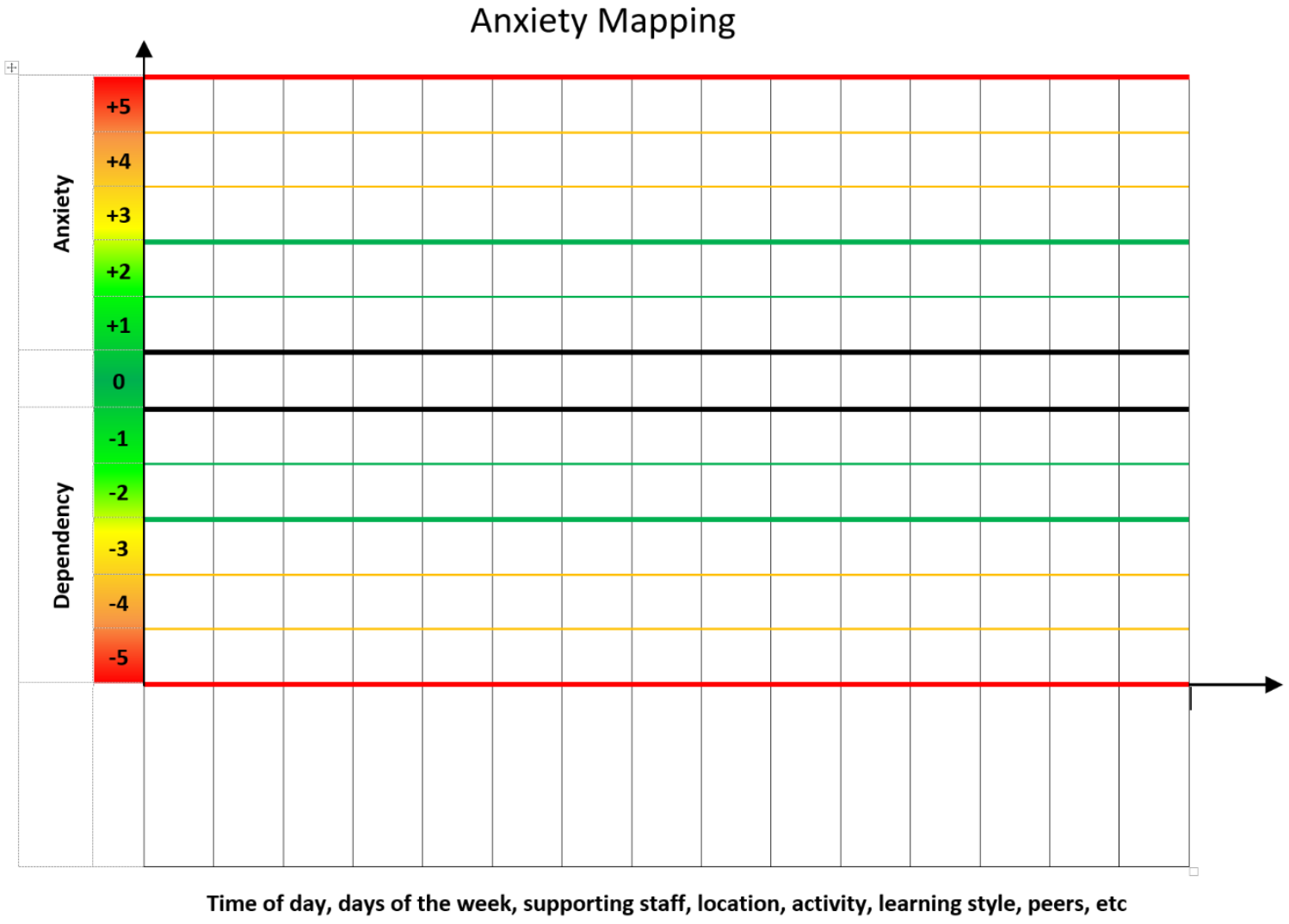
https://prezi.com/view/CaD3hB25Sv8kYtAeqr8m/

Appendix B - ABC behaviour chart:

Name: ABC CHART

Date / time	ANTECEDENT Location, activity, people	BEHAVIOUR Describe what you saw	CONSEQUENCE What did you do/how d**id** the person react.	Possible purpose/reason

Appendix C - Contextual Circle:



Appendix D - Example of anxiety mapping chart