



EMM

Updated: September 2023

Owner: Principal – Emma Ledger

To be reviewed – September 2024

Contents

1.	Aims	2
2.	Principles	3
3.	The role of the Principal	3
4.	The role of the Class Teacher	4
5.	The role of Parents	4
6.	Teaching and Learning	5
7.	Rewards	6
8.	Sanctions	7
9.	Promoting and Developing Positive Relationships	7
10.	Relating to children in an emphatic and positive way	7
11.	Dealing with Challenging Behaviour	8
12.	Stages of escalation	8
13.	System of Sanctions	9
14.	Monitoring	9
15.	Summary	9

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Scope of this Policy

Engagement and mood management is an integral part of school and indeed further life. All behaviours, communications and choices, be them verbal or on-verbal, are in response to a feeling, a stimulus or an experience. All of what we do and do not do contributes to behaviour and our resulting mood management. It is therefore crucial that staff, parents and children consider their own behaviour and what this communicates, as this is where behaviour management begins.

1. Aims

- 1.1. To create a community in which each member is respected and encouraged to reach their full potential, and behave in accordance with School Policy
- 1.2. To create a warm, caring, calm and orderly atmosphere of belonging in the school that positively promotes learning and a sense of community.

- 1.3. To promote in all pupils a sense of discipline and an ability to take responsibility for their actions
- 1.4. To encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils
- 1.5. To encourage all members of the School community to recognise bullying, acknowledge its unacceptability, and report it
- 1.6. To develop a partnership with parents which recognises and respects important factors in the home life and experiences of the child, and through ongoing dialogue, supports parents to take a proactive and confident role in the management of their children's behaviour and needs
- 1.7. To promote and encourage development of all staff in the understanding of working with children from diverse cultural backgrounds and review our practice regularly
- 1.8. To develop an environment of positivity and happiness

2. Principles

- 2.1. A high standard of behaviour (and good manners) is expected both on and off the School premises. Any misconduct that affects the reputation of the School will be dealt with appropriately. All pupils and parents are expected to be familiar with RPS regulations and all other policies which relate to behaviour.
- 2.2. Misbehaviour by a pupil off-site may also be subject to normal School sanctions if the pupil was taking part in a School related activity, travelling to or from School, wearing School uniform or if their behaviour puts another pupil or a member of the public at risk, or could adversely affect the reputation of the School.
- 2.3. Teachers have authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- 2.4. This also applies to all employees (unless the Principal says otherwise) with responsibility for pupils. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- 2.5. The School has in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the EMM Policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.
- 2.6. Under no circumstances will any form of corporal punishment be used or threatened at Ranches Primary School.

3. The Role of the Principal

- 3.1. It is the responsibility of the Principal to implement the EMM policy consistently throughout the school, and to report to the Advisory Board, when requested, on

the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school, as in "safeguarding children".

- 3.2. The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 3.3. The Principal keeps records of all reported serious incidents of misbehaviour. These incidents are also recorded on the pupil iSAMS file and/ or Inclusion Log.
- 3.4. The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child, immediately notifying the parents. Both these actions are only taken after the Principal has been notified and other measures explored.

4. The Role of the Class Teacher

- 4.1. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 4.2. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 4.3. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 4.4. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in a manner consistent with this policy.
- 4.5. The class teacher reports to the Head of Year and if deemed appropriate, the parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact parents, in line with this policy regarding positive levels of engagement.
- 4.6. The class teacher has a responsibility to ensure that all significant incidents are recorded on the pupil's file on iSAMS.

5. The Role of Parents

- 5.1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2. Parents should respect the school as a professional working environment and all members of staff that work to maintain our high standards.

- 5.3. Parents should be courteous and mindful that when they are in the school grounds they are role models for all the children in the school and act accordingly.
- 5.4. All interactions between home and school should be solely focused on the benefit of the children's learning and parents are asked to respect the experience of professionals caring for their children.
- 5.5. We explain the school ethos in the school prospectus, and we expect parents to read these and support them.
- 5.6. We expect parents to support their child's learning. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.7. If the school has to use reasonable sanctions to prevent poor behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal and then if the matter is not resolved the School Board. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. Teaching and Learning

- 6.1. We recognize that establishing and maintaining simple routines is a powerful way of helping our children to create the right conditions for learning and for promoting positive engagement. Our routines are designed to help the children be ego-supportive. We explain their purpose and make sure they make sense to all involved; that they help promote learning and reduce friction. These are some guidelines that we follow with regards to classroom and wider school practice:
- 6.2. All staff support the school ethos of encouragement to promote positive attitudes by using praise as a priority and wherever applicable. Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and pupils and consistency of practice is needed across the school to ensure that pupils know the standards of behaviour expected of them. Therefore:
- 6.3. We are always in class before the pupils to greet them on arrival in the morning and after breaks or specialist lessons.
- 6.4. We plan learning thoroughly to be stimulating, coherent and well-organised.
- 6.5. We ensure those children with additional needs have an IEP or Behaviour Support Plan that covers learning, risks, behaviours and is up to date (termly reviews). These targets and plans will be created in agreement with staff, parents and the child (where applicable) and will feed into the whole school reward systems.
- 6.6. Each lesson will have a clear intention and success criteria, differentiated for the levels required.

- 6.7. Each lesson will include assessment points where progress and development points can be established.
- 6.8. Children's work will be displayed prominently and attractively and will be representative of all attainment.
- 6.9. We will model clear communication and positive interactions between each other and between adults with children.
- 6.10. We will establish and insist upon routines for;
- 6.11. Entering the school and classroom;
- 6.12. Putting away equipment and belongings;
- 6.13. Seating arrangements;
- 6.14. Explaining lessons and tasks of the day;
- 6.15. Distributing and using required equipment;
- 6.16. Active listening to the speaker;
- 6.17. Following instructions first time;
- 6.18. Summarising work and ending learning sessions;
- 6.19. Leaving the classroom and walking around the school.
- 6.20. Members of staff will put the safety of the children, staff and environment at the forefront of any intervention.
- 6.21. Members of staff have the power to use reasonable and necessary 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 power extends to school trips. The power is to use such force as is reasonable in the circumstances, which means using no more force than is needed to ensure the safety and security of those involved.
- 6.22. All such incidences will be recorded and passed to the Principal as soon as is practical.

7. Rewards

- 7.1. We have an established system of rewards for all kinds of achievement and positive choices. While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on them. We try to move them from extrinsic motivation to intrinsic motivation. We set specific, individualised targets for each pupil to achieve their goals and targets.
- 7.2. It is down to staff discretion to give extra rewards such as certificates, sticker charts, and reward activities/experiences such as visiting another class to showcase work.
- 7.3. Positive letters/emails home are an excellent way to ensure hard work at school is recognised and indeed followed up in the home. Our weekly Achievements Assembly offers the opportunity for children to receive recognition for their efforts pertaining to our character compass – Compassion, Courage, Creativity, Cooperation, Commitment, Curiosity.
- 7.4. The School aims to stimulate all pupils to achieve their best. Rewards are given not only for the 'academic' achievement but also for improvement, sustained

or extra effort, good participation or examples of good behaviour including being supportive or helpful to others. We encourage children to be the best that they can be and show integrity. We define integrity as the willingness and proactive nature of a person to do the right thing, regardless of extrinsic gratification.

8. Sanctions

- 8.1. Poor behaviour and breaches of discipline are always dealt with, as appropriate, and can be related to the policies for bullying, equal opportunities or special educational needs. Each key stage has a member of staff who is responsible for the implementation of effective behaviour management procedures. School staff should be clear of the high standards of behaviour expected of all pupils at all times.
- 8.2. Discipline is the responsibility of all staff, parents and pupils, whether in the classroom or generally around the school. Incidents must never be ignored and should be dealt with immediately, where possible.

9. Promoting and Developing Positive Relationships

- 9.1. We recognise that elements of such relationships is:
- 9.2. Where every opportunity is developed to enable effective communication.
- 9.3. Increasing the children's communication with the adult.
- 9.4. Increasing the children's responsiveness to social reinforcement provided by all.
- 9.5. Increasing the children's tendency to model the positive behaviour of the adult.
- 9.6. Modelling of interactions by all staff and parents is crucial to fostering such relationships.
- 9.7. Communicating verbally - we strive to show interest in children's work and interest, listening decoding the language of the child's responses, sharing appropriate personal interests.
- 9.8. Communicating non-verbally - we adopt non-threatening stances, smiles, mindful physical proximity, non-threatening physical touch and an awareness of positive postures.

10. Relating to Children in an Emphatic and Positive Way

- 10.1. We recognise without judgment the importance of the child's family system, their place within and loyalty to their cultures.
- 10.2. We use a positive tone of voice, facial expressions and reactions to their achievements or difficulties.

- 10.3. We use touch proactively and appropriately, in accordance with culture, to positively reassure, calm and provide guidance.

11. Dealing with Challenging Behaviour

- 11.1. The routines we establish and the School and Classroom Rules, guide all the activities in and around the classroom. Rules are agreed upon and displayed prominently. When these essential agreements have been established we remind children of them often. We then use the preventative strategies outline in the prevention section. The following are strategies we use to manage challenging behaviour:
- 11.2. We treat children with respect even when they have misbehaved
- 11.3. We ignore inappropriate behaviour, where noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time
- 11.4. We avoid talking above background noise and will pause if needed to regain focus
- 11.5. We focus on those who are working well, praising and encouraging them.
- 11.6. We use non-verbal eye contact or signals to initially illustrate both approval and disapproval.
- 11.7. We discretely remind children of appropriate behaviour so as not to humiliate them or draw negative attention from others
- 11.8. As staff we work as a team to offer support and help to one another
- 11.9. A child may be withdrawn if the safety and learning of all involved will be positively impacted
- 11.10. We allow children time to make amends or process and follow up an instruction
- 11.11. We discuss problems and difficulties privately as much as is appropriate
- 11.12. We raise our voices in exceptional circumstances; this is done in a controlled way and should not be confused with shouting
- 11.13. We give opportunity for reparation and restitution when all those involved are ready and without increasing delays

12. Stages of escalation

- 12.1. Anxiety - need for support strategies relevant to the severity.
- 12.2. Defensive/increasing aggression - need for clear limits, boundaries for choices.
- 12.3. Loss of control physically or emotionally - need for intervention is needed to reduce risk.
- 12.4. Recovery - need for a coordinated 'letting go' process.
- 12.5. Learning - need for structured review and forward planning.

13. System of Sanctions

See Appendix 1

14. Monitoring

- 14.1. The Principal monitors the effectiveness of this policy on a regular basis. The Principal also reports to the School Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 14.2. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents where a child is sent to her on account of negative behaviour.
- 14.3. The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 14.4. It is the responsibility of the School Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

15. Summary

- 15.1. Our Engagement and Mood Management Policy is designed to minimise risk through preventative strategies and help young people build positive relationships. Our staff receive clear training, guidance and support to increase confidence and competence for the young people they care for. Confident staff can reassure the anxious, provide boundaries and choice when people challenge, with safe and effective interventions. Using a team approach we show people how to better manage their feelings and overall behavioural language by providing opportunities for support, reflection and repair. RPS is a safe setting without fear. It is a place where teachers feel supported and valued. It is a place where young people and adults know they will be positively cared for. For some people a teacher can be a pivotal person in their lives.
- 15.2. **Appendix 1** – pages 9-12

Key Stages 1 and 2- Sanctions				
Level 1				
Pupil behaviour choice examples	Stages	Action (and communication to pupil)	ISAMS Entry?	Communication to Parents
Low level disruption Disturbing the learning of others Running in corridors/ on stairs Being overly boisterous Not following instructions of an adult Not lining up properly Breaking the code of conduct Not listening Insufficient effort in class	Verbal warning 1- Instruction	“Please think about whether this was the correct behaviour choice, thank you”	No	Not Required- professional judgment as to whether you wish to mention it at pick up or send an email.
	Verbal Warning 2- Reminder	“I would like you to.... If you can’t make that choice then you will be given some time to reflect”	No	
	Action (after 2 verbal warnings)- Time in reflection- Library. (5-10 minutes max)	Member of MLT on reflection duty to check log for reflection register Pupils report to reflection area (time is doubled if they fail to do so) Communicate with child for time/ date of reflection MLT to monitor for repeat offenders	No	
Key Stages 1 and 2- Sanctions				
Level 2				
Pupil behaviour choice examples	Stages	Action (and communication to pupil)	ISAMS Entry?	Communication to Parents
Answering back. Refusal to comply with instructions.	Verbal warning 1- Instruction	“Please think about whether this was the correct behaviour choice, thank you”	Yes- Class Teacher/ MLT	Parent meeting/ parent informed by Head of Year that their child hasn’t behaved in an acceptable manner in accordance with RPS rules and

	Verbal Warning 2-Reminder	"I would like you to.... If you can't make that choice then you will be given some time to reflect"	Yes- Class Teacher/ MLT	expectations and that a continuation of poor behaviour will result in the child moving to level 3. Check for extenuating circumstances. Is there a need to complete a behaviour assessment. Is there a hearing difficulty?
	Action (after 2 verbal warnings)- Time in reflection- Library. (5-10 minutes max)	Member of MLT on reflection duty to check log for reflection register Pupils report to reflection area (time is doubled if they fail to do so) Communicate with child for time/ date of reflection MLT to monitor for repeat offenders	Yes- Class Teacher/ MLT	Agree on a plan of positive action moving forwards. Confirm parent support and need to work together to help the pupil make better behaviour choices.

LEVEL 2

<i>Pupil behaviour choice - examples</i>	<i>Stages</i>	<i>Action (and communication to pupil)</i>	<i>Isams Entry?</i>	<i>Communication to Parents</i>
Answering back. Refusal to comply with instructions. Name calling Accessing non-educational sites on school computers without permission Spitting Borrowing without permission Arguing/being rude to staff Aggressive behaviour towards another pupil	Two entries for KS2 /Three entries for KS1 in the Reflection Book within a school week (reset each Sunday) or six (KS2)/nine entries(KS1) in one half term.	KSL will check Reflection Book Thursday lunchtime and meet with pupils who have moved onto on Level 2	Yes - KSL	Parent Meeting/email. Parents informed by KSL that their child has not behaved in an acceptable way in accordance with RPS rules and expectations and that a continuation of poor behaviour will result in the child moving to level 3.
	A one -off behaviour choice more serious in nature than those in Level 1 (counts as three entries in Reflection Book)	Report misdemeanour to CT. CT ensures pupil goes to Reflection room and then enters the offence in the level 2 column of the book. KSL meets with pupil to discuss behaviour choices. Depending on the severity and quantity of offences, KSL may send a letter to parents inviting them to a meeting. VP/P both copied in at this point.	Yes - KSL	Check for extenuating circumstances. Is there a need to complete a behaviour assessment. Is there a hearing difficulty? Agree on a plan of positive action moving forwards. Confirm parent support and the need to work together to help the pupil make better behaviour choices.
	Action - Pupil is seen by KSL. Entry is recorded in pupil's ISAMS file. Parents may be invited invited to meet with CT/KSL			

LEVEL 3

<i>Pupil behaviour choice - examples</i>	<i>Stages</i>	<i>Action (and communication to pupil)</i>	<i>Isams Entry?</i>	<i>Communication to Parents</i>
<p>Absconding Intentional damage to property Swearing/inappropriate language verbal or online Confirmed Bullying (see policy) Theft Racism Fighting</p>	<p>7 (KS2) or 10 (KS1) level 1 offences within the period of half a term?</p>	<p>Monitored by KSL who informs VP. VP sends letter to parents inviting them to a meeting.</p>	<p>Yes - VP</p>	<p>This will have been the second meeting with parents within half a term. It will be made clear to them that a continuation of poor behaviour will not be tolerated and that a temporary or internal exclusion may be the next step.</p> <p>The VP will take each case on its merits in after discussion with all involved will decide the subsequent action. This may include the pupil being excluded from a House or School event.</p>
	<p>A one -off behaviour choice more serious in nature than those in Level 2 (counts as 4 entries in the book)</p>	<p>Teacher to bring child(ren) straight to KSL or VP</p>		
	<p>Action - Pupil and parent meetings with VP/CT/ involvement</p>			

LEVEL 4				
<i>Pupil behaviour choice - examples</i>	<i>Stages</i>	<i>Action (and communication to pupil)</i>	<i>Isams Entry?</i>	<i>Communication to Parents</i>
	No apparent improvement in behaviour since the meetings with VP	Triggered by the KSL.		The Principal will decide the best course of action - this may or may not involve internal or external suspension or in extreme cases permanent exclusion
	A one -off behaviour choice more serious in nature than those in Level 3	Principal becomes involved and sends letter inviting parents to a meeting.	Yes - P	
	Action - Parent meeting with Principal/ VP/ KSL			

Note: It is accepted that there may be some pupils to whom the order of sanctions above do not/should not apply. These pupils will have individual behaviour