EMMANUEL SCHOOLS FOUNDATION

Behaviour Policy

Effective 01.09.2026

Start children off on the way they should go, and even when they are old, they will not turn from it.

Proverbs 22:6

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V8

ESF Behaviour Policy

1. Principles

The Emmanuel Schools Foundation ("the Trust") is committed to creating safe, calm, inclusive and aspirational learning environments in which all pupils can **flourish**. Our goal for all is that they fee**l valued, challenged and inspired**.

Our aspirations for all ESF students is that they:

- Make good choices and take responsibility
- Be kind and respectful of all
- Be confident in who they are, communicate well and push themselves to take on challenge

This aspiration, and the Trust's Christian ethos, underpins our approach to behaviour. We believe every child is created in the image of God and is therefore **infinitely precious,** worthy of dignity, respect and high aspiration. This belief informs our commitment to equity, consistency, compassion and excellence across all schools.

Relationships underpin everything we do within our schools; staff are expected to know our students well in order to be best placed to support and promote positive behaviour. Behaviour is understood as an integral part of learning and personal development. The Trust recognises that behaviour is influenced by developmental stage, special educational needs, trauma, mental health and wider life circumstances. This does not remove accountability, but ensures that responses to behaviour are therefore informed, proportionate and supportive, while maintaining high expectations for all pupils.

We recognise that regulation precedes learning. Staff act as calm, predictable models of self-control to support students to regulate emotions, before reflection, repair, and reintegration. Expectations are applied with equity rather than sameness. Reasonable adjustments to enable all students to meet expectations successfully are embedded within everyday classroom practice rather than applied retrospectively.

Schools in our Trust are places where:

- Students experience calm, orderly and respectful environments that support learning.
- Pupils feel safe, listened to and supported.
- Positive behaviour is taught, noticed and celebrated, while disruption is addressed proportionately, fairly and with opportunities for restoration.
- Bullying, discrimination and harassment are not tolerated and are addressed promptly.
- High expectations of behaviour are clearly defined, well understood and consistently but not inflexibly applied.
- Clear expectations support consistency, predictability and pupil understanding.
- Students are supported to develop self-regulation, resilience and respect for others.
- Students are taught to be **morally responsible** with explicit modeling and explanation.
- Positive behaviour is founded on strong partnership between students, school and parents/carers. This partnership is rooted in shared responsibility, trust and mutual respect.

The purpose of behaviour systems within the Trust is to promote positive conduct, ensure safety, support learning and enable lasting behavioral change. Whilst we believe it is important for young people to learn that actions have

consequences, we also believe that it is our role to support students through restorative action to take responsibility for their actions thus developing and strengthening their character. We strive for an unrelentingly positive culture where students and staff feel like they belong, are known and enjoy working with us to set the young people in our care on a positive trajectory towards independence so that they can make a positive contribution to society. Behaviour expectations are underpinned by the belief that all members of the community are **gifted for a purpose**, and capable of growth and contribution.

2. Working in partnership to support young people:

The journey through education is a fundamental part of personal and character development and we work in partnership with students and their families to ensure the best possible school experience for all:

Schools are expected to:

- Be positive first and seek to celebrate students' successes and achievements regularly
- Have high expectations for all
- Be relational in their approach to students; seeking to understand and support students to make the right choices
- Seek to form positive relationships with all students, getting to know them well
- Provide staff with appropriate training and development time to support them in managing student needs
- Be inclusive and use adaptive practice to ensure they are meeting the needs of all
- Provide high quality teaching and learning to engage all students
- Support students to self-regulate and make positive choices and changes
- Manage behaviour to create a calm, and productive environment for learning
- Ensure that implementation of this policy is consistent and fair through regular inclusion and behaviour reviews

Parents/Carers are expected to:

- Work in partnership with the school to support their child(ren) to meet expectations, reflect on their actions, and achieve their full potential
- Communicate any issues which may be adversely affecting their child and enable us to support them appropriately in school
- Support their child to take responsibility, reflect and make positive choices next time
- Observe the Parent & Visitor Code of Conduct

Students are expected to:

- Adhere to specific rules and expectations of the school
- Respond positively to staff instructions
- Actively engage in their learning
- Show respect towards all other students and adults
- Reflect on behaviour and engage with support for positive change

3. Recognition, Celebration and Rewards

The Trust recognises that positive behaviour is most effectively strengthened when it is explicitly recognised, celebrated and reinforced. Recognition and reward are therefore used intentionally to promote character development, motivation, belonging and aspiration.

Staff will always be positive first; recognising when students are getting it right and meeting expectations. Positive recognition escalates through four key stages, ensuring that both day-to-day and individual excellence is celebrated. All staff can and should use positive points as part of their regular interactions with students, creating a positive climate and culture within the school. Recognition is specific, sincere and inclusive, ensuring all students experience success and are encouraged to repeat good behaviours.

Rewards are informed by student voice and promote fairness and motivation.

Positive recognition should be given for:

- Character – demonstration of Trust virtues
- Curriculum – engagement, effort and outcomes
- Community – contribution beyond the classroom

Each school has a House System which fosters a sense of belonging, community and identity through events, leadership opportunities and competitions. Schools will develop their own specific rewards and recognition events in relation to their context whilst remaining in line with Trust expectations.

Stage 1	*Celebrating the small things with regularity*	All teachers, anytime, promoting a positive culture
Stage 2	*Celebrating consistency*	Regular recognition for good attendance, behaviour and engagement with school life
Stage 3	*Celebrating excellence*	Recognition for excellent engagement with learning or contributions to the school
Stage 4	*Celebrating the exceptional*	Rewards and recognition from leaders across the school

4. Ensuring a calm climate for learning

All students have a right to access high-quality teaching in a calm and purposeful environment. Staff will work to support and engage students in their learning through high-quality teaching, relational practice and consistent approaches.

Where a student's behaviour is persistently failing to meet expectations, a six-stage escalating process is in place. A graduated system of support (universal, targeted and specialist) and intervention sits behind this, ensuring that all students are offered the opportunity to improve their behaviour at every stage.

Each school will deploy a variety of support strategies, interventions and additional services (as appropriate) where a child is struggling to meet expectations. Schools will work collaboratively with parents to try and meet the needs of all children and give them the best possible chance at success within the school.

Students can be moved both up and down the stages at the discretion of school staff and in response to their behaviour; parents/carers will be informed when a student moves between stages.

Principals reserve the right to permanently exclude a student in the event of a one-off serious incident regardless of what stage they are at within this policy.

Stage	Behaviour *Schools may develop their own thresholds for escalation in relation to number of negative behaviour incidents recorded.*	Support *Schools will deploy support at different stages depending on what they feel is best for their learner.*
0	Positive engagement with school life	High quality lessons designed to engage all learners Ambitious teaching for all students Embedded relational practice Regular praise and recognition for positive behaviour Explicit and predictable routines Clear expectations for all Consistent supervision during transitions
1	Occasional behaviour concerns	Form Tutor Support 1
2	Ongoing poor behaviour/Insufficient improvement	Form Tutor Support 2
3	Regular patterns of poor behaviour	Head of House/Year Support 1
4	Persistent failure to meet expectations	**One day fixed term suspension may be issued to circuit-break behaviour patterns** Head of House/Year Support 2
5	Repeated and persistent failure to engage with support or meet expectations	**Three-day fixed term suspension may be issued** Senior Leadership Support
6	Complete and consistent failure to meet expectations	**Five-day fixed term suspension may be issued** Principal Intervention - Final warning may be issued **Permanent Exclusion is possible at Stage 6**

5. Classroom behaviour

Teachers are responsible for creating and maintaining the climate in their classroom.

This section outlines the Trust's graduated response to classroom behaviour. The purpose is to support learning, maintain high expectations and enable students to reflect, regulate and re-engage successfully. The Trust recognises that behaviour

is a form of communication. For students with SEND, behaviour may reflect unmet needs, sensory regulation challenges, communication difficulties, or emotional dysregulation rather than deliberate non-compliance.

Teachers are expected to know their students and be relational in their approach to challenging behaviour, maintaining a calm and professional attitude and deploying de-escalation strategies at every stage:

This includes:

- The principle of a fresh start every lesson.
- The opportunity for 'take up time' when prompts are given
- Implementing agreed support plans, risk assessments and reasonable adjustments
- Considering whether behaviour is within the student's control at that moment
- Working closely with SENDCo, pastoral teams and families
- Engage in restorative action to build positive relationships with students
- Sanctions are never used in isolation and must not replace appropriate support. Where patterns of behaviour persist, a graduated response of assess–plan–do–review will be implemented.

There is an expectation that restorative action will have been taken by the teacher before the student returns to the next lesson.

Stage	Purpose	Student Behaviour	Inclusive and Consistent Practice
1. Quality First Teaching	Prevention and engagement	- Enter lessons calmly and quietly - Engage with learning - Try their best - Ask for help - Follow staff instructions	Teachers: - Are relational and use positive reinforcement to promote good behaviours - Know the students well and are adapt lessons to meet their needs - Have high expectations for all - Put consistent routines in place - Help students when they're struggling - Remind students of expectations and allow take up time before escalating
2. Reminder	Prompt	- Behaviours are not as expected - Learning is disrupted - Instructions aren't being followed	Teachers: - Will correct off-task behaviour with non-verbal and verbal cues - Will offer support... 'What do you need?' - Will remind the student of what they need to do to meet expectations
3. Warning	Reset student approach to learning	- Behaviour continues to be a concern - Learning is further disrupted - Instructions aren't being followed	Teachers: - Will explain how behaviour is not meeting expectations - Will offer support: seat moves, take up time, pause - **Will work with the child to reset their engagement** - Will issue a verbal warning for poor behaviour and record this on the MIS

4. Detention	Accountability and reflection	- Following the warning and resetting of expectations behaviour is still disrupting learning	Teachers: - Will explain how behaviour has continued not to meet expectations - Will offer further support - **Will issue a detention for disruptive behaviour and record this on the MIS**
5. Removal 1 hour escalated detention	Protect learning and safety	- Behaviour is still not meeting expectations, and the learning of others needs to be protected	Teachers: - Will explain how behaviour is unacceptable - **Will request for support to remove the student to an alternative environment for the remainder of the lesson** - Removals will be recorded on the MIS which also notifies parents

6. Student behaviour around school

We are committed to ensuring that our schools are calm, safe and inclusive environments for all students. Expectations for student behaviour are explicitly taught and where students jeopardise the overall climate through poor behaviour the following process is used to calmly correct their actions and sanctions are only applied where behaviour continues to fail to meet expectations.

Expectation	Examples of Breaches	Actions and Consequences
Out of Class Behaviour Students are expected to move calmly, safely and respectfully around the school site, demonstrating responsibility for themselves and consideration for others.	• Running or unsafe movement • Overly physical or unwanted contact • Shouting or disruptive conduct • Unsafe road-crossing behaviour	1. Staff address concerns calmly and discreetly, asking the student to STOP in order to discuss the issue. 2. ADJUST Students are supported to correct behaviour immediately. 3. Expectations are reinforced using restorative language RESPECT: the interaction should end positively. 4. Patterns of behaviour are logged on Trust MIS under 'other conduct'. 5. Where three logged incidents occur within a term, a 30-minute detention may be issued. If a student does not respond appropriately to a correction from a member of staff or behaviour is deemed to be unsafe or intimidating an immediate detention will be issued.
Uniform Students are expected to wear uniform in line with the Uniform Policy, reflecting pride, belonging and readiness to learn.	• Incorrect footwear, jewelry or hairstyle • Adjusted uniform (e.g. rolled skirts) • Missing uniform items	• Calm, discreet correction provided. • Practical support offered where possible (loan items). • Patterns of non-compliance will be sanctioned e.g. three incidents will result in a detention • Students may be removed from circulation if there is refusal to amend a uniform issue or until the issue can be resolved.
PE Kit Students should attend PE lessons in the correct kit unless an agreed exemption is in place.	• Missing PE kit • Incorrect PE uniform	• Staff check for barriers (financial, SEND, medical). • Loan kit provided where available. • Patterns of non-compliance will be sanctioned e.g. three incidents will result in a detention
Equipment and Study File / Planner Students are expected to arrive prepared with essential equipment and their study file.	Missing essential equipment Missing study file / planner	• Initial correction and support provided. • Equipment loans used where possible. • Persistent issues reviewed by pastoral staff. • Where a planner is missing following prompting and support, a 30-minute detention may be issued and logged on Trust MIS as 'Missing planner'
Failure to Follow Instructions / Defiance Students are expected to respond	Refusal to follow instructions Disrespectful or confrontational response	• Staff prioritise de-escalation and regulation. • Student referred to pastoral support where required. • Time out of circulation is used only when necessary and is time-limited.

respectfully to reasonable adult instructions.		• Logged as internal suspension only where continued refusal or safety risk is present. • Reintegration conversation required before return to circulation.
Homework Students are expected to record and complete homework tasks with support from staff.	Homework not submitted by deadline Homework incomplete following extension	• Initial reminder issued and logged as 'homework reminder'. • Extension provided where appropriate. • Where work remains incomplete, homework support or detention is issued and logged on Trust MIS. • SEND and access needs considered before sanction.
Mobile Phones Mobile phones must be switched off and stored securely during the school day.	Phone audible or visible	• Device confiscated calmly and stored securely. • Collection arrangements determined by school. • 30-minute detention issued and logged on Trust MIS as 'mobile phone'. • Staff ensure dignity and discretion throughout. A student raising a concern for a family member for example should have this investigated and confirmed by the pastoral team who will make arrangements to support appropriately.
Chewing Gum, energy drinks and Food Chewing gum and energy drinks are not permitted on site.	Student chewing gum Being in possession of an energy drink Eating outside designated areas	• Gum or food disposed of appropriately. Energy drink confiscated. • 30-minute detention may be issued and logged under 'other conduct'. • Where appropriate, restorative activities may be used to support care for the environment.
Out of Bounds Areas Certain areas of the school site are restricted for health and safety reasons.	Where they shouldn't be when they shouldn't	• Safety concern addressed immediately. • Logged as 'out of bounds' under other conduct. • 30-minute detention may be issued.
Punctuality to Lessons Students are expected to move promptly to lessons to maximise learning time.	Late arrival to lesson	• Legitimate lateness recorded by supervising staff. • Minutes late recorded on register. • Patterns monitored by pastoral teams. • Detention may be issued and logged on MIS as 'Punctuality Detention'

7. Detention Process

Detentions form part of the graduated response to behaviour concerns. They are used as an educational and restorative consequence where expectations have not been met. Detentions are intended to support reflection, accountability and the repair of lost learning or disrupted conduct.

- Schools are expected to inform parents about detentions
- Parents are expected to support the school by facilitating attendance to detention
- Students are expected to take responsibility for attending their detention

Schools will articulate and implement a detention policy within their context which aligns with this Trust Behaviour Policy. Failure to attend detentions may lead to escalated consequences.

8. Use of internal suspension and Fixed Term Suspensions

As a Trust, we recognise that sometimes it is not possible for a child to correct their behaviour without a significant change in environment. Where this is the case, the school may choose to make use of internal suspension to allow appropriate time and space away from peers to reflect on actions and make positive choices moving forwards.

Internal Suspension

- Will be proportionate to the behaviour incident and time-limited
- Focused on regulation, reflection and restoration
- Will facilitate restorative work with the student
- Will ensure there is a supported reintegration to learning
- May be used when an incident is being investigated

Suspensions and Exclusions

Where behaviour is in serious breach of school expectations or poses risks to staff and other students, a school may make the decision to issue a Fixed Term Suspension. Fixed Term Suspensions are used only in the most serious instances and where all other supportive options have been exhausted. In the event of a serious incident, a warning may be imposed. Only school Principals/Heads of School can issue a formal written warning and after a maximum of two warnings for repeated behaviour, a final warning will be issued. Any breach of a final warning will almost always result in Permanent Exclusion.

Each instance of suspension is carefully considered, takes into account student circumstances and SEND factors and ensures that support around reintegration is in place upon the student's return to school. A school will always consider which interventions should be in place following a serious incident to ensure that the student has the best chance at a successful return to school.

When making suspension and exclusion decisions, schools will refer to the: Statutory Guidance. Actions which require a referral to the police because a criminal act may have been committed, will be referred following a discussion with parents. Any incident which may prompt a safeguarding concern will also be referred to the DSL.

The following list, whilst not exhaustive, indicates the type of behaviour which is likely to result in suspension or, in some cases exclusion:

- Persistent refusal to attend lessons
- Persistent disruptive behaviour
- Failing to meet expectations within internal suspension
- Defiance of staff
- Abuse of staff, including discrimination and/or harassment
- Physical assault
- Fighting
- Persistent refusal to wear correct uniform
- Willful damage to school property
- Vaping
- Smoking
- Being in possession of alcohol or illicit substances
- Theft
- Discriminatory behaviour
- Sexual harassment or assault
- Child on child abuse
- Escalation through the intervention system
- Breaching the Computer Network and Health and Safety Agreement
- Trading in school
- Behaviour which brings the school into disrepute
- Behaviour that breaches the student code of conduct or this behaviour policy occurring when travelling to or from school or outside of school including criminal behaviour
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- This section is read in conjunction with DfE guidance: Suspension and Permanent Exclusion (August 2024).

- The Trust is committed to ensuring that suspensions and exclusions are lawful, proportionate and used only where necessary.

  The Trust aims to:
  • apply procedures fairly and consistently
  • safeguard students and staff
  • reduce exclusionary practice
  • prevent pupils becoming NEET
  • ensure reintegration support following suspension

All suspensions and permanent exclusions are issued by the Principal.

An exclusion review panel will ordinarily consist of three governors. Where this is not possible, arrangements may be adapted in agreement with parents/carers in line with statutory guidance.

Complaints relating to suspensions or exclusions are managed through statutory processes and cannot be pursued simultaneously under the Trust Complaints Policy.

9. Serious Incidents and Consequences including allegations of discrimination, abuse or harassment (against students or staff)

This section sets out how serious incidents are managed within the Trust. The approach prioritises safety, fairness, proportionality and inclusion, ensuring that all decisions are lawful, evidence-informed and consistent with the Trust's ethos of high expectations, dignity and care. When behaviour goes beyond low-level disruption, the school will respond through a structured, fair and transparent investigation process.

Investigations may include:
• gathering staff and student accounts (written or scribed where appropriate)
• reviewing CCTV in line with Trust policy
• considering any other relevant evidence

Determinations are made on the balance of probabilities and in accordance with the DfE Guidance.

While an investigation is ongoing, a student may work in a supervised space away from peers. This is recorded on Trust MIS as 'investigating an incident' and is not a sanction. Parents should be informed as soon as feasible when this has taken place.

10. Inclusion, Equality and Reasonable Adjustments

The Trust complies fully with its duties under the Equality Act 2010.

While behaviour expectations apply to all pupils, responses may be adapted through reasonable adjustments to ensure equity, particularly for pupils with SEND, additional needs, vulnerability, or trauma.

Fairness is understood as equity rather than sameness. Staff are expected to consider both behavioural choices and underlying need, ensuring responses uphold dignity, support learning and promote inclusion.

This policy must be read alongside:

- ESF Home School Agreement
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- fE Searching, Screening and Confiscation guidance
- ESF Child on Child Abuse Policy
- ESF Use of Reasonable Force Policy
- ESF Parent & Visitor Code of Conduct
- School procedures for internal suspension and rewards
- School Uniform Policy