



Managing Behaviour to Promote Proactive Learning: The Emmbrook School Policy

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1. Aims

1. We will be consistent in our application of our policies and protocols in managing behaviour throughout the school.
2. We will always be focussed on learning and seek to provide an optimal learning environment, enabling teachers to teach and students to learn and achieve
3. We will set and sustain high expectations with respect to the conduct of every member of our school community.
4. We will provide chances for students to learn from their mistakes through supportive relationships with staff, restorative practices and mentoring.
5. We will support students with learning and/or behavioural needs and modify their learning appropriately
6. We will ensure excellent communication, partnership work and feedback with parents/carers making clear to all students, parents and staff the procedures that the school has in place to manage behaviour
7. We will provide a rewards system to provide positive encouragement, praise and recognition of excellent work and behaviour.
8. We will provide and apply clear and fair sanctions to support our learning routines.
9. We will ensure that the behaviour of all students supports a positive and effective learning environment, in which the views of students and parents/carers are valued.
10. We will review this policy and our practice on an annual basis



2. Key Principles of Behaviour Management at The Emmbrook School

1. We use a range of strategies to manage the behaviour for learning of its students. Behaviour for learning refers to the link between the way in which a child learns and their social knowledge and behaviour. At the heart of positive behaviour for learning is the relationship between child, teacher and curriculum.
2. Successful behaviour management requires staff to remain objective and dispassionate. It is vital to remember at all times that while a student's behaviour may be challenging, it does not always present a personal challenge to the teacher, but rather a reaction against the authority of the school. As such, the teacher's personal feelings towards the student or behaviour should not have a bearing on the handling of the matter.
3. As a rule, the behaviour management employed to address a student's behaviour should be the minimum necessary to resolve the matter – in other words, avoiding a sledgehammer to crack a nut. Overuse of a behaviour management strategy, or too quick an escalation on the part of the teacher will likely result in further difficulties in the future.
4. The key question that staff must ask of themselves in matters of behaviour management is:

Will the action that I am about to take harm my relationship with this student and my ability to continue to support their learning?

3. Strategies

1. This guidance supersedes that given in the previous iteration of the behaviour management policy in that it provides suggested strategies to be used by staff, while allowing a freedom of movement for staff to employ them in the manner that they see fit, based on their understanding of the student, their needs and their relationship.
2. While the table below details the formal strategies that may be employed, staff should be mindful that this list is not exhaustive and does not include such informal measures and non-recordable strategies and engagements that would naturally take place in the course of a lesson.
3. The highlighted rows 'RP', 'telephone call home' and 'meeting with parent' MUST be considered as essential strategies to employ in the event of persistent poor behaviour in or out of the classroom. Communication home in the event of concerns regarding behaviour should be made over the phone or in person in order to maintain a strong working relationship and dialogue with parents.
4. The first two columns are dual titled 'Teacher/Tutor and 'Director/Year Leader' to reflect that a student's issues may be across the curriculum or relating to only one or two subjects. As such, strategies may be implemented by staff in either capacity depending on the circumstances.



5. Aside from the requirement to ensure that communication is maintained between staff, student and parent, there is no one set route for escalation through the system. At each level, the school must be able to demonstrate that all reasonable attempts have been made to address the issues before referring them to a more senior member of staff.

6. Before escalating a behaviour issue to a more senior member of staff, the following questions must all be answered with a 'yes':

- a. Have I pursued all the appropriate strategies at my disposal, including discussions with student and parents?
- b. Have I considered and accounted for any barriers to learning that the student is experiencing?
- c. Has the student been given reasonable time and support in order to engage with my strategies?

Strategy	Teacher/ Tutor	Director/ Year Leader	Headteacher through Leadership
Use of warning system	Y	Y	Y
Detention	Y	Y	Y
Ready to Learn card	Y		
Report – SMART	Y		
Positive Report	Y	Y	
RP (with support from manager)	Y	Y	Y
Telephone call home	Y	Y	Y
Meeting with parent and student	Y	Y	Y
Careers advice	Y	Y	Y
Referral to SEN	Y	Y	Y
YL/Director Report		Y	
Formal letter home		Y	Y
Class move (Director-led only)		Y	Y
EHH referral		Y	Y
MARF		Y	Y
Behaviour contract		Y	
Managed Move			Y
Final contract			Y
FTE			Y
PERMEX			Y



4. Recording Sanctions

1. The school maintains records of behaviour which:
 - a) Prevents learning
 - b) Presents a threat to the well-being of other members of the school community
 - c) Contravenes any school policy
 - d) Brings the school in to disrepute – whether on site or off. This covers school trips and the time before and after school, regardless of the student being in uniform or not.

5. The Warning System – 2017-18 Revision

In the past, the school has used a warning system that requires the teacher to give 4 explicit and unambiguous warnings to a student prior to their being removed from a class. With effect from Sept 2017, this system will be superseded by a behaviour test designed to support the teacher in deciding whether or not a student should be 'on-called' or removed from their lesson. This change is designed to overcome the inherent inflexibility in the warning system, as well as the difficulty that staff have experienced in deciding what behaviour requires a warning, and the best way of recording these warnings.

6. On Call

1. The On-Call system is designed to support teachers in situations in which a student's behaviour is:
 - a. Disrupting the learning in the classroom to the point at which learning can no longer continue.
 - b. Presenting a health and safety risk to themselves or others
 - c. Abusing/threatening verbally or physically another student or member of staff
2. The removing teacher will complete the 'right click' on call sanction on SIMS, which will trigger the arrival of the on call staff who will take the student to a remove room. The student should be sent to the appropriate director or location with sufficient work to last the remainder of the lesson. This work may be given to the student, or sent with a student runner once prepared by the teacher.
3. The only commitment from the teacher (in order that a student is removed) is to issue one formal warning that adheres to the following procedure:
 - a. Ask the student to **wait** outside the classroom



- b. After a brief time **speak** to the student outside the classroom
- c. **Summarise** the events that have led to this point. *'Marcus, I've reminded you several times about the need to work quietly without disturbing the rest of the group'*
- d. State the likely **consequence** of continuation of the behaviour. *'If you continue then you will need to stay in at break time and complete your work'*
- e. State or offer any **options** available to the pupil that might help. *'Would it help if you moved seats and sat at the spare desk by the window'*
- f. End **positively** *'OK, lets go back into class and I'll come and see how you're getting on in a few minutes'*

7. Behaviour Test

With effect from September 2017, staff will no longer be required to provide four warnings in order to remove a student. Instead, they should apply the behaviour test as detailed below. This test has the opportunity and requirement for warnings built in – it is not designed to allow staff to remove students summarily, but it also frees staff from the need to wait for four incidents of unacceptable behaviour before requesting on call support.

When considering removing a student from class, staff should ask themselves the following questions. if the answer is yes to all of them then “on Call” support should be sought.

1. Have I explained to the student why their behaviour is unacceptable?
2. Have I given the student every reasonable opportunity to address their behaviour, warning them formally of the potential consequences?
3. Have I used every available strategy to retain this student in this class?

However

On Call should be sought immediately if a student has endangered their own safety or the safety of others or has been verbally or physically abusive to another student or member of staff.

8. Follow Up Action

1. In the next day's registration period the attached staff will bring the student to the removing teacher in order to conduct RP. The leadership team will by the end of the school day to contact the parents or carers of that student by telephone to explain the details of the incident in full. The intent of this telephone call is to:

- a. Ensure the parents are in full receipt of the facts so that they can understand and support the school's action.
- b. Prevent misunderstanding through the parents being only informed of their child's point of view, or their reading the limited detail on Parent Portal.



2. The member of staff on calling a student must by the end of the day complete an account of the incident on SIMS in order to allow a fully-informed conversation with parents to take place.

9. Behaviour Within the Remove Room

1. If a student is unable to work without causing a disturbance in the remove room, they are liable to be excluded from school for the remainder of the day.

2. Should parents be unable to collect the student, then the school will detain them in isolation until they can be collected. Parents may give the school permission to allow the student to make their own way home. If a student has to remain in school for the remainder of the day then the exclusion will be extended to the following day.

10. Behaviour Outside Lessons

Staff are reminded that the moving time between lessons is directed time and as such, they are expected to maintain good order around the school. SIMS includes a specific sanction for behaviour outside lessons and this may be applied by any member of staff witnessing inappropriate behaviour.

11. Truancy

1. Truancy from a lesson is a serious issue, presenting both a loss of learning time **and a serious safeguarding risk**. The school's duty of care requires students' whereabouts to be known at all times of the day. **The name of any student who does not arrive at a lesson when they have been previously marked as present must be sent to the office as soon as the register is taken.**

2. Any student found to be outside of lessons without the express written permission of their teacher will be placed on truancy report.

3. Students engaged in aggravated truancy or truancy while on report will be subject to an internal exclusion with the possibility of fixed term exclusion. Aggravated truancy may include:

- a. Refusing to accompany staff to a designated location
- b. Disrupting the learning of others
- c. Leaving site or going to out of bounds areas
- d. Damage to school property
- e. Any abusive or dangerous behaviour

4. Persistent truancy may result in fixed term exclusion and fixed term transfer.

12. Internal Exclusion - Isolation

1. On occasions, the school may deem that a student's behaviour warrants a more serious sanction than removal from lesson. In such cases, and as an alternative to



external exclusion, the school may make a student subject to an internal exclusion and place the student in isolation. The following list is indicative of the types of incident that may result in isolation, but should not be taken as a comprehensive and exhaustive list. The decision to use the isolation room remains at the discretion of the Headteacher on the advice of the Director of Behaviour.

- a. Serious bullying (including racial or sexual harassment or homophobia)
 - b. Swearing or threatening behaviour towards a member of staff
 - c. Violence or threatening behaviour towards another pupil
 - d. Deliberate damage to school property
 - e. Theft
 - f. Persistent disruption to teaching and learning
 - g. Persistent defiance of school rules
 - h. Persistent failure to engage with Faculty based sanctions
 - i. Poor conduct outside of school including smoking
2. Students can never be placed in isolation on an ad hoc basis on the day of the offence.
3. Any member of the Leadership team or a Year Leader (in consultation with the AHT Community) can ask of the Director of Behaviour that a student be subject to an internal exclusion
- 4 The Director of Behaviour manages the booking of students into the Isolation room and is responsible for phoning the parent of any isolated student on the day before the isolation to explain why the student will be isolated.
- 5.The Director of Behaviour will be responsible for making sure that the member of the Leadership Team/Year Leader seeking to place a student in Isolation has identified details of the offence in an a letter of Internal Exclusion which will be sent home with the student and in the post on the day of the internal exclusion
6. The letter of Internal Exclusion will identify the further support which will be being offered to the student on leaving isolation by way of monitoring report or other arrangement
7. Bullying, including language or behaviour that is discriminatory towards others is treated with the upmost seriousness and the school's response is detailed in full in the anti-bullying policy. In addition to the sanctions laid out in this policy, discriminatory



behaviour will be followed up by a programme of education in order to address the issues raised. The nature of this programme is at the Headteacher's discretion.

13. Headteacher's/Governors' Disciplinary Panel

The Headteacher and/or a panel of governors will meet to hear serious cases of persistently poor behaviour. The panel is empowered to issue a formal warning to parents regarding the future behaviour of their child, namely that further poor behaviour could result in more serious sanctions including permanent exclusion.

14. Alternative Educational Provision

Students will be referred to AEP if they are at risk of permanent exclusion. Students will also be referred to provide respite for the student and the school, to give an opportunity to assess and clarify difficulties and to plan for appropriate interventions. Students may be referred to AEP on a part-time or full-time basis and referrals will ideally be made with the permission and confidence of the parents/carers. Failing this, students will be directed to attend an AEP by the school. Student attendance at AEP will be monitored by the AEP and the Behaviour Manager who will monitor the extent to which targets for improvement have been met. The Director of Behaviour will arrange for AEP placements after discussion with the relevant pastoral staff and permission from the Headteacher. The Assistant Headteacher Inclusion must be informed of any arrangements made to ensure that the necessary safeguards are put in place for the student.

15. Fixed Term Exclusion and Transfer

1. An external fixed-term exclusion is where a student is not allowed in school. It is the responsibility of parents or the carer to supervise their child. The school provides access to learning materials appropriate for the student. In most cases this will be made available at to parents/carers at the school reception but may be accessed through the school's VLE or recommended learning sites. The school may opt to impose a fixed term transfer in which a student attends another local school for the duration of the exclusion period.

2. Fixed-term exclusions are imposed for serious breaches of the schools behaviour rules. Decisions as to whether a student serves an internal or external exclusion will be taken after discussions between members of the Leadership Team and the Headteacher. The decision will be based on the Headteacher's understanding of what happened based on balance of probabilities given the evidence gathered from statements obtained from any adult or student who witnessed or had knowledge of the incident and the details on the Exclusion Form completed by the senior member of staff investigating. All such evidence should be submitted to the Headteacher by the end of the day before the first day of exclusion.



3 Following a fixed-term exclusion, the student and parents will be invited to attend a reintegration meeting in order to reflect on the incident and implement strategies to help prevent a reoccurrence. At the meeting a member of the school's Leadership team will complete a Re-admittance Meeting Form, which will include details of how the school will continue to support the student, what the school's expectations of the parent and student are moving forward and when the impact of the support and subsequent actions of the student will be reviewed. The Director of Behaviour will be responsible for ensuring that the re-admittance meeting form is completed accurately and that all supporting evidence and forms are uploaded to the student's record on CPOMS.

16. Permanent Exclusion

1. Only the Headteacher has the authority to permanently exclude a student. Action will depend on the particular circumstances and will take into account the needs and previous record of the student whilst protecting the interests of the school. Permanent exclusion will be used as a sanction in cases where a wide range of intervention strategies have been unsuccessful, and where there is a history of persistent poor behaviour over time. Permanent exclusion will also be used for serious, one-off incidents which threaten the health and safety of others in the school or local community, such as:

- a. Supplying or carrying with intent to supply an illegal drug.
- b. Carrying a blade or offensive weapon of any kind which could cause injury to other people when used in a threatening way.
- c. Sexual abuse or assault
- d. Serious actual or threatened violence against a student or member of staff.
- e. The use or possession of fireworks or other explosive material.

2. Parents will be informed of a permanent exclusion in person and in writing; all permanent exclusions are subject to ratification by governors and parents may appeal the decision. Appeals should be made to the Chairperson of the Exclusion Panel via the Clerk to the Governors within 10 days of notification of the exclusion

3. Permanent exclusions are rarely used and the school will take every effort to ensure that students remain with us throughout their education. If, through a serious incident or repeated poor behaviour, the school may decide that it has exhausted all reasonable strategies and actions to ensure that the student can remain as part of the school community. In such cases, the school will work with the parents and local authority to secure the student's continuing education through a 'managed move' to another school.



17. Searching, Screening and Confiscation.

1 As outlined in the DFE guidance for searching, screening and confiscation (Feb 2014), the school reserves the right to search pupils with their consent for any item. This does not require written formal consent. Banned items can be searched for without consent and the use of reasonable force can be used when searching for an item that can be used to commit an offence or cause harm.

Banned items on school premises or in an area where a member of staff has lawful control or charge of students include:

- a. Aerosols
- b. Cigarettes
- c. Illegal substances
- d. Matches/Lighters
- e. Knives/Weapons
- f. Laser Pens

2. Searches can be carried out on school premises or where the member of staff has lawful control or charge of students.

18. Contact with Police

Contact with the police following an incident or report from staff or public should be made by the Director of Behaviour, Designated Safeguarding Leads or Head Teacher. Staff should not contact the police directly. The procedure is detailed in Annex C



Part 2: Staff Expectations

1. General expectations of staff

All staff are expected to

1. Have high expectations of behaviour for and engagement in learning.
2. Be consistent, relentless and reasonable when executing the school's policies and procedures.
3. Wherever possible act proactively rather than reactively.
4. De personalise potential conflict by referring to whole school rules and expectations and use the language of choice to enable students to make the right decision.
5. Impose appropriate, fair and effective sanctions that are focussed on recovering lost learning and are proportionate and relevant to the original misdemeanour,
6. Never leave students unattended for any significant length of time when they are in their care
7. Never impose whole class sanctions unless every single member of the class is guilty
8. Communicate their intentions clearly and effectively to students.
9. Always communicate with parents by phone or face to face when giving negative feedback about a students conduct, using email only in exceptional circumstances or for giving positive feedback
10. Seek advice and support from colleagues whenever you are experiencing persistent difficulties in managing an individual or group of students behavior.

2. Expectations of All Staff at Moving Time.

1. The 5 minutes moving time to allow students to get to lessons is directed time and therefore all staff have a role in ensuring orderly and timely movement around the site.
2. Staff are expected to:
 - a) Encourage students to move quickly to their lessons.
 - b) Challenge any students who appear to be avoiding lessons.



- c) Ensure that students are moving in accordance with school directions, including taking correct routes and avoiding no-go areas.

3. Expectations of Staff on Duty at Break Time.

1. Break times are the times in the school day when the students have most freedom and as a result, duty staff must keep a vigilant watch to ensure students' safety and wellbeing.
2. Duty staff are expected to:
 - a) Be at their place of duty as instructed for the entirety of the break.
 - b) Challenge (with the support of the team leader if necessary) any antisocial or dangerous behaviour, to include, but not limited to:
 - i. Students in no-go areas (such as the field during wet break).
 - ii. Littering.
 - iii. Bad language.
 - iv. Dangerous or overly physical behaviour in games.
 - c) Report any incident of concern to the duty team leader.

4. Expectations of Staff When Removing a Student From a Lesson

1. The teacher should follow the behaviour policy when removing a student
2. The teacher should contact the office (via email, phone or sending a student) to ask for the On-Call staff member to collect the student.
3. When the On-Call teacher arrives to collect the student the teacher should provide:
 - a) Work for the student to complete in the remove room.
 - b) A brief explanation of the events that led to the student being removed.
4. The teacher should contact the students' parents as per the guidance in this document.

5. Expectations of Staff Awarding a Detention.

- 1 The recording of a home learning or behaviour detention is the responsibility of the teacher awarding the detention.



2. In the event of a missed home learning deadline, the teacher is expected to:
 - a) Enter the sanction on SIMS.
 - b) Inform the member of staff responsible for the department detention. Ensure the student knows that they have a detention – including the exact location.
 - c) Attend the start of the detention or provide the student with work and ensure they are able to complete it if applicable.
3. The detention remains an extremely useful tool in helping to ensure that students complete vital independent work and reflect on their actions. It depends entirely on all staff understanding and following the procedure. The administration required to administrate a detention are detailed in Annex D.

6. Expectations of On-Call Staff:

1. The On-Call system is designed to proactively promote good order during the school day.
2. The On-Call system is also a way in which to monitor standards across the school on a daily basis.
3. The On-Call member of staff, during a normal duty will be expected to:
 - a) Visit every classroom or area in which students are being taught.
 - b) Remain in possession of the duty walkie-talkie at all times.
 - c) Visit all 'red zones' and report on the attendance of specific students as directed by the attendance officer.
 - d) Proactively address matters relating to standards in and out of the classroom.
 - e) Assist a teacher in the management or removal of individual students from lessons following an on-call.
 - f) Intervene in any incidents of poor behaviour in a remove room or in isolation.
4. The nature of the visit to a class is dependent on the nature of the class itself. The On-Call staff may simply opt to look into the class before moving on. They may also decide to enter the class to address an issue or simply to speak to the students. The class teacher may choose to actively include the On-Call staff in their lesson, or carry on regardless.



- 5 The On-Call system is NOT a formal lesson observation. If the visiting member of staff considers there is an issue in the class that needs to be addressed, the matter will be forwarded to the relevant curriculum leader.

7. Expectations of Isolation Staff

1. The isolation room is a place of quiet order in which a student can begin to reflect on their behaviour and continue to produce work from the lessons they are missing.
3. The isolation staff will be expected to:
 - a) Ensure that the students in isolation work in silence as directed. If students will not do so, then the office will inform the On-Call staff to remove them in order to have them sent home.
 - b) Ensure that all work set is completed to a high standard.
 - c) Collect any completed work at the end of the period.
 - d) Ensure that the room is not damaged or defaced in any way.
 - e) Complete the isolation record sheet for each lesson.
3. Students in isolation should understand that being removed from the room is a serious matter. Should they fail to behave in isolation the On-Call staff will remove them and refer the matter to one of the deputy heads who may choose to exclude the student.
4. The students in isolation must remain supervised **at all times**. The member of staff on duty is to remain in place until relieved by the next member of staff. It is vital therefore, that handovers are conducted promptly.
5. Students should be given the opportunity to use the toilet once per lesson. They should use the disabled toilet at the end of the main corridor.
6. The member of staff on duty during p.2 and p.4 should accompany the students to the canteen 10 minutes prior to the end of the lesson in order for them to purchase food without being out at break time. The students may eat in the isolation room, but must remove any rubbish at the end of break time.