



# The **Emmbrook** School

**Behaviour for Learning & Anti Bullying**

**Protocols November 2022**

## School Values

At The Emmbrook School we are committed to ensuring that our students develop the essential skills to be successful at school and beyond. Through learning together, we will succeed together.

We believe that these aims are effectively underpinned by our school values:

**Family    Ambition    Integrity    Respect**

We believe as a school the key to success is collaboratively working with all key stakeholders to secure positive outcomes for all of our students.



## **The Emmbrook School - Learning Habits**

### **Aim**

To support our students in developing, adopting and embedding positive 'learning habits' every day that will support them at school and for the rest of their lives, so that they are 'equipped for life' and fully embrace our core values as a school. These core learning habits would **be at the heart of our behaviour for learning protocols** and lead the way in promoting positive choices, expectations and standards day to day.

### **What is a learning habit?**

A learning habit can be described as **methods and means of obtaining information**. This is taking place at the conscious or unconscious level. It helps students organise their efforts to solve problems, develop skills, acquire knowledge and complete school expectations.

Learning habits should be something that can be **actioned every day**, thus ensuring repetition and consistency. They should be **simple** and easy to understand by all. They should be **manageable** and **achievable**. The benefits of them should be clear to further strengthen the purpose and reasoning behind them. When this is in place, students can understand the purpose and engage with them.

### **What do we expect?**

We expect all of our students to adopt and fulfil our core learning habits day to day to instil lifelong habits so that they can thrive and flourish both at school and in adult life. We share the ambition of parents and carers to develop our students holistically so that they can be successful well-rounded individuals. By the time they leave us, we would like our students to look smart and take pride in their appearance, arrive to places on time, learn how to be organised, meet deadlines and be well-mannered young adults.

## The Emmbrook School Learning Habits



### **Our FAIR Reward System:**

At The Emmbrook School we acknowledge students when they positively display our values, learning habits and make positive choices. These are acknowledged in the form of achievement points (2 points each) which are issued electronically by teaching and support staff. There are weekly, half-termly and termly awards for individuals, tutor and year groups. Throughout the academic year students will also receive acknowledgement of their achievements through a number of different formats including emails, phone calls home, letters of commendation, verbal praise, weekly hot chocolate with the headteacher, for example.

### **Consequence Process regarding learning habits:**

Additional consequences may be required for persistent poor adherence to the learning habits and dis-engagement with intervention to support - this would be discussed with parents/carers if necessary.

Students will be asked to see Year Leader Admin who will support with uniform or equipment infringements for that day. Student's mobile phone will be handed in when equipment/uniform is borrowed and returned at the end of the day. Parents/Carers will be emailed regarding this. Learning habit infringements will be added to SIMs.

Learning habits will be monitored daily and weekly and intervention implemented for those struggling to fulfil our day to day learning habits.

## **Day to Day Behaviour Protocols**

### **Behaviour in lessons**

**C1** – Warning – 1 point

**C2** – Outside Classroom (reflection) – 2 points

**C3** – On-Call – 3 points

**In the comments section on SIMs teachers to state what behaviour has triggered the warnings/on-call**

<b>Low/Medium Behaviour in Lessons</b>
Defiance
Low level disruption
Refusal to follow instruction
Rudeness to Staff
Lack of Work
Use of inappropriate language

#### **Teacher Response**

1. Acknowledge and encourage.
2. Verbal warning – C1 issued and recorded on SIMs.
3. Time Out - C2 issued and recorded on SIMs.
4. C3 issued and recorded on SIMs.

#### **Teacher - Following an on-call**

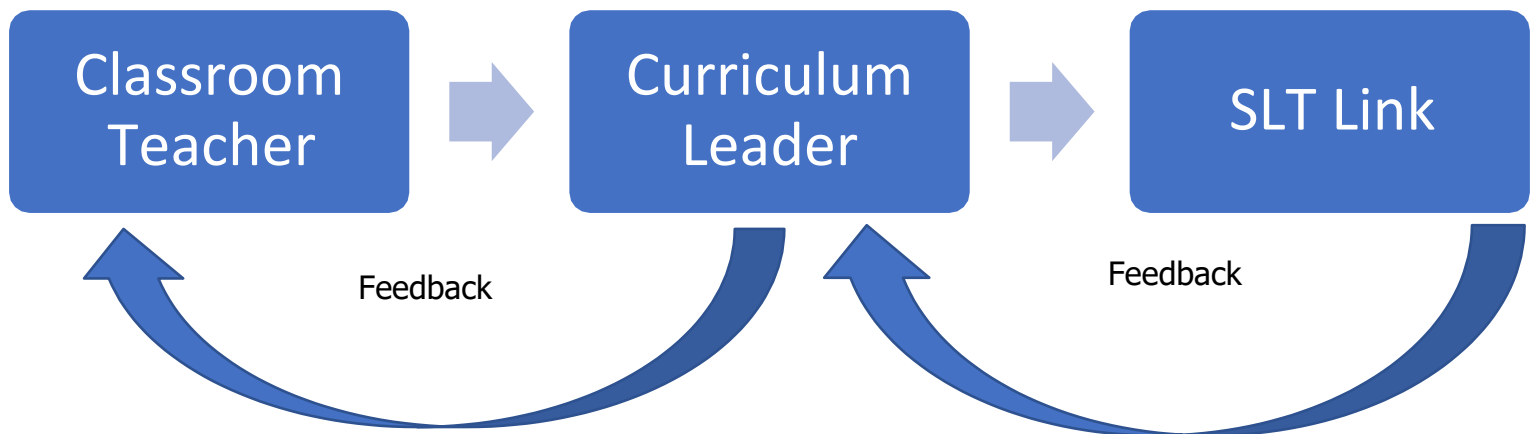
1. Teacher to communicate home setting detention and outlining the behaviour displayed.
2. Teacher to attend the afterschool detention and complete the RP reflection document – if support is deemed appropriate this can be facilitated by the Behaviour Team, HOD, YL or a member of SLT.

#### **Behaviour Team - Following an on-call**

1. Set reflection room expectations.
2. Update behaviour & afterschool detention log.
3. Support students to effectively reflect on their on-call using documentation to support.
4. Place on RP log and update once this is completed.
5. Contact made to teacher and CURL if RP is not completed.
6. 2x on call – Internal Exclusion.

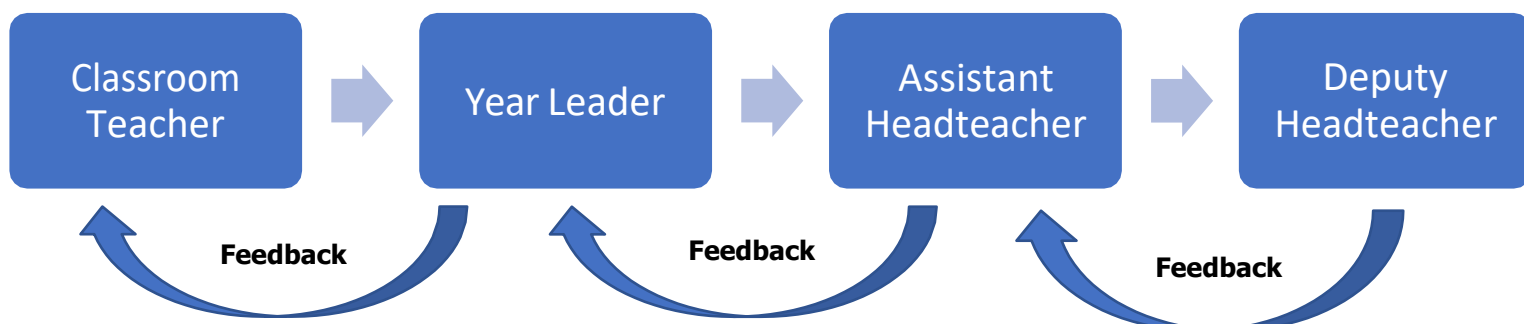
**Escalation Steps – Specific to 1 or 2 subject areas across the curriculum – Curriculum/department focused**

<b>Persistent Poor Behaviour in specific subject lessons</b>
<p align="center"><b>Classroom Teacher</b></p> <ol style="list-style-type: none"> <li>1. Phone call to parent/carers.</li> <li>2. Discussion with CURL about appropriate steps moving forward.</li> </ol>
<p align="center"><b>CURL</b></p> <ol style="list-style-type: none"> <li>1. Meeting with student and teacher to discuss behaviours.</li> <li>2. Contact made home and placed on subject report to monitor.</li> <li>3. 2-week review – parents updated with outcome and next steps.</li> </ol>
<p align="center"><b>SLT Subject Link</b></p> <ol style="list-style-type: none"> <li>1. Meeting with parents/carer, CURL to discuss behaviour.</li> <li>2. SLT to monitor subject report.</li> <li>3. Removal from lessons with SLT link if no improvements are made.</li> <li>4. Fixed term Transfer/Fixed term Exclusion explored with DH/HT.</li> </ol>



## **Escalation Steps –3 or more areas across the curriculum – Pastoral focus**

<b>Persistent Poor across the school</b> Behaviour Strategy Document to support this
<b>Classroom Teacher</b> 1. Implement the warning system and follow day to day protocol.
<b>Year Leader</b> 1. YL to place student on tutor report – tutor to complete daily check in’s and monitor report feeding back to parent’s email/phone – 2-week process and then reviewed. 2. YL to place student on Year Leader report and meet with parents to outline targets and school expectations – 2-week process and then reviewed. 3. YL to complete or facilitate appropriate intervention work with student to support their behaviour and engagement within lessons. 4. YL to meet with parents and discuss concerns – Student is placed on a PSP (3 meetings). Review every 2 week to discuss progress.
<b>Assistant Head Teacher (Care and Conduct)</b>
1. Assistant Head Teacher to support YL if PSP (2-3) are proving unsuccessful. Assistant Headteacher to be present in future PSP’s. 2. If unsuccessful escalate to Deputy Headteacher.
<b>Deputy Head Teacher (Care and Conduct)</b>
1. Student placed onto Strategy Plan. 2. Explore alternative options such as MM, Alternative Provision, Reduced Curriculum, FTT and FTE where appropriate.



## **Day to Day Behaviour Protocols – High Level Behaviours**

**High Level Behaviours are to be directed immediate to the Behaviour Team**

<b><u>High Level Behaviours</u></b>	<b><u>Teacher Response</u></b>	<b><u>Outcome</u></b>
Inappropriate language towards staff (Directed)	Immediate C3	<ol style="list-style-type: none"> <li>1. Student is removed from circulation for the remainder of the day.</li> <li>2. Contact made home to parents/carers by behaviour team.</li> <li>3. Student to be internally excluded the following day until 4pm.</li> <li>4. Student reflection documentation completed e.g. a letter of apology, RP documentation, next steps.</li> <li>5. RP conversation with staff member to be facilitate by BT, YL, SLT to support.</li> <li>6. SLT Internal Exclusion/Fixed term Transfer/Fixed term Exclusion considered if appropriate.</li> </ol>
Racial or derogatory language or incident (inclusive of lessons, break, lunch & corridor times)	Immediate C3	<ol style="list-style-type: none"> <li>1. Student is removed from circulation for the remainder of the day whilst investigation takes place.</li> <li>2. Incident to be reported to RKI to lead on this.</li> <li>3. Student to be internally excluded the following day until 4pm or if appropriate alternative consequences considered including SLT Internal Exclusion/Fixed term Transfer/Fixed term Exclusion.</li> <li>4. Parents/Carers to be informed.</li> <li>5. Courtesy call made to victim's parent/carers.</li> <li>6. Educational work to follow to support future decisions and choices.</li> </ol>
Dangerous/Violent Behaviour	Immediate C3	<ol style="list-style-type: none"> <li>1. Student is removed from circulation for the remainder of the day – BT to facilitate.</li> <li>2. Contact made home to parents/carers.</li> <li>3. Student to be internally excluded the following day until 4pm.</li> <li>4. Student reflection documentation completed e.g. a letter of apology, RP documentation, Next Steps.</li> <li>5. RP Conversation with staff member/student to be facilitate by BT, YL, SLT to support.</li> <li>6. SLT Internal Exclusion/Fixed term Transfer/Fixed term Exclusion considered if appropriate.</li> </ol>

<p>Student walk out or refusal to go to lessons</p>	<p>Behaviour Team to re-engage students in their learning and back into the classroom</p> <p>YL or SLT to support if student is still refusing to engage</p> <p>Unsuccessful attempt will result in a C3 being issued.</p>	<p><b>One refusal or walk out</b></p> <ol style="list-style-type: none"> <li>1. Student is removed from circulation for the remainder of the lesson.</li> <li>2. Contact made home to parents/carers.</li> <li>3. Student to be issued a HD detention for the following day.</li> </ol> <p><b>Multiple Refusal or walk outs</b></p> <ol style="list-style-type: none"> <li>1. Student is removed from circulation for the remainder of the lesson.</li> <li>2. Contact made home to parents/carers.</li> <li>3. Student to be internally excluded the following day until 4pm.</li> <li>4. Student reflection documentation completed e.g. a letter of apology, RP documentation, Next Steps.</li> <li>5. RP conversation with staff member to be facilitate by BT, YL, SLT to support. SLT Internal Exclusion/Fixed term Transfer/Fixed term Exclusion considered if appropriate</li> </ol>
<p>Truancy</p>	<ol style="list-style-type: none"> <li>1. Teacher to inform z_missing of missing student.</li> <li>2. Behaviour Team to support in locating missing student.</li> <li>3. Attendance to contact home to notify that student is missing.</li> <li>4. If student is located, they are to be returned to lessons.</li> </ol> <p>Failure to locate within an hour, notify RRI or Safeguarding team to decide on police action</p>	<p><b>Truancy on School Site</b></p> <ol style="list-style-type: none"> <li>1. Truancy from lessons will result in an afterschool detention the following day – BT to contact home.</li> </ol> <p><b>Truancy off School Site</b></p> <ol style="list-style-type: none"> <li>1. Student is removed from circulation for the remainder of the day and parents/carers informed.</li> <li>2. Internal isolation will be implemented the following day. YL/Safeguarding to meet with parent/carers (safeguarding implications).</li> </ol>
<p>Smoking/Vaping</p>	<ol style="list-style-type: none"> <li>1. Immediate C3 if student is caught directly.</li> <li>2. If teachers suspect a student is vaping/smoking please email the safeguarding/YL so next steps can be taken.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students searched and items confiscated for parents to collect on request.</li> <li>2. Parents/Carers contacted by BT or YL.</li> <li>3. Students out of circulation for the remainder of the day Educational work implemented with BT or YL to support better choices.</li> </ol>



## **Day to Day Behaviour Protocols – Poor Choices**

<b><u>Poor Choices</u></b>	<b><u>Steps</u></b>
Mobile Phone Misuse	<ol style="list-style-type: none"> <li>1. Verbally warning students that phone is switched off and placed out of sight.</li> <li>2. Second warning phone confiscated by BT team and placed with YL admin and home contacted.</li> <li>3. Inappropriate Use – Mobile phone plan implemented by BT and or YL.</li> </ol>
Inappropriate Use of the Internet	<ol style="list-style-type: none"> <li>1. First offence – warning and educational work.</li> <li>2. Second offence – home contacted – After-school detention issued.</li> <li>3. Third offence – banned from network – home contacted.</li> </ol>
Anti-Social Behaviour at Break and Lunch Time	<ol style="list-style-type: none"> <li>1. Verbal warning regarding anti-social behaviour.</li> <li>2. Second warning student to spend time with duty staff member.</li> <li>3. Continued anti-social behaviour refer to DTL who will work with BT and YL to implement next steps.</li> </ol>

### **Other serious misbehaviour such as:**

- a. being involved in gang behaviours inside or outside of the school or acting in a way which supports such behaviour or coercing or encouraging others to do so.
- b. possessing, using or providing weapons (including replica weapons), offensive weapons or coercing or encouraging others to do so.
- c. possessing, using, providing drugs or coercing or encouraging others to do so.
- d. humiliation (e.g. pulling down clothing) or coercing or encouraging others to do so.
- e. sexual misconduct at the school, elsewhere or on social media.
- f. bullying and intimidation of others or coercing or encouraging others to do so.
- g. interfering with religious clothing or coercing or encouraging others to do so.
- h. making inappropriate allegations or coercing or encouraging others to do so.
- i. damaging school property or premises or coercing or encouraging others to do so.
- j. possessing or providing illegal items (including those on the prohibited items list) or coercing or encouraging others to do so.
- k. extortion or threats and persistent & defiant misbehaviour which affects the learning or safety of others or coercing or encouraging others to do so etc.
- l. racist and homophobic abuse and insults.

The list above are examples (not an exhaustive list) of poor behaviour, which may result in serious consequences including a permanent exclusion from The Emmbrook School.

### Prohibited Items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
- Commit an offence
- Cause personal injury (including the pupil) or damage to property

*This list is set out in The education Act 1996 and paragraph 3 of the DfE's guidance on searching, screening and confiscation.*

## **Searches and Confiscations**

If you believe a student has a prohibited item on them please email or speak directly to a member of the safeguarding team or Taj Bhambra (Senior Deputy Head) who will then lead on this. No other member of staff must complete a search on a student.

## **Anti Bullying**

Everybody has a right to come to school and be safe from unkindness, threats and violence.

People who bully will be stopped and made to understand that this behaviour is unacceptable.

All members of the school community must be taught how to deal with bullying.

Bullying behaviour causes problem for both the bully and the victim and must be addressed in positive and constructive ways in order to support the bully and victim alike.

### **Objectives**

To ensure that students, parents and staff all understand the school's zero tolerance approach to bullying and are equipped to prevent it.

To establish a school environment in which bullying is rarely encountered and stopped immediately when it does occur.

To reinforce the school's approach to bullying through a variety of initiatives throughout the year in order to establish a whole school ethos.

To record all incidents of bullying and the measures used to resolve them. To constantly monitor and develop the effectiveness of strategies for its management.

### **Definition**

Bullying is defined as follows:

Bullying is an act that is done on purpose to threaten, harass, intimidate, or hurt others. The person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over again, and is not just a one-time problem. Bullying can involve a number of different behaviours including:

--Physical bullying (punching, shoving, hitting, destruction of property, etc.)

--Verbal bullying (teasing people, calling them names, or making fun of them)

--Social/emotional bullying (spreading mean rumours or gossip, intentionally keeping people out of a group or ignoring them, or getting others to "gang up" on someone)

--Racist/homophobic/hate bullying (teasing, taunting, threatening or harassing someone based on their race, gender identity or sexual orientation)

--Cyberbullying (teasing, taunting, threatening, or harassing someone through the use of e-mails, mobile phones, text or instant messaging, social media or other electronic methods).

### **Scope**

The school is legally responsible for incidents of bullying which occur on school premises. Some forms of bullying may constitute legal offenses and will be dealt with accordingly. The school has a further scope of responsibility and care for students belonging to our community outside the school and may intervene if required. This applies to both students' home lives and their travel to and from school.

If students are being bullied by students of another school, then Emmbrook will work closely with that school to resolve the situation. The school will work to specifically to act against any incidents of racist or homophobic abuse or bullying.

Almost all matters of bullying are to be investigated by the Year Leader and Form Tutor. Should the matters be severe or repeated, the investigation will be escalated to the Senior Leadership Team.

The Investigating Team will follow the matter to a conclusion that is supported by:

The student making the allegation

The parents/carers of the student making the allegation

The student against whom the allegation is made

The parents/carers of the student against whom the allegation is made

### **Implementation of Policy**

The school will address the issue of bullying through a number of initiatives on different levels:

#### **A) Whole-school level**

Assemblies and presentations will be delivered to raise students' awareness of the nature of bullying, its consequences and the school's zero tolerance approach towards it. An Anti-Bullying Group will also be formed.

#### **B) Classroom level**

The school will use lesson time and tutor time as appropriate to deliver sessions which are specifically targeted to individuals, groups and year groups.

#### **C) The School Day**

The school monitors and supervises students throughout the school day, including break times when students have a greater freedom of movement. Where necessary, the school may restrict access to areas of the site, or make areas available only for specific individuals.

### **Monitoring/Evaluation**

The Pastoral Director is responsible for monitoring incidents of bullying, and reporting to the leadership team. Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents/carers and students.

## Part B: Guidance for Students and Parents

### Students:

If you are being bullied in school:

Tell an adult in school whom you trust or a member of the Anti-Bullying Group, and take a friend if it helps.

Don't listen to the bully when they say you will be in trouble if you tell.

You are not doing anything wrong – they are.

What you say will be passed on to your tutor or Year Leader

**YOU WILL BE TAKEN SERIOUSLY.**

If you need somewhere to feel safe, there will be a place for you to go while the matter is resolved. A member of staff will organise this for you.

If you witness someone being bullied:

Tell an adult or a member of the Anti-Bullying Group.

Don't listen to the bully if they say you will be in trouble if you tell.

You are not doing anything wrong – they are.

**IF YOU KEEP QUIET THE BULLY HAS ALL THE POWER.**

### Parents:

If your child is being bullied or is bullying in school the school will act to resolve the matter.

Contact the school and ask to speak to your child's form tutor or Year Leader.

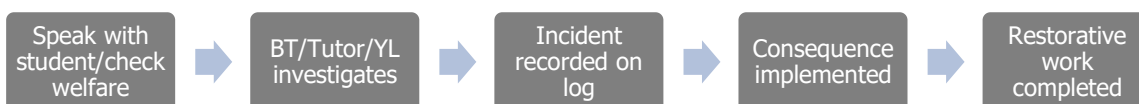
Please give the school as much detail as you can, bearing in mind that children who are being bullied can be upset, anxious and confused about what has actually happened.

Don't let your child talk you out of contacting school. If the problem is to be solved, you must inform us.

## Part C: Expectations and Guidance for school staff

Every member of staff has a responsibility to tackle the issue of bullying in the school. Aside from partaking in class and whole school initiatives as directed by the Headteacher, staff have a responsibility to act immediately if they have any concerns regarding the bullying of an individual or individuals.

The school's approach to dealing with an incident of bullying is detailed in the diagram below:



**PERSISTENT BULLYING WILL RESULT IN HIGH LEVEL BEHAVIOUR CONSEQUENCES**