



The **Emmbrook** School

Behaviour for Learning Protocols

December 2023

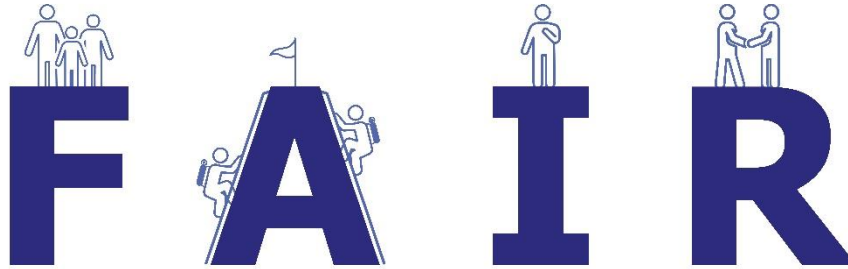
School Values

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.



Family	Ambition	Integrity	Respect
We support each other in everything that we do.	We are determined to achieve excellence.	We are always honest and do the right thing.	We treat everyone and everything with care.

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. Parents/Carers will be emailed regarding this. Learning habit infringements will be added to Arbor where they will be monitored. Further intervention will be implemented if required.

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 – 5 points

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

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

Teacher Response

1. Acknowledge and encourage positive behaviours.
2. Verbal warning – C1 issued and recorded on Arbor.
3. 5 Minute Time Out - C2 issued and recorded on Arbor.
4. C3 issued and recorded on Arbor – removal from lesson.
5. Teacher to email home regarding the on-call and after-school detention.

Teacher - Following an on-call

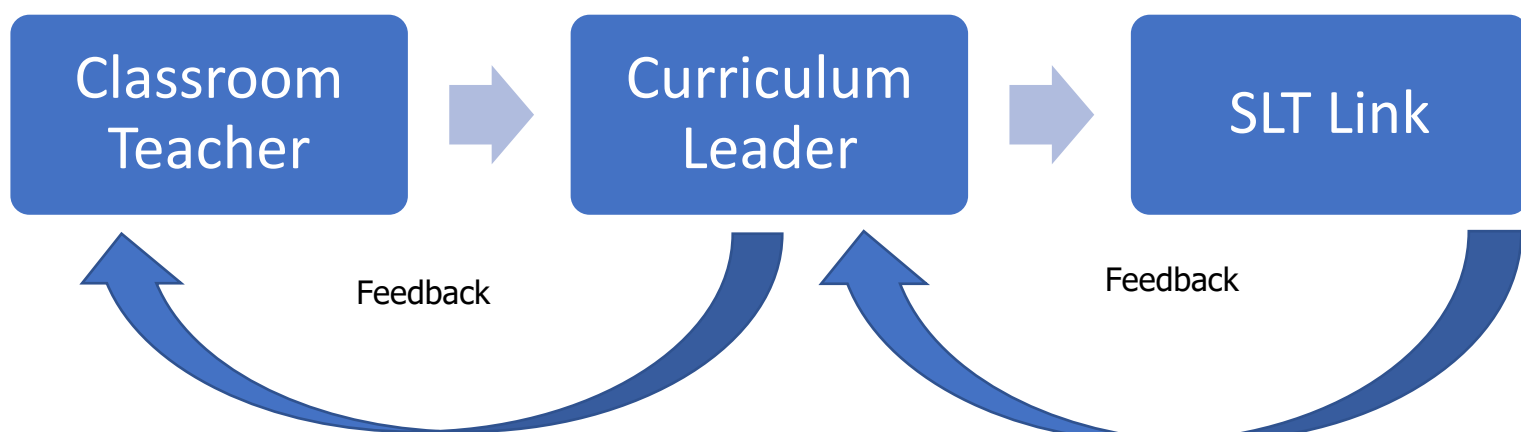
1. Teacher to communicate home setting detention and outlining the behaviour displayed.
2. Where appropriate the teacher is to attend the afterschool detention and complete an RP conversation– if support is deemed appropriate this can be facilitated by the Behaviour Team, HOD, YL or a member of SLT.

Behaviour Team - Following an on-call

1. Ensure classwork is collected with the student who has been on-called.
2. Set reflection room expectations.
3. Update behaviour & afterschool detention log.
4. Support students to effectively complete the work set and reflect on their on-call ready to return to their next lesson.
5. 2x on call – Internal Exclusion.

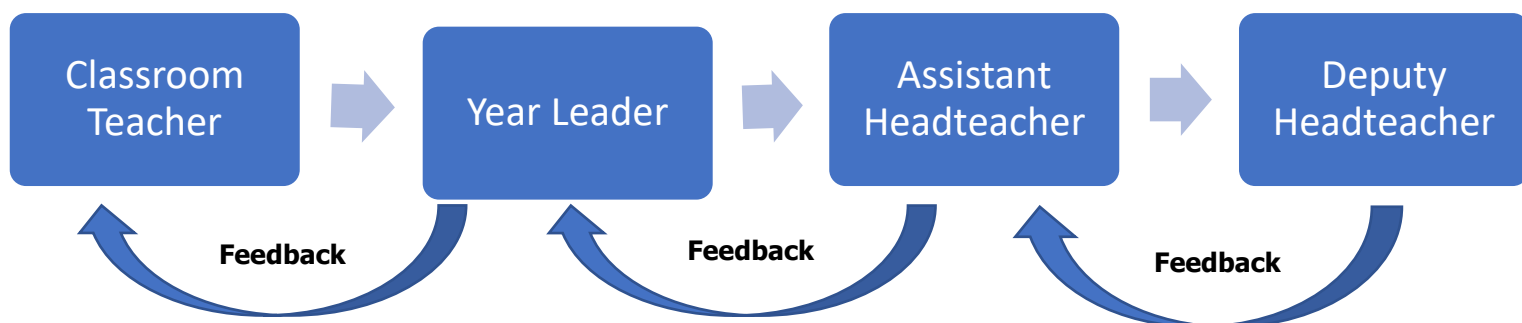
Escalation Steps – Specific to 1 or 2 subject areas across the curriculum – Curriculum/department focused

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



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

<p>Persistent Poor across the school Behaviour Strategy Document to support this</p>
<p>Classroom Teacher</p> <p>1. Implement the warning system and follow day to day protocol.</p>
<p>Tutor</p> <p>Preventative & Proactive Measures to tackle Behaviour and Engagement</p> <p>1. Tutors to utilise the daily update, weekly data report and daily check in's with students to monitor and track their groups behaviour and engagement. During a half term if a student reaches:</p> <ul style="list-style-type: none"> - 10+ behaviour points - 2 or more On-calls - Attendance dips below 95% <p>2. Tutors are to communicate these initial concerns with parents (email or phone) and set targets with the student to support positive choices and engagement and prevent students from reaching stage 2 (Year Leader)</p>
<p>Year Leader</p> <p>Year Leader to place student on monitoring report and targets set are to be reviewed every 1- 2 weeks. If the student is meeting their targets regularly/behaviour concerns decrease over the half term the monitoring by the YL ends and it returns to Stage 1.</p> <p>1. YL to complete or facilitate appropriate intervention work with student to support their behaviour and engagement within lessons.</p> <p>2. YL to meet with parents and discuss concerns if poor engagement continues – Student is placed on a PSP (3 meetings). Review every 2/3 weeks to discuss progress.</p>
<p>Assistant Head Teacher</p> <p>1. Assistant Head Teacher to support YL if PSP (2-3) are proving unsuccessful. Assistant Headteacher to be present in future PSP's.</p> <p>2. If unsuccessful escalate to Deputy Headteacher.</p>
<p>Deputy Head Teacher</p> <p>1. Student placed onto Strategy Plan.</p> <p>2. Explore alternative options such as MM, Alternative Provision, Reduced Curriculum, FTT and Suspension where appropriate.</p>



Day to Day Behaviour Protocols – High Level Behaviours

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

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

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

Day to Day Behaviour Protocols – Poor Choices

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

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. engaging in violent conduct that is likely to cause harm or coercing or encouraging others to do so.
- d. possessing, using, providing drugs or coercing or encouraging others to do so.
- e. humiliation (e.g. pulling down clothing) or coercing or encouraging others to do so.
- f. sexual misconduct at the school, elsewhere or on social media.
- g. bullying and intimidation of others or coercing or encouraging others to do so.
- h. interfering with religious clothing or coercing or encouraging others to do so.
- i. making inappropriate allegations or coercing or encouraging others to do so.
- j. damaging school property or premises or coercing or encouraging others to do so.
- k. possessing or providing illegal items (including those on the prohibited items list) or coercing or encouraging others to do so.
- l. extortion or threats and persistent & defiant misbehaviour which affects the learning or safety of others or coercing or encouraging others to do so etc.
- m. 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.