



The **Emmbrook** School

Behaviour for Learning Protocols September 2024

Our 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 – We support each other in everything that we do.

Ambition – We are determined to achieve excellence.

Integrity – We are always honest and do the right thing.

Respect – We treat everyone and everything with care.

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. Our core values are **at the heart of our school community and are the foundations for our behaviour for learning protocols**. These values lead the way in promoting ambitious and prosocial behaviours, expectations and standards day to day. We expect all stakeholders to adopt and uphold our values as a member of our school community to enable the very best outcomes.



The Emmbrook School - Engagement Habits

Aim

To support our students in developing, adopting and embedding positive 'engagement 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.

What is an Engagement Habit?

An engagement habit can be described as **a behaviour or action that will enable our students to achieve success**. Engagement 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 these habits at the conscious or unconscious level. It helps students organise their efforts to solve problems, develop skills, acquire knowledge, display positive behaviours and maximise engagement across the school community.

What do we expect?

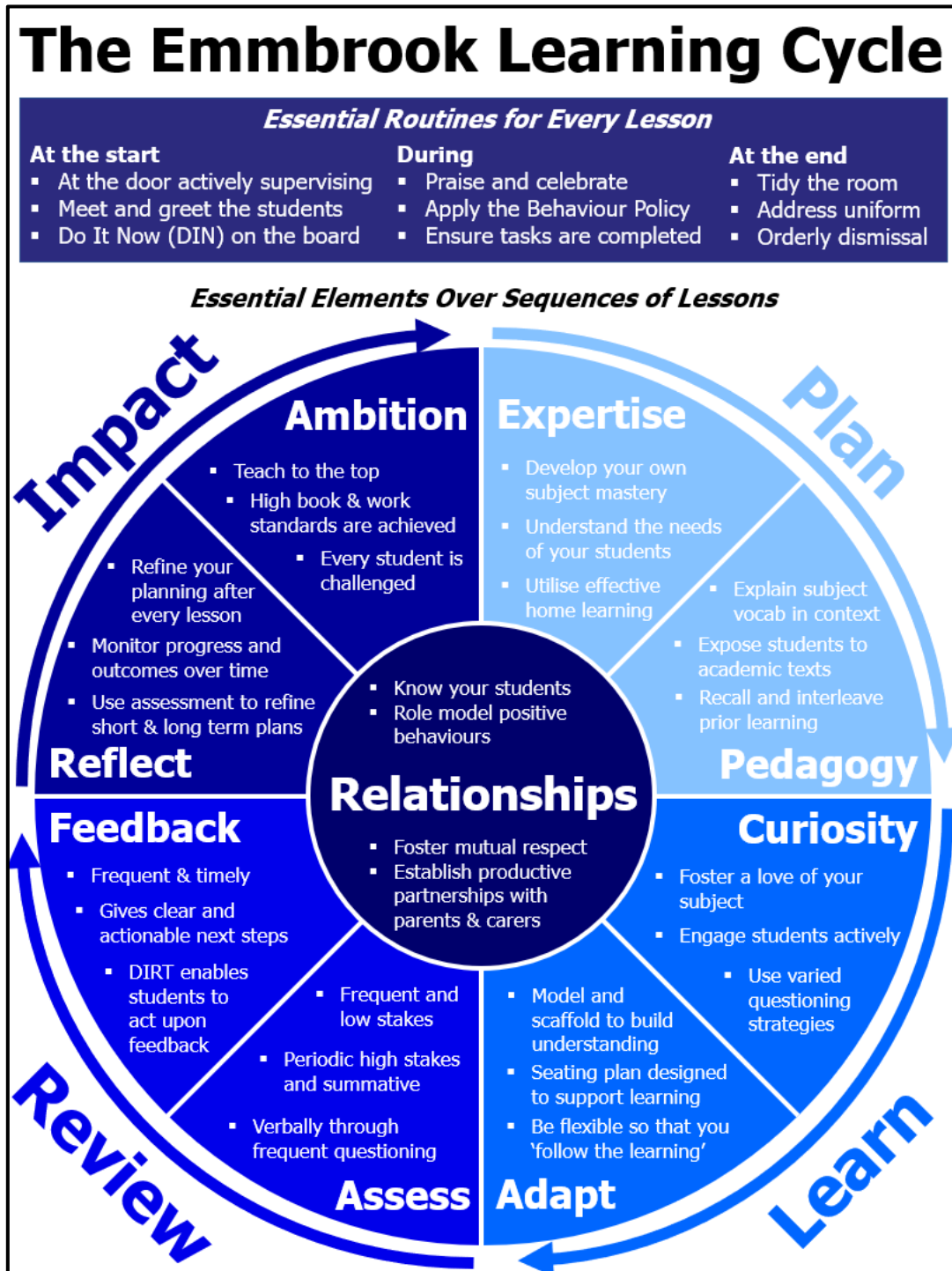
We expect all of our students to adopt and fulfil our core engagement habits day to day to instil lifelong behaviours so that they can thrive and flourish both at school and in adult life. We share the ambition of parents and carers to develop our students holistically so that they can be successful, 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, be resilient and be well-mannered young adults.

The Emmbrook School Engagement Habits



The Emmbrook Learning Cycle

To support excellent engagement as a staffing body we will be persistent in securing consistent routines within the classroom, moving around the school and at social times. In all lessons we will implement positive behavioural routines for our students to ensure a strong culture of engagement to enable positive outcomes for all.



The Emmbrook Reward System

Praise and positive recognition are a key aspect to The Emmbrook School's behaviour protocol. The aim is to ensure we acknowledge students when they proactively display our values, engagement habits and make positive choices within the classroom, moving around the school and at social times. These are recognised in the form of achievement points which are issued electronically via Arbor by members of staff.

Achievement Points



Displaying School Value or Engagement Habit (A1)

Verbal Praise and encouragement from the teacher and an A1 Achievement Point awarded



Regularly displaying School Value or Engagement Habit (A2)

Verbal Praise and encouragement from the teacher and an A2 Achievement Point awarded



Consistently displaying School Value or Engagement Habit (A3)

Verbal Praise and encouragement from the teacher and an A3 Achievement Point awarded complimented with communication home e.g. email/phone call



Exceptional Recognition of our School Values or Engagement Habit (A5)

A10 achievement point awarded alongside email, letter, phone-call, postcard (Middle & Senior Leadership)

Half Termly Rewards Programme

Each half term there will be a weekly rewards programme which will compliment the achievement points with prizes for both individual students, tutor groups or whole year groups.



Our FAIR Reward System

At The Emmbrook School we acknowledge students when they positively display our values, learning habits and make the right choices. These are acknowledged in the form of achievement points which are issued electronically by teaching and support staff. There are weekly, half-termly and termly awards for individuals, tutor and year groups.

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.

Half-Term 3.2 Awards:

Week 1	The Year Group with the least amount of uniform and equipment points on the system this week will win a non-uniform day for their year group.	Week 2	The Year Group with the least amount of late marks for this week will gain 10 minutes to their lunch time for the following week.
Week 3	Non-Uniform day for the year group with the least amount of behaviour points.	Week 4	Top 15 students in each year group with the most amount of achievement points will receive a free breakfast party invite with their year leader. They can invite 1 friend to join them.
Week 5	The Year Group with the least amount of late marks for this week will gain 10 minutes to their lunch time for the following week.	Week 6	The Two Big Raffles - Celebration Assemblies Students with no behaviour points will be eligible to win a £20 Amazon voucher. Students with 100% attendance will be eligible to win a £20 Amazon voucher.

End of Term:

Celebration Assembly: Subject Stars, Whole Cohort & Individual Achievement, most achievement points, 0 behaviour points, outstanding attendance, tutee of the half-term, Year Leader's student of the half-term, SLT student of the half-term.

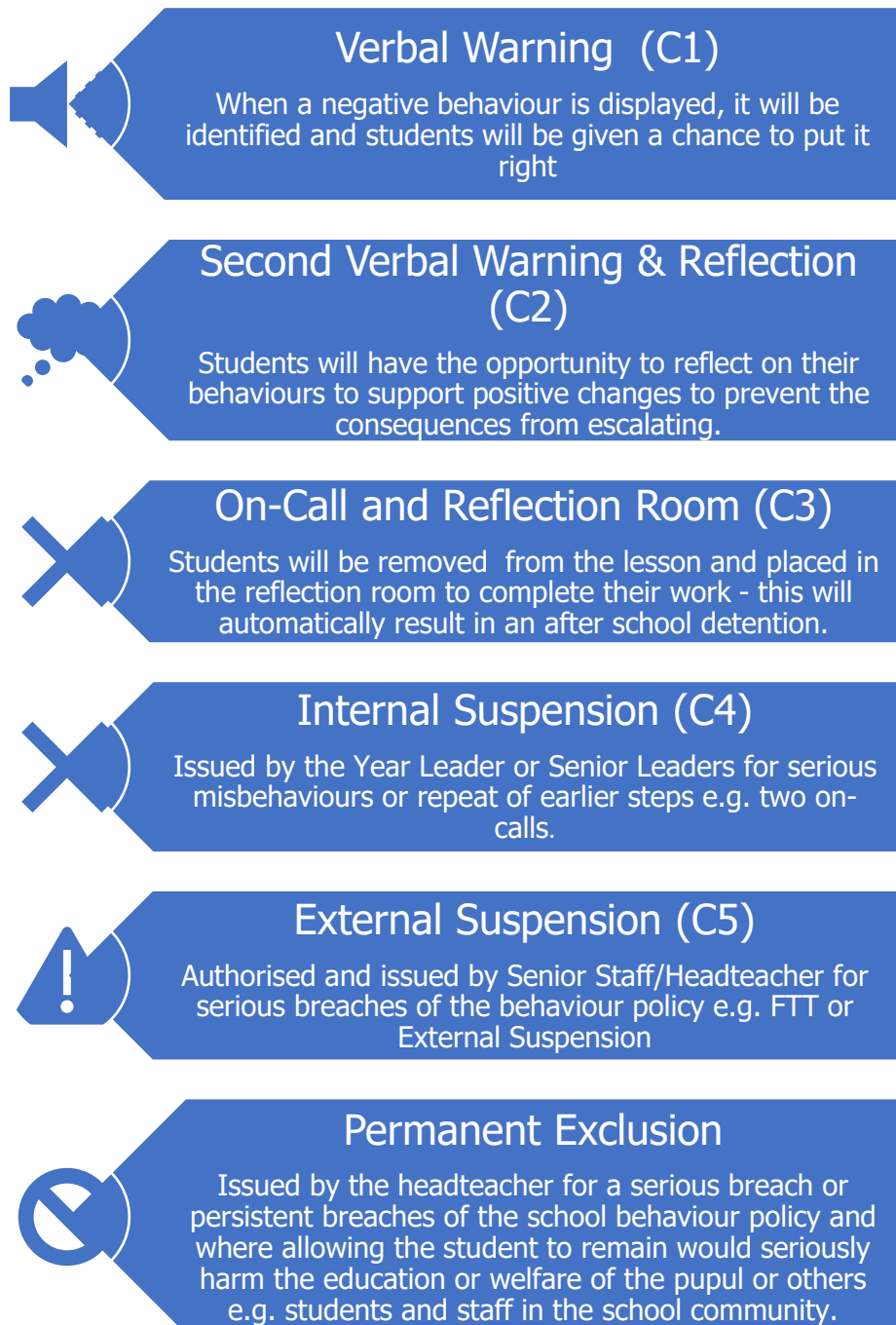
Throughout the academic year students will also receive acknowledgement of their achievements through a number of different formats including weekly prizes, emails, phone calls home, letters of commendation, verbal praise, celebration assemblies, for example. There are also bespoke achievement points that ensure we capture the full range of successes including:

- House Events.
- Extra-Curricular Activity.
- DofE Section Completion.

The Emmbrook Consequence System

Consequences:

It is important as a school that when students fail to adhere to our core values, engagement habits or display unsocial/anti-social behaviours that we take proactive steps to address this effectively to ensure we minimise the negative impact on individuals, learning and the school community. It is crucial that we create a culture where prosocial behaviours are displayed so that teachers can teach lessons effectively and all members of the school community feel happy, safe and confident and anything that compromises this is addressed swiftly and proactively. Our consequences are scaled in regards to the severity on the behaviours displayed, this gives our students the opportunity to reflect and change their behaviours to prevent these from escalating.



Educational Consequences:

It is essential there are opportunities to explore how we can help and educate students to prevent the behaviours being repeated or escalating. The aim is to support students in understanding the outcome or harm that has been caused and provide them with knowledge, strategies, learnt and rehearsed behaviours and actions to support them to achieve positive outcomes.

Reflection & Restorative Conversations

'An approach to inappropriate behaviour which puts repairing harm done to a relationships and people over and above the need for assigning blame and dispensing punishment' Wright 1999

We aim to utilise reflective processes and restorative conversations to develop our students' ability to explore and understand their behaviours to enable better outcomes but also to rebuild and strengthen relationships by exploring the following:

What has happened?

What were you thinking at the time?

What have your thoughts been since?

How do you feel about what has happened?

Who has been affected by what has happened? In what way?

What needs to happen to put things right?

Is there anything else you would like to say or do at this time?

Basic Expectations

Uniform

Students are expected to wear their uniform with pride and in line with the expectations that are on the school website.

- Tutors will complete a daily uniform check ensuring students are wearing the correct uniform.
- If a piece of uniform is missing students will be sent to Student Reception and uniform given to the student to ensure their uniform is now in line with expectations. Parents/Carers may also be called to bring in any missing items.
- Communication will be sent home in regards to uniform issues.
- This will be monitored and additional support offered where appropriate.

Equipment

Students are expected to come to school ready to learn. Student should have the minimum of a pen, pencil and ruler. It is advised that all students should come fully equipped to school with a school bag, pencil case, pen, pencil, rubber, ruler, maths equipment and scientific calculator.

- Tutors will complete a daily equipment check ensuring students have the basic equipment.
- If equipment is missing students will be sent to Student Reception and equipment provided to ensure students can access their learning removing any barriers.
- Communication will be sent home in regards to uniform issues.
- This will be monitored and additional support offered where appropriate

Mobile Phones and Air Pods

This will be under review in Term 1 2024-25

We have a no mobile phones policy within lesson time to maximise learning.

- Students will be reminded at the start of the lesson of this and asked to place these items in their bags.
- If the items impact learning thereafter, they will be confiscated and placed in Student Reception to be collected at the end of the school day.
- Those that persistently have their phone confiscated or those that misuse their phone within the school day will be placed on a mobile phone plan.

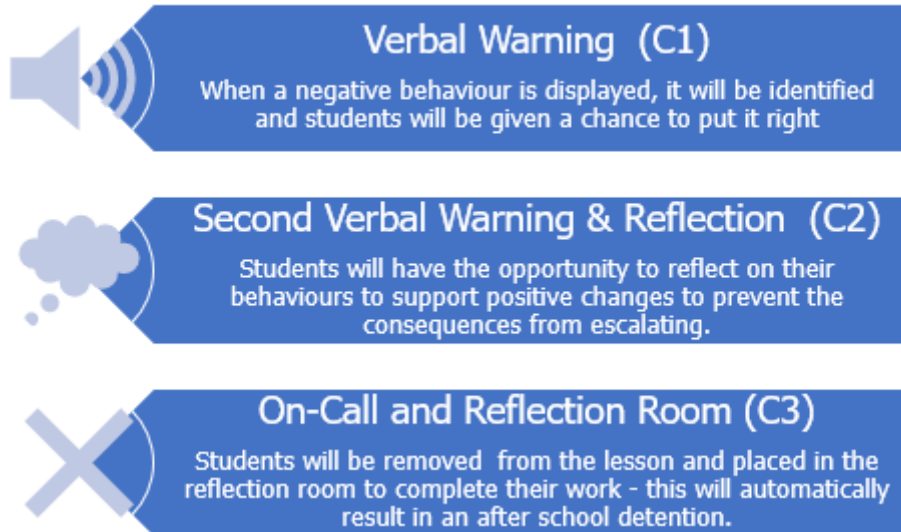
Punctuality & Lateness

It is imperative students are maximising their learning by ensuring they are arriving to lessons on time. To support this within the school timetable, there is a five-minute movement time in between lessons to enable them to move swiftly around school site and arrive promptly to their lessons.

- Students that are late to 2 sessions or more in a day including tutor will be placed in a break time detention the following day.
- Students that are late to 3 sessions or more in a day including tutor will be placed in an after-school detention.
- Persistent lateness will be directed to attend SLT detention (90 minutes) and increased communication with parents/carers stressing the importance of punctuality and attendance.
- Additional consequence will be implemented if this continues.

Day to Day Behaviour Protocols

Misbehaviour in lessons – Failure to adopt our engagement habits and display our core values leading to disruption to learning.



Teacher Initial Response

1. Acknowledge and encourage positive behaviours through our reward system.
2. Verbal warning (C1) issued and recorded on Arbor.
3. Second Verbal Warning & Reflection (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 – Follow up if an On Call (C3) is issued.

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 Suspension.

After School Detention Protocol – 1 hour

Afterschool detention automatically issued following an Oncall (C3).

Reflection activity completed during detention.

The opportunity for reflection and restorative conversations to occur.

Reflection Form scanned and sent to the member of staff to support positive relationships.

Afterschool detentions will enable the opportunity for students to reflect on their choices and explore ways to adapt and refine their behaviours to support better outcomes in the future. This process is key in supporting positive behavioural changes and we want to ensure all stakeholders fully engage and support us with this. An after-school detention should only be missed or adapted in exceptional circumstances which must be agreed with Year Leaders or Senior Leaders.

Day to Day Behaviour Protocols – Serious Misbehaviours

Serious Misbehaviours are to be directed immediately to the Behaviour Team (Reflection Room, Year Leaders, Senior Leaders)

Serious Misbehaviours

Inappropriate language towards staff, racial/derogatory language, bullying, verbal or physical incident, truancy, inappropriate use of technology e.g. social media, poor behaviours outside of school

Reflection Room

Student placed in the reflection room whilst the incident is investigated. Parents/Carers contacted to be made aware.

Outcome

Appropriate Consequence Implemented

SLT Detention
(90-minute)

Internal Suspension

Fix Term Transfer

Suspension

Permanent Exclusion

SLT Detention – 90 minutes

These can only be issued by middle or senior leaders

These can also be utilised for those not meeting specific targets when on behaviour report –
Year Leader Focused

SLT detention issued - 90 minutes
Wednesday & Fridays

Reflection activity completed during detention.

The opportunity for reflection and restorative conversations to occur.

Reflection Form scanned and sent to the member of staff to support positive relationships.

Educational work completed linked to the specific behaviour to support positive behavioural changes. This is to be shared with parent, relevant staff etc.

Internal Suspension

Parents will be informed by letter/email and phone call.

Students will follow an alternative school day bringing a pack lunch where possible.
8:45am meet in reception and will be collected by a member of the behaviour team where expectations of the day will be outlined.

Students will complete their work in the Internal Suspension area of the Reflection Room. This will be emailed to the student or placed on Teams.

Students will be automatically placed in the after school detention to enable reflective work to be completed. The internal suspension will finish at 4pm.

Educational work completed linked to the specific behaviour to support positive behavioural changes. This is to be shared with parent, relevant staff etc.

Fix Term Transfer

Parents will be informed by letter and phone call.

Students will attend an alternative Wokingham school for a specific time frame.

Students will complete both academic and reflective activities during this time.

A formal reintegration meeting will be held with the student and the parent/carer on their return with specific targets set to support reintegration and positive behavioural changes.

A review process after two weeks to ensure positive steps are being made.

Suspension

Parents will be informed by letter and phone call.

Students to work at home during this time - students must not be in a public place during the school hours.

Students will complete both academic and reflective activities during this time.

A formal reintegration meeting will be held with the student and the parent/carer on their return with specific targets set to support reintegration and positive behavioural changes.

A review process after two weeks to ensure positive steps are being made.

Permanent Exclusion

If a student is permanently excluded they would no longer be allowed to attend the school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;

and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The school will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

Serious Breaches of our Behaviour Policy

Serious breaches include:

- 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 July 2022

Searches and Confiscations

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

The school will follow the *Searching, Screen and Confiscation DfE guidance July 2022* to ensure a robust process when managing these incidents.

Bullying Protocols

At The Emmbrook School bullying is not tolerated. Any incidents of bullying will be dealt with proactively and swiftly. It is key we are informed of such incidents so that as a school we can take action.

Our bullying policy can be found on the following link:

https://thecircletrust.sharepoint.com/:w:/g/EWCrbwF52qtHpI4rqpVGu2gB7xPImvjfgl_MMsU6N7VH7A?rttime=00hQ9hhu3Eg



**PERSISTENT BULLYING WILL RESULT IN SERIOUS MISBEHAVIOUR
CONSEQUENCES**

Escalation steps for persistently poor behaviours in a subject specific lesson – Curriculum Focused

Persistent Poor Behaviour in specific subject lessons

Class Teacher

Contact Parent/Carer to discuss the on-going issues.
Discussion with Curriculum Leader about appropriate steps moving forward e.g. target setting.

Curriculum Leader

Meeting with student and teacher to discuss behaviours including Parent/Carer if appropriate.
Set subject specific targets to support positive behavioural changes.
2-week review to monitor progress.

SLT Subject Link

Meeting with student, Parent/Carer to discuss on-going issues.
Targets and Strategies implemented to support improvements.
2- Week review to monitor progress.
Additional intervention implemented if progress limited.

Classroom
Teacher



Curriculum
Leader



SLT Link



Escalation steps for persistently poor behaviours across subjects – Pastoral Focused

Persistent Poor Behaviour across subject lessons

Tutor

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: 10+ behaviour points, 2 or more On-calls, Attendance dips below 95% Tutors are to **communicate** these initial concerns with parents/carers (**email or phone**) and set targets with the student to support positive choices and engagement and prevent students behaviours from escalating.

Assistant Year Leader

To monitor and track those students who have exceeded 10+ points meeting with student to discuss behaviours including Parent/Carer if appropriate.

Set specific targets and personalised strategies or intervention to support positive behavioural changes.
Regular reviews to monitor progress.

Year Leader

Year Leader to place student on **monitoring** and **targets set** are to be reviewed every 1- 2 weeks. If the student is meeting their targets regularly and behaviour concerns decrease over the half term the monitoring is de-escalated.

Year Leader to implement appropriate interventions or strategies work to support positive behaviour and engagement.

Year Leader to meet with parents and discuss concerns if poor engagement continues – Student is placed on a BSP (3 meetings). Review every 2/3 weeks to discuss progress.

Assistant Headteacher

Assistant Head Teacher to support YL if PSP (2-3) are proving unsuccessful. Assistant Headteacher to be present in future PSP's.
If unsuccessful escalate to Deputy Headteacher.

Deputy Headteacher

Student placed onto Strategy Plan.
Explore alternative options such as Offsite Directions, Alternative Provision, Reduced Curriculum, FTT and Suspension where appropriate.

