



The **Emmbrook** School

**Behaviour for Learning Protocols September
2026**

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.

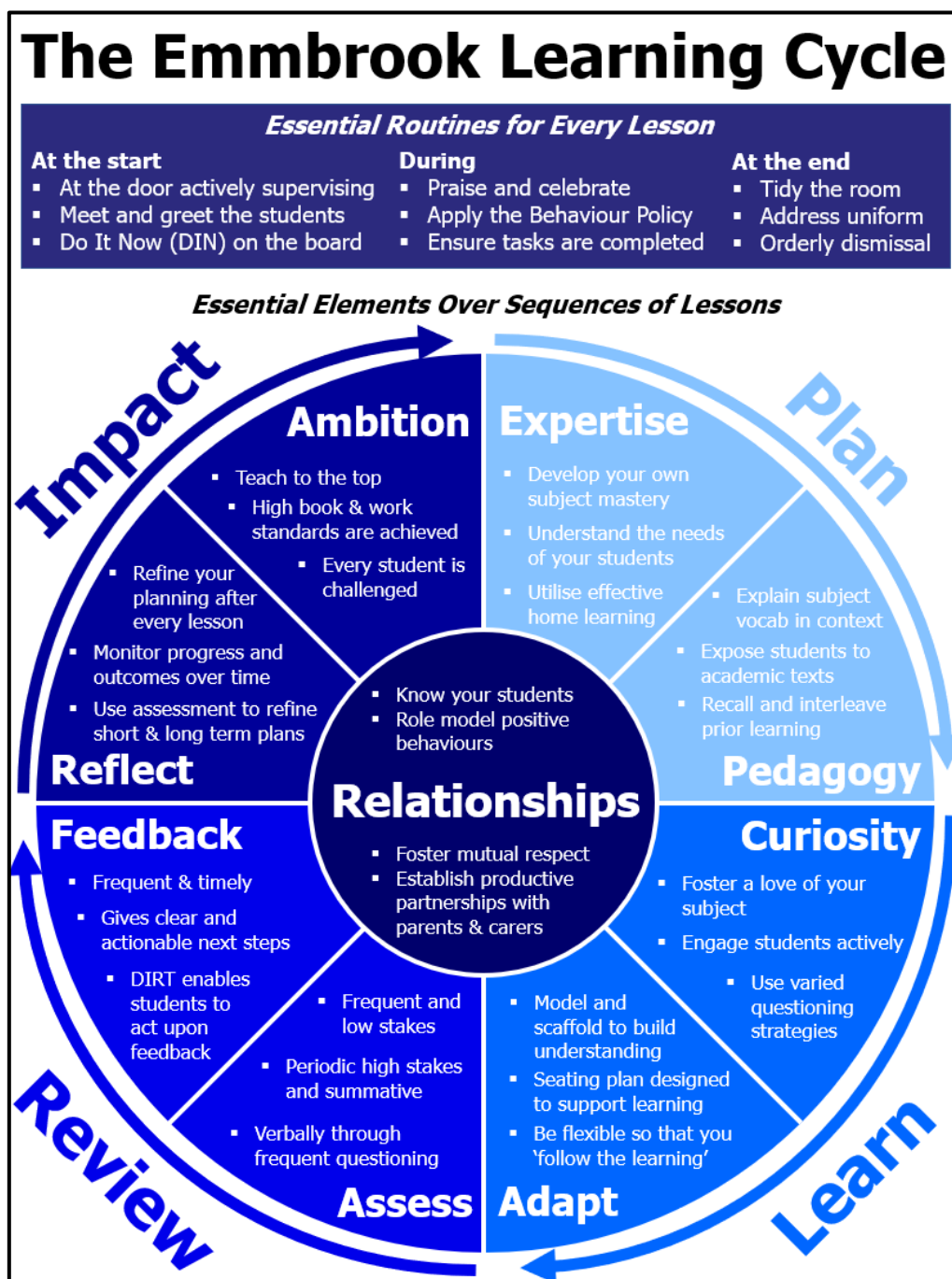
We believe as a school the key to success is collaboratively working with all key stakeholders to secure positive outcomes for all of our students. Our core values are **at the heart of our school community and are the foundations for our behaviour for learning protocols**. These values lead the way 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 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 and enable positive outcomes for all.

Through the Continuous Professional Development programme, school staff will receive training on how to plan and deliver ambitious and engaging lessons, which support all students to make progress in their learning.



The Emmbrook Reward System

Praise and positive recognition are a key aspect to The Emmbrook School's behaviour protocols. 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 as well as an email notification to parents/carers



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

A10 achievement point awarded alongside email/letter/phonecall/postcard/certificate (Middle & Senior Leadership)

Rewards Programme

As a reward for demonstration of our FAIR values, students will have the opportunity to exchange their achievement points for a variety of prizes.

The 'Rewards Shop' will open at the end of each half-term and there will be a selection of prizes from which students can choose. These range from stationary to gift vouchers to in-school privileges, such as queue jump passes for the canteen. Students will learn budgeting skills as they will need to decide when to redeem their points.

 20 points	 40 points	 50 points
 100 points	REWARDS SHOP 	 250 points
 350 points	 500 points	 1000 points

FAIR

2025/26

**Example only – prizes and points required may vary*

Alongside the individual rewards system, there will also be a termly group reward for students who consistently demonstrate strong engagement with a particular area of focus over a sustained period of time. The area of focus will be determined through our school priorities for improvement, and this will be announced at the beginning of each term. Students will be

explicitly instructed how to make progress in the area of focus. The reward will be a group experience, such as taking part in an escape room or a visit to a mobile farm.

Example of area of focus and associated educational material:



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 and celebration assemblies. There are also bespoke achievement points that ensure we capture the full range of successes including:

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

The Emmbrook Consequence System

If students fail to adhere to our core values or display anti-social behaviours, it is important that we take proactive steps to address this effectively and ensure that 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 lessons can be delivered effectively and all members of the school community feel happy, safe and confident. Our consequences are scaled in regards to the severity of the behaviours displayed.



Verbal Warning (C1)
When a negative behaviour is displayed, it will be identified and students will be given a chance to put it right



Second Verbal Warning & Reflection (C2)
Students will have the opportunity to reflect on their behaviours to support positive changes to prevent the consequences from escalating.

Staff will use their professional judgement to determine the most suitable location for the reflection period.



On-Call and Reset Room (C3)
Students will be removed from the lesson and placed in the Reset Room to complete their work - this will automatically result in a lunch detention.



On call and Reflection Room (C4)
Students will be removed from the Reset Room and placed in the Reflection Room to complete their work - this will automatically result in an after-school detention



Internal Suspension
Issued by the Year Leader or Senior Leaders for serious misbehaviours or repeat of earlier steps e.g. two on-calls.



External Suspension (C5)
Authorised and issued by Senior Staff/Headteacher for serious breaches of the behaviour policy e.g. FTT or External Suspension

External sanctions may impact eligibility to take part in school activities such as extra-curricular



Permanent Exclusion
Issued by the headteacher for a serious breach or persistent breaches of the school behaviour policy and where allowing the student to remain would seriously harm the education or welfare of the pupil or others e.g. students and staff in the school community.

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.

If a student receives a C2 during a lesson, they will be asked to consider the following questions and discuss their reflections with a member of staff prior to their return to the lesson:

- What has happened to lead to the C2?
- What needs to happen next to put this right?

For more serious incidents, some or all of the questions below will be explored with students to support reflection:

- 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?

Restrictive Interventions and Reasonable Force

The school is committed to creating a safe, supportive and inclusive environment and will always seek to prevent and de-escalate incidents through positive behaviour strategies. Restrictive interventions, including the use of reasonable force, will only be used as a last resort where it is necessary, proportionate and lawful to prevent a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing serious disruption. Any intervention will be used for the shortest time necessary, with regard to the pupil's welfare, dignity and individual needs, including any identified special educational needs and/or disabilities (SEND). Restrictive interventions will never be used as a punishment. All significant incidents involving the use of force will be recorded and reported in accordance with Department for Education guidance and the school's recording and reporting procedures.

Basic Expectations

Behaviour in Lessons

During lesson time, students are expected to arrive prepared, follow instructions promptly, and engage positively in all learning activities. They should listen respectfully when others are speaking, contribute appropriately to discussions, and remain focused on their learning. Students should demonstrate respect for their peers, staff, and the learning environment, taking responsibility for their behaviour and making choices that support a calm, productive space for learning.

In order to support students with this, staff will issue clear expectations related to Ways of Working using the categories below.

The Emmbrook School Ways of Working

- Different learning activities require different ways of working.
- Your teacher will tell you which way of working is expected for each part of the lesson.

Attention Here

Focus on the teacher (or student) talking.
Sit quietly and give your full attention.



Independent Silent working. Ask questions by putting your hand up and waiting. 	Collaborative Partners or small groups complete the task. 	Practical Focused activity on the task at hand. 
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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 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

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 10% of sessions, including tutor time, over a week will be placed in a break time detention (KS3 – Monday, KS4 – Tuesday).
- Students that are late 20% of sessions, including tutor time, over a week 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 consequences will be implemented if this continues.

Mobile Phones and Devices

For the purposes of this policy, mobile phones include smartwatches and other personal smart devices that can send or receive messages, notifications, images, audio or video.

In line with the Department for Education's updated guidance and our commitment to maintaining a calm, focused learning environment, The Emmbrook School will continue to operate as a mobile phone-free school from September 2026.

We are extremely proud that the overwhelming majority of our students have embraced this approach since its introduction in September 2025, consistently demonstrating maturity, responsibility and respect for our expectations by keeping phones switched off and out of sight throughout the school day. Their positive engagement has shown the benefits of disconnecting from technology and reconnecting with learning, friendships and the wider school community.

As a result of this success, we have chosen to continue placing trust in our students rather than introducing phone pouches or lock boxes. Students in Years 7–11 may continue to carry a phone for safe travel to and from school, but phones must remain switched off and stored in their bags from the moment students enter the site until they leave at the end of the day. Consequences will apply for the small minority who do not meet these expectations, ensuring that the positive culture established by our students is maintained for all. Any mobile phone or smart device that is seen, heard or used during the school day will be confiscated. The school reserves the right to search for and confiscate devices in accordance with DfE guidance. Sanctions for misuse will be applied in line with the Behaviour Policy, as outlined below.

Reasonable adjustments will be made where a student requires access to a device for medical, disability-related or safeguarding reasons.

In recognition of the greater independence associated with post-16 education, Sixth Form students may use mobile phones only within designated Sixth Form areas. This exception is carefully controlled and does not extend to the wider school site. KS5 students are only permitted to use their mobile phones within designated Sixth Form areas and the dining room when using the space for independent study. Mobile phones must not be used elsewhere on the school site or in any area accessed by younger students. If a KS5 student does not adhere to this policy, they are subject to the consequences in line with KS3 & KS4.



Mobile phones and headphones/airpods **should not be seen in school.**

If you need it for your journey to and from school, switch it off and put in your bag on arrival to school site. It must remain unseen until you have left school site at the end of the school day.



See it.



Hear it.



Lose it!

1st & 2nd time: confiscated until the end of the day.

3rd time in a week: confiscated until your parents/carers collect it.

4 times in a half term: parents/carers attend meeting before mobile phone is returned.

Refusal to hand over your mobile phone will result in escalated consequences including an immediate mobile phone plan and phone removal for a period of time.

There is a clear procedure for staff to follow when confiscating phones, both inside and outside of lessons.

Classroom phone confiscating flow chart

STUDENT CHOICE

STAFF ACTION

The phone is seen by a member of staff and the student hands it over.

If the student initially refuses, allow a short period of 'take up time' in order for them to reflect on their decision. The student then hands the phone over.

The phone is confiscated, given to student reception and is added to the phone log. Phone given back at end of the day.

The student continues to refuse to hand the phone over.

ONCALL is called and the student hands over the phone.

The phone is confiscated, given to student reception and is added to the phone log. Phone is given back at the end of the day.

The student refuses to give the phone to ONCALL.

After speaking to parents/carers the student hands the phone over.

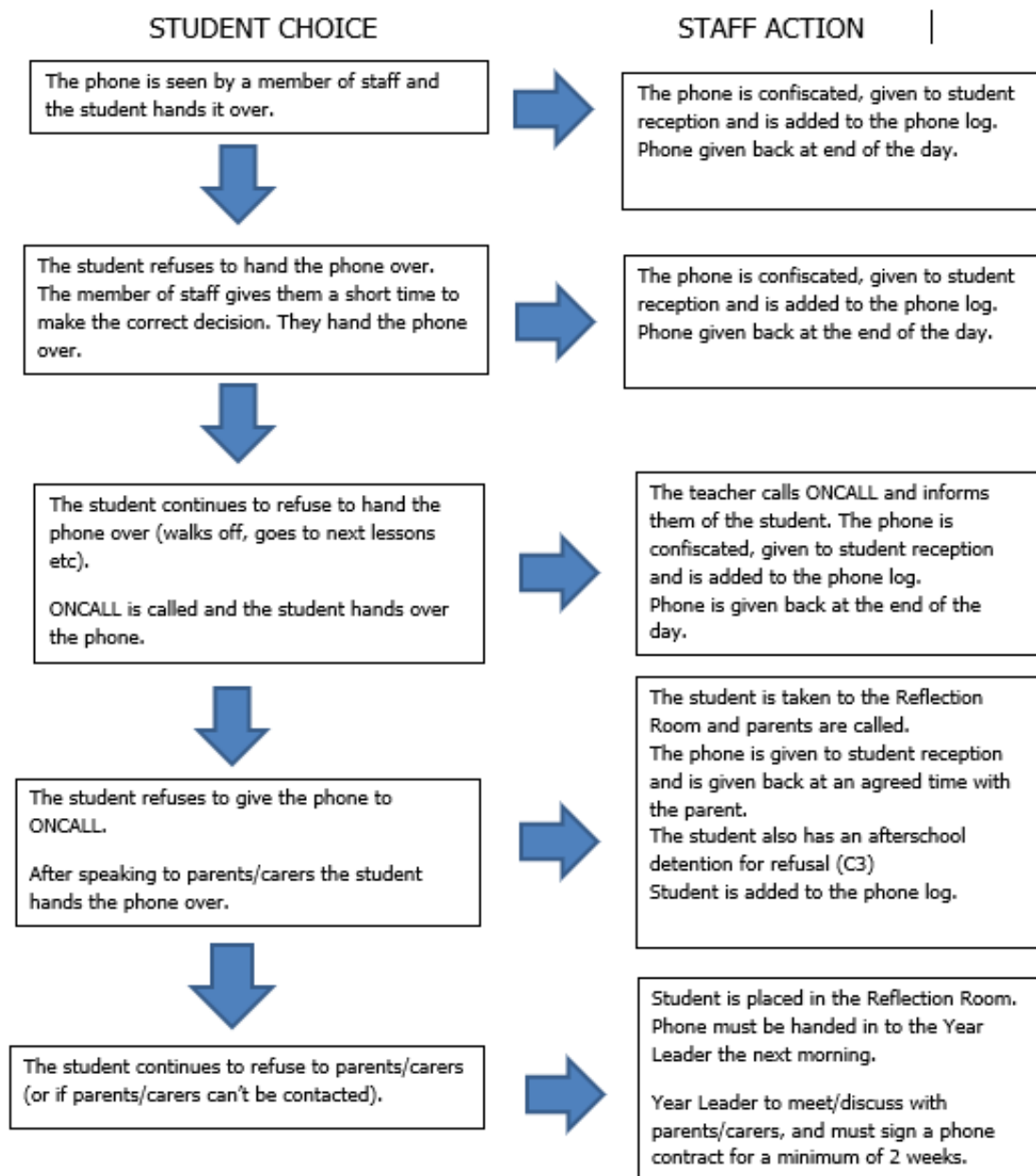
The student is taken to the Reflection Room and parents are called. The phone is given to student reception and is given back at an agreed time with the parent. The student also has an afterschool detention for refusal. (C3) Student is added to the phone log.

The student continues to refuse to parents/carers (or if parents/carers can't be contacted).

Student is placed in the Reflection Room. Phone must be handed in to the Year Leader the next morning. Year Leader to meet/discuss with parents/carers, and must sign a phone contract for a minimum of 2 weeks.

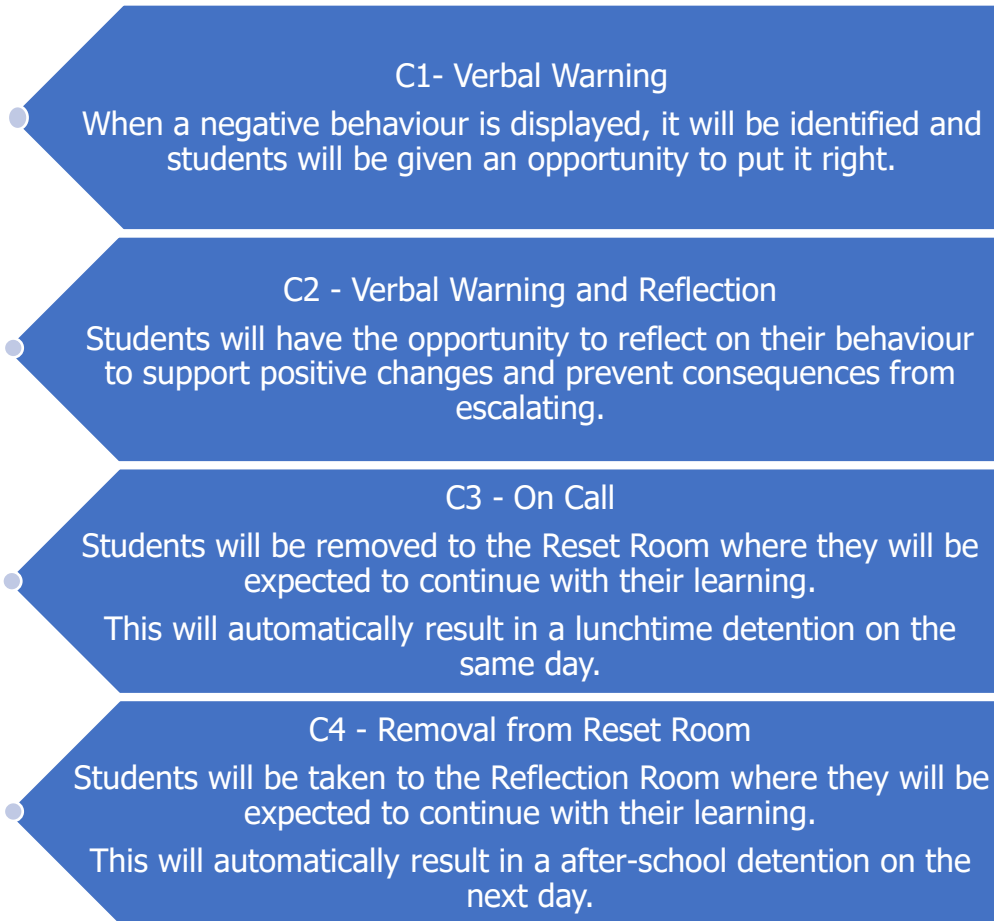


Break/lunch phone confiscating flow chart



Day to Day Behaviour Protocols

Misbehaviour in lessons – Failure to 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 to reset room. Teacher to email home regarding the on-call.
5. C4 issued and recorded on Arbor. Teacher to email home regarding the on-call and after-school detention.

Teacher – Follow up if an On Call (C3/C4) is issued.

1. Teacher to communicate home outlining the behaviour displayed and setting after-school detention if C4.
2. Where appropriate the teacher is to attend the detention and complete an RP conversation– if support is deemed appropriate this can be facilitated by the Curl or a member of SLT.

Behaviour Team -

Following an on-call (C3/C4)

1. Ensure classwork is collected with the student who has been on-called.
2. Set reset/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 C3 – Internal Suspension.

After School Detention Protocol – 1 hour

Afterschool detention automatically issued following removal from a Reset Room (C4).

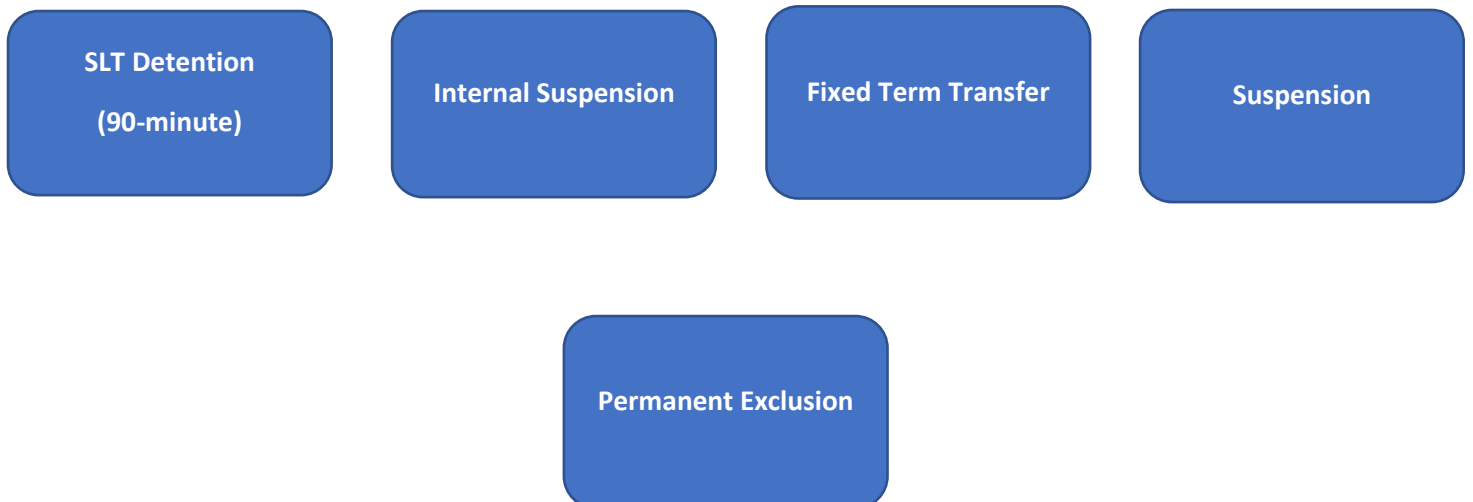
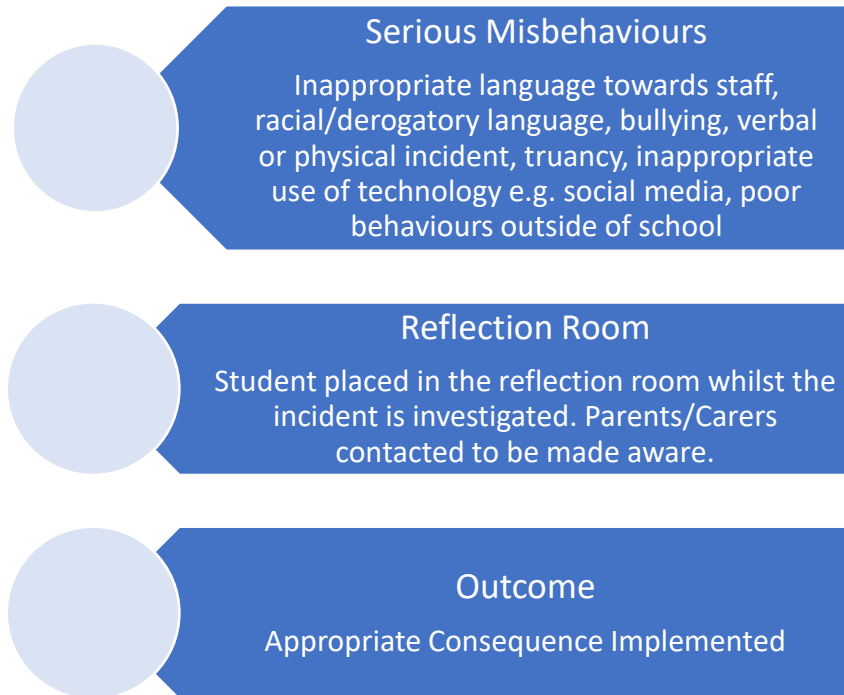
Educational activity completed during detention.

The opportunity for reflection and restorative conversations to occur.

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 in advance.

Day to Day Behaviour Protocols – Serious Misbehaviours

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



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
Mondays & Thursdays

The opportunity for reflection and
restorative conversations to occur.

Educational work completed.

Internal Suspension

Parents will be informed by letter/email and/or 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.

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.

Fixed Term Transfer

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

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

Students will complete academic 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 phone call on the same day, and also by letter. The Local Authority is also notified.

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

Students will complete academic 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

When a student is permanently excluded, they are no longer permitted 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. For suspensions of more than five consecutive school days,

and following a permanent exclusion, suitable full-time education will be arranged from the sixth school day.

Statutory Procedures for Suspension and Permanent Exclusion

Before issuing a suspension or permanent exclusion, the Headteacher will consider all relevant circumstances, including the seriousness of the incident, previous interventions and support, safeguarding factors, the impact on the school community, any SEND or disability-related needs, whether reasonable adjustments have been made, and whether alternative strategies have been considered, in line with current DfE statutory guidance.

To ensure that decisions are fair, transparent and in accordance with statutory guidance, all suspensions and permanent exclusions will be formally recorded. The school will maintain a record of:

- the reason(s) for the suspension or permanent exclusion;
- the evidence considered in reaching the decision;
- any relevant safeguarding, SEND or disability-related considerations;
- reasonable adjustments and support that have been implemented where applicable;
- interventions, strategies and support provided prior to the exclusion decision;
- actions agreed to support the pupil's successful reintegration or future provision.

This information will be retained in accordance with school record-keeping procedures and may be shared with governors, the local authority and other relevant agencies where required.

The Emmbrook School is committed to using suspension and permanent exclusion only when appropriate and after consideration of support and intervention strategies, unless the seriousness of the incident requires an immediate response.

Prior to considering suspension or permanent exclusion, the school may implement a range of alternative measures, including:

- Internal Suspension;
- Behaviour support plans and pastoral interventions;
- Targeted support and reasonable adjustments for pupils with SEND or additional needs;
- Off-site direction or alternative provision where appropriate;
- Fixed Term Transfer;
- Managed Move arrangements with another school.

These approaches are intended to support positive behavioural change, maintain engagement in education and provide pupils with the opportunity to successfully reintegrate into school life.

The Governing Board will review suspensions and permanent exclusions in line with statutory DfE guidance. This includes permanent exclusions, suspensions totalling more than

15 school days in a term, suspensions that would result in a pupil missing a public examination or national curriculum test. The Governing Board will consider representations made by parents/carers in cases where suspensions total more than five but not more than fifteen school days in a term, where it is practicable to do so and in accordance with statutory guidance

The school will not use informal or unofficial exclusions, including sending pupils home without formally recording a suspension. In exceptional safeguarding circumstances, a pupil may be required to remain off site for safety reasons. This is not a suspension and will be managed in line with safeguarding guidance.

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.

* Sexual misconduct refers to behaviour of a sexual nature that is inappropriate, unwanted, or causes harm, distress, intimidation, or humiliation to another person. This includes sexual harassment, sexualised language or conduct, unwanted physical contact, sharing sexual content, and intentionally exposing one's own private body parts to others.

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.

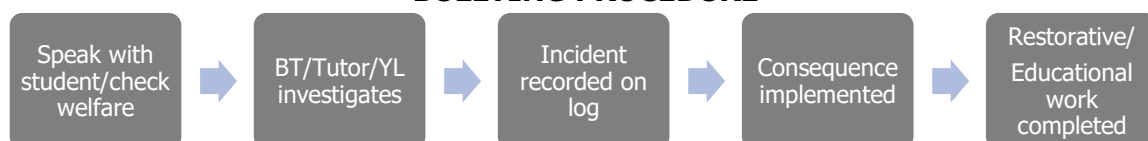
Bullying Protocols

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_MM5U6N7VH7A?rtime=00hQ9hhu3Eg

BULLYING PROCEDURE



**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.

SLT Link

SLT Link to support YL if PSP (2-3) are proving unsuccessful. SLT link to be present in future PSP's. Senior Assitant Headteacher may also support at this stage.

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.

