

## Behaviour Policy

This policy sets the standards of expected behaviour for pupils attending Emanuel School to support a calm and safe environment where pupils can learn and thrive. The policy underpins the strong pastoral ethos of the school and aims to foster a caring and kind school community. It has been written with reference to the DfE guidance offered in *Behaviour in Schools* (July 2022) and section 9 of The Education (Independent School Standards) Regulations (2014) ensuring that arrangements are made to safeguard and promote the welfare of pupils. The school rejects the use of corporal punishment.

All pupils are encouraged to behave in a manner which does themselves and the school credit. They should be polite, helpful and considerate, showing sensitivity towards each other and respect to all members of staff. High standards are expected and insisted upon, not only on the school site, but also on educational trips and visits in the UK and abroad, online and to and from school.

We aim to develop qualities of teamwork and leadership through our extensive programme of co-curricular activities.

Emanuel School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

### 1. Aims

Fundamental to the school's behaviour policy are the following aims:

- To provide a caring and supportive environment in which pupils can distinguish between right and wrong.
- To develop a positive climate based on courtesy for the whole school, common sense, mutual respect and co-operation as well as consideration for others, for the whole school.
- To be mindful that some of the pupils on the learning support register will have significant communication difficulties and may require additional support to understand key expectations around the behaviour code.
- To provide an atmosphere in which pupils can learn well and teachers can teach effectively.
- To develop respect for school and personal property.
- To promote good relationships throughout the school, both between adults and pupils and between pupils.
- To encourage pupils to accept responsibility for their behaviour and progress.
- To show pupils that their effort, work and good behaviour are valued and to help maintain high expectations of these.
- To ensure a consistent approach to behaviour through staff CPD, assemblies, life education and the regular highlighting of published policies so that staff and pupils feel the school's behavioural policy is robust and fair.

A positive, purposeful learning environment fosters good behaviour. Regular and sustained use of praise and rewards, teaches children the social skills they need to be successful and redirects children towards success rather than highlighting their mistakes. Building positive relationships with children is at the heart of effective behaviour management. Effective teachers teach not only the formal curriculum but also social and emotional skills too so establishing positive, caring, trustworthy relationships in order to influence the choices pupils make which will foster a climate where learning can flourish.

### 2. Whole-School Roles and Responsibilities

Everyone has a right to feel secure and to be treated with dignity and respect at Emanuel School, particularly the vulnerable.

High standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and value of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

### 2.1 Senior Leadership Team

Senior leaders at Emanuel School routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

They have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. Senior leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participating in creating the culture of the school.

They may consider any appropriate training which is required for staff to meet their duties and functions within this policy.

The school will engage with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams to inform the effective implementation of this policy – making links to whole school approaches to mental health and wellbeing as set out in the DfE guidance *Mental Health and Behaviour in Schools*.

### 2.2 Teachers and Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. We expect staff to uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff should always challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards – both explicitly through teaching behaviour and in their interaction with pupils. They should consider their impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

As required, staff will keep parents updated about their child's behaviour and encourage them to celebrate pupils' successes.

### 2.3 Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

All pupils are made aware of the school behaviour standards, expectations, pastoral support and consequences processes and are taught that they have a duty to follow this policy and uphold the school rules (see *point 3*) and should contribute to the school culture. Pupils are regularly reminded that the same standards of behaviour are expected online as apply offline.

Every pupil will be supported to achieve the behaviour standards and the school will repeat elements of the policy throughout the year. Classroom behaviour standards are described in the *Classroom Code of Conduct* (appendix 3).

### 2.4 Parents

The role of parents is crucial in helping the school to maintain good behaviour. We encourage parents to reinforce this policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

The school welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

### 3. School Rules

These school rules are to ensure that the school runs smoothly, that its pupils show respect for each other and towards the public, that they give proper commitment to their academic studies and co-curricular activities and that the school's reputation is upheld. All pupils should be aware that involvement in drugs, theft, bullying, sexual violence or sexual harassment will be addressed using the most serious sanctions.

School rules apply when pupils are at school, travelling to and from the school, or taking part in any activity organised by the school. Furthermore, the school may discipline pupils for non-criminal behaviour off site. Examples may include pupils: misbehaving whilst wearing the school uniform; adversely affecting the reputation or running of the school; posing a threat to another pupil or a member of the community or poor behaviour on trips. Where the school learns of alleged serious misconduct which has taken place either on or off site, the school will liaise with police or other relevant agencies as appropriate and as necessary.

- a. The school is committed to creating an inclusive, kind and respectful culture. Pupils are not permitted to display any form of discrimination; this includes but is not limited to issues relating to race, religion, gender, sexual orientation and disability.
- b. Any form of sexual violence or sexual harassment or misconduct of sexual nature will be considered a serious misconduct. Where a pupil has experienced sexual harassment or abuse at school the NSPCC helpline 'Report Abuse in Education' is available: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- c. Smoking (including vaping), drinking alcohol and being under the influence of illegal drugs or substances that mimic the effect of illegal drugs is forbidden.
- d. It is also an offence to bring any of the following **prohibited items** to the school:
  - tobacco or smoking paraphernalia,
  - vaping equipment,
  - nicotine pouches,
  - alcohol,
  - illegal drugs (we define drugs as set out in our *Drugs Policy*),
  - fireworks, laser pens,
  - pornographic or offensive images or
  - any stolen or legally prohibited, or potentially illegal, harmful or damaging substances or objects (knife, weapons, pellet gun etc).Any pharmaceutical medication must be given to the nurse for administration and not carried on your person.
- e. Pupils may not conduct any form of gambling or unauthorised business venture in school or using school facilities.
- f. Mobile phones and devices should be switched off and kept out of sight during the school day unless a teacher has given express permission for them to be used.
  - i. Pupils in the sixth form may use their mobile phones in the sixth form centre only during break and lunch. Pupils below the sixth form must leave their phones in their locker throughout the day; mobiles may only be used with the explicit permission from a member of staff. It is customary for a pupil in the sixth form to be asked to put their mobile phone away in the first instance if they are seen with it on show away from the sixth form centre. However, repeated use, despite a warning, or being caught in the act of making a call should result in the phone being confiscated and taken to reception.
  - ii. Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school. Pupils who do not abide by these rules may receive a behavioural sanction and may have their phone confiscated.

- iii. It is unacceptable to take a picture or make a recording of a member of staff or another pupil without their permission, or store or transmit violent, degrading, racist or pornographic images.
- iv. Pupils using laptops or mobile phones to bully or harass another person or who share private information or who use vulgar, derogatory or obscene language will face disciplinary action.
- g. Pupils may only use computers or access Wi-Fi in accordance with the school's Online Safety and Acceptable Use Policies. The school expects all pupils to use school equipment carefully, sensibly and responsibly. Pupils must not bring into the school, send out from or send within the school material of any kind that parents, pupils or staff might find unacceptable, or inappropriate in a school environment.
- h. Pupils are expected to always behave in a respectful and appropriate way to one another. Public displays of intimacy are not permitted at school.
- i. Eating or drinking is only permitted in the refectory and outside or, in the case of sixth formers, in the sixth form centre. Chewing gum is not permitted in school or on school trips.
- j. Pupils in the lower school are not permitted inside the school building during break and lunch time unless taking part in a supervised activity or during bad weather procedures. Middle school pupils may use their form room or another form room within their year group, only if their form room is being used. Sixth form students may use the sixth form centre during break and lunchtimes.
- k. Running within school buildings is forbidden, as is any behaviour likely to disturb others. Pupils should be mindful that lessons will be continuing during their break and lunch.
- l. Pupils may not leave the school grounds during the normal school day without an exeat.
- m. Pupils who drive themselves to school are not allowed to park on the school site.
- n. Bicycles and scooters must, upon arrival, be securely locked and put in the designated area. They may not be ridden within the school grounds. Bicycles and scooters must be in a roadworthy condition and clearly labelled with the pupil's name. A cycle helmet must be worn to and from school. At night, both front and rear lights are required, and it is advisable to wear high visibility clothing.
- o. All personal property must be clearly marked with the name of the owner. Valuables should be securely always stored in lockers. Pupils should not leave any item of value lying around the form room or in the sports hall or swimming pool changing rooms. For activities that go beyond 6pm in the evening, secure storage will be made available by the member of staff running the activity.
- p. Pupils should ask the form tutor to help them look after particularly valuable items. It is recommended that valuables are not brought to school. The school cannot accept responsibility for loss or theft of valuable items e.g., mobile phones which are brought to school, or of any property left in changing rooms.
- q. Pupils are assigned lockers and receive their own combination padlock to use with it. All valuable items, such as laptops, trainers, coats or sports kit, should be carefully stored inside the lockers provided. Pupils must use the lock provided by the school.
- r. Should a pupil be unable to do games or any other organised school activity for any reason, a note must be handed in / email sent, in advance, to the member of staff in charge of that activity. Those pupils unable to participate will be asked to assist the teacher and contribute to activity in an appropriate capacity. In the case of senior games, injured participants are required to study in the supervised off-games room.
- s. Only pupils in the charge of a teacher, or those who have obtained permission from the deputy head: pupils/designated safeguarding lead may enter the school grounds during the holidays or outside normal school hours.

#### **4. Guidance on Specific Behaviour Issues/Incidents**

##### **4.1 Attendance**

###### Daily Registration

The school attaches great importance to punctuality. Pupils who arrive in good time have sufficient time to ensure they are prepared for the day ahead and can undertake any administrative tasks – for example, meeting with teachers or handing homework in. It remains vitally important that a pupil sees their form tutor each morning in registration to hear any notices or receive any messages.

All pupils should aim to arrive by 8.20am at the latest each morning and be in their form room for morning registration at 8.25am promptly. Afternoon registration is taken at 2.35pm at the start of period 9, by the subject teacher leading the class. The exception is on games afternoons (when pupils go straight to games after lunch).

It is important for pupils to attend registration on time, not only for the smooth running of the school, but also because the school has a legal requirement to register the pupils twice a day.

###### Other Attendance Regulations

- Pupils may be required to attend school outside school hours, including Saturdays, half terms and holiday times in order to take part in organised sports or activities, to attend detention, and for other reasonable demands on their time.
- Pupils are requested not to take paid employment during term time. If a pupil subsequently chooses to take employment, this will come under the school's remit if this employment interferes with a pupil's academic progress or with school activities (e.g., sports, music, drama rehearsals, detentions and so on). In these situations, the headmaster can require a pupil to stop the employment.
- Pupils' attendance is also registered electronically in EMA for each lesson by their subject teacher.

###### Absences

The main reason for absence which does not have to be agreed in advance is, of course, illness. Parents should send an email to [absences@emanuel.org.uk](mailto:absences@emanuel.org.uk) and the form tutor on the first day of a pupil's absence in all cases by 9am. Alternatively parents can call the school. Reception is staffed from 7.30am, and an answering machine facility is available before this time if parents wish to leave a message.

Daily reporting of absence is required until the pupil returns to school.

If the above procedure is not followed, the school will contact parents to find out why their child is absent.

###### Lateness

The gate closes at 8.23am at which point a pupil is considered late (they do not have sufficient time to make it to their form room before registration commences at 8.25am). The pupil will then be required to register late at the gatehouse.

###### Early Registration Procedures

Pupils are expected to be in registration by 8.25am and 2.35pm. For those pupils who are persistently late to morning registration, early registration is implemented and detentions are issued.

Late attendance incurs the following sanctions over a half term:

3 lates		Form tutor contacts home
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6 lates	Head of Year detention + letter home from head of year and pupil is put on Early Registration
9 lates	Head of Section detention + letter home from head of section and pupil is put on early registration
12 lates	Headmaster's detention and referral to member of senior management team

At each stage the relevant member of staff will speak to the pupil and explain the importance of punctuality, he/she may also request a meeting with parents.

Pupils on Early Registration are required to report to reception between 8.00am and 8.15am.

Failure to attend by the specified time will attract further sanctions.

#### Exeats (Permission for Absence)

The procedure for requesting an exeat is as follows:

1. For routine dental and any other appointments which cannot be made during holiday periods, parents should send an email or letter to their child's form tutor at least 24 hours (and preferably 48 hours) beforehand.
2. The form tutor who will arrange for an exeat to be issued.
3. Pupils should go directly to the gatehouse at the time the exeat begins where they will be signed out.
4. Pupils who have a music lesson during registration will be registered in their lesson.
5. Exeats and music lessons will not count as a "late" providing the correct procedures have been followed.

#### *4.2 Dress and Uniform*

The school acknowledges that parents may from time-to-time request variations to the school's dress code due to religion or belief, race, disability or on medical grounds. Any such requests will always be given careful consideration on a case-by-case basis. The dress code at Emanuel has clear aims: the maintenance of consistent standards across the community which engender a sense of school identity, and the reinforcement of a positive self-image through appropriately smart standards of dress.

#### Year 6 to 11 Dress Code

- Boys wear a blue Emanuel shirt, which should be tucked into their trousers and with the button done up at the neck with a school tie, Emanuel navy trousers and plain dark socks.
- Girls wear a blue Emanuel blouse, with an Emanuel navy blue four pleat skirt or Emanuel navy blue trousers. Please note that all skirts should be worn on the knee and the blouse should be tucked into the skirt.
- Girls may choose to wear opaque navy blue or black tights, or navy ankle socks. Sports or trainer socks are not acceptable.
- Boys may choose to wear black or navy-blue ankle socks. Sports or trainer socks are not acceptable.
- Both boys and girls wear the Emanuel blazer with the school crest and may wear an Emanuel grey 'V' necked jumper with the school crest.
- All pupils may choose to wear the either the boys' or girls' uniform.
- Shoes must be plain black leather of a traditional style (with flat heels or no more than 2cm in height). Trainers should never be worn with uniform, even on the way to and from school.
- Outdoor coats must be plain and dark in colour (dark blue or black). Hooded casual tops, denim coats or coats with designer logos or other embroidery are not permitted. A blazer must be worn under any outdoor coat.
- Pupils may wear two silver or gold stud earrings in each earlobe. A discreet necklace of religious significance is permitted. No other jewellery is allowed.

- Discreet make-up is permitted; nail varnish is not permitted.
- Hair styles should be sensibly styled, conservative, unostentatious and of a natural colour. As a general guide, for those with cropped hairstyles they should be of a grade 2 or above. Exemptions on the school's hairstyle policy apply on the grounds of protected characteristics.
- Headgear/headscarves may be worn on the ground of race, religion or belief, illness, safety or temporary/permanent disability. We ask parents to consult with the deputy head: pupils/designated safeguarding lead in the first instance.
- Full details of sports kit and other equipment requirements are available from the sports department.

The heads of section, in consultation with the deputy head: pupils/designated safeguarding lead will be the final arbiter on whether a garment does or does not conform to the Emanuel dress code, and pupils or parents who are in doubt are advised to check on its suitability before the item is worn to school.

Staff should refer to appendix I for details of the procedure for addressing uniform of appearance.

Pupils who do not come to school wearing clothing that is in accordance with Emanuel uniform can be sanctioned in a number of ways. Pupils may be sent to the head of section and given replacement clothing or sent to the deputy head: pupils/designated safeguarding lead and required to work in isolation or be sent home. In this case, a phone call home would be made outlining the changes required for the pupil to attend school the following day.

#### Sixth Form Dress Code

The full details of the sixth form dress code are available [here](#).

The head of sixth form, in consultation with the deputy head: pupils/designated safeguarding lead will be the final arbiter on whether a garment does or does not conform to sixth form dress code, and pupils or parents who are in doubt are advised to check on its suitability before being worn to school.

Staff should refer to appendix I for details of the procedure for addressing uniform or appearance.

Pupils who do not come to school wearing clothing that is in accordance with the sixth form dress code can be sanctioned in several ways. Pupils may be sent to the head of section and given replacement clothing or sent to the deputy head: pupils/designated safeguarding lead and required to work in isolation or be sent home. In this case, a phone call home would be made outlining the changes required for the pupil to attend school the following day.

#### *4.3 Property Loss and Damage*

All school uniform and clothing worn for school must have a name tag attached.

All lost property found in and around school will be given to the sports hall attendant in the sports hall and can be collected during morning break.

Pupils are asked to make use of their personal locker and combination padlock to secure their personal possessions.

#### *4.4 School Property*

All pupils are asked to respect the buildings and be considerate in the use of the facilities for the good of the whole school community. Malicious damage is unacceptable behaviour.

#### Loss and Damage

- Pupils are liable to pay for loss, damage or misuse of school property.
- Money and articles of value must not be left in pockets of unattended clothes.



- The loss or finding of property is to be reported at once to the form tutor or the person in charge of lost property. Unclaimed lost property will be disposed of after one term.
- Breakages must be reported at once to the pupil's form tutor and to the estates team. No punishment is involved unless the damage is caused by a breach of rules, but the cost of the repair may have to be met by the pupil or pupils concerned.

#### 4.5 Child-On-Child Sexual Violence and Sexual Harassment

Any report of child-on-child sexual violence or sexual harassment or misconduct of sexual nature will be considered a serious misconduct. The school will follow the general safeguarding principle set out in Keeping Children safe in Education (KCSIE) – especially Part 5.

Where a pupil has experienced sexual harassment or abuse at school the NSPCC helpline 'Report Abuse in Education' is available: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Consultation with the police and local authority will be in line with the DfE guidance [Sexual violence and sexual harassment between children in schools and colleges](#).

As required, the school might seek support from the *Harmful Sexual Behaviour Support Service*. Contact details and further information can be found [here](#).

#### 4.6 Suspected Criminal Behaviour

The police will be contacted when a crime has been committed, if the school is unsure whether a crime has been committed, or further guidance is required. The school will always work with the local authority to assure the protection of its pupils and to fulfil its statutory requirements. Where police are involved, the school will inform parents of any pupils involved.

#### 4.7 Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to pupils feeling unsafe at the school. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

The *Pupil Acceptable Use Policy* reminds pupils that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images/videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the *Safeguarding and Child Protection Policy* and speaking to the Designated Safeguarding Lead (DSL) or Deputy DSL when an incident raises a safeguarding concern.

The school promotes anti-victim blaming attitudes and language when discussing and responding to incidents of online abuse.

### 5. Responding to Good Behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils.

Emanuel rewards effort, perseverance and community spirit. Beside verbal praise, there are commendations, form tutor awards and the headmaster gives special awards for contributions to school life in headmaster's assemblies. Success is celebrated in year group and section assemblies and at the annual prizegiving in the summer term. Pupils are also rewarded with positions of responsibility in many aspects of school life. Other specific rewards are:

- **Colours** - Colours are awarded in recognition of a pupil's contribution to an aspect of school life. These take the form of pins.



- **The Headmaster's Medals** - Medals are normally awarded to the top academic performers in each year (male and female) in based on reports, progress grades and examination performance for engagement and achievement.
- **Positions of Responsibility** - Sixth formers may apply to become prefects in the school. They play a significant role in helping with duties, events, charity fundraising, running assemblies and promoting the school. Each year, a group of elected prefects are selected as heads of school; these students will meet with the headmaster each week to ensure the views of the sixth form are heard on key school matters. Pupils may hold positions of responsibility such as house captains within their houses. Some pupils will be elected captains of sports teams and be given responsibilities in co-curricular activities. Others may become members of the school council or other school committees.
- **Commendations (Lower and Middle Schools)** - Commendations are awarded to pupils in a to encourage effort, application and contributions to school life. Commendations are awarded for:
  - progress, improvement and effort
  - high quality work
  - improved test performance
  - good exam results
  - community spirit, service and house activities
  - improved attitude

Pupils receive prizes from the head of year and head of section for accumulating commendations in the lower and middle schools. Pupils receive book vouchers/tokens (£5/£10) for achieving thresholds across the term and academic year.

- **Commendations (Sixth Form)** - Commendations are awarded for the following reasons: making significant effort, making significant progress, displaying perseverance and actively learning from mistakes, displaying resourcefulness and developing as an independent learner, promoting academic ethos outside lessons, contributing to the school community.

Students in the sixth form who are awarded commendations and receive vouchers to use in the sixth form café (£2.50 and £5) and a voucher for achieving 5, 10 and 15 commendations per term, respectively.

## **6. Responding to Misbehaviour**

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in accordance with this policy. As required, first priority should be to ensure the safety of pupils and staff and restore a calm environment and prevent the recurrence of misbehaviour.

Staff should respond to misbehaviour in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

Staff should be aware that misbehaviour could be a sign of a wider safeguarding concern. They should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

The DSL should be consulted if this is the case and it may be that the DSL will liaise with external agencies to consider how the educational and welfare needs of the child will be met.

### **6.1 Academic Sanctions**

#### Academic Reminders

If a pupil fails to hand in work to the specified deadline or produces work below the expected standard or quantity, an academic reminder can be logged through EMA. A deadline for the outstanding work should be included. An automated email will then be sent to the pupil and parent.

A summary email to the form tutor and head of year at the end of the day (of all pupils who have received academic concerns in their tutor group or year group) and head of section at the end of the week.

The form tutor and head of year will monitor any trends and decide on what action needs to be taken. This may include meeting with the pupil and / or their parents, placing the pupil on academic report or placing them in academic supervision.

#### Academic Supervision (Lower and Middle School)

Pupils who have outstanding academic reminders (i.e. they have failed to hand in the work despite the academic reminder) should be placed into an academic supervision by the subject teacher to complete the work. The pastoral co-ordinator will send a list of all pupils who have received an academic reminder during the week every Friday. Academic supervisions are run by the respective heads of sections and heads of year and take place at lunch times or after school (see below). Pupils (and their parents) who are expected to attend academic supervisions will be notified formally by email.

Academic supervision takes precedence over all other activities with the exception of official school fixtures or functions where pupils are representing the school. Failure to attend an academic supervision in other circumstances may result in further sanctions.

Pupils may be required to attend academic supervision should it be felt by the relevant pastoral team that they would benefit from supervised study.

Academic supervision takes place at the following times:

Lower School (years 6, 7 & 8) – Wednesday 12pm – 12.35pm

Middle school (years 9, 10 & 11) – Thursday 4pm – 5pm

#### Academic Supervision (Sixth Form)

Academic supervision for students in the sixth form takes place on Tuesday and Thursday from 4.00pm to 5.00pm in the sixth form centre. Students who have outstanding academic reminders at the end of each week will be required to attend academic supervision. Pupils (and their parents) who are expected to attend academic supervisions will be notified formally by email.

Students may be required to attend academic supervision should it be felt by the sixth form team that they would benefit from supervised study.

Academic supervision takes precedence over all other activities with the exception of official school fixtures or functions where pupils are representing the school. Failure to attend an academic supervision in other circumstances may result in further sanctions.

#### Organisational Reminders

If a pupil fails to bring the required equipment to class, including their device, or demonstrates poor organisation with regards their academic work, an organisational reminder can be logged through EMA.

An automated email will then be sent to the pupil and a summary email to the form tutor and head of year at the end of the day (of all pupils who have received organisational reminders in their tutor group or year group) and head of section at the end of the week. The form tutor and head of year will monitor any trends and decide on what action needs to be taken.

## 6.2 Behavioural Sanctions

The primary purpose of any response to misbehaviour is to encourage pupils to consider what went wrong and how to avoid making such mistakes in the future. All pupils must be aware that involvement in drugs, theft or bullying will be addressed using the most serious sanctions.

Staff should consider whether a pupil's special educational needs and/or disabilities (SEND) have contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, Emanuel School will refer to the Equality Act 2010 to ascertain whether the pupil understood the rule of instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The school will also consider whether any reasonable adjustments need to be made to sanction in response to any disability the pupil may have. Emanuel School will always try and understand the underlying causes of behaviour and whether additional support is needed.

In accordance with the law, under no circumstances does the school use corporal punishment. (Section 131 of the Schools Standards and Framework Act, 1998)

Where a pupil fails to exert his/her will or use his/her judgement appropriately, it sometimes becomes necessary to use one or more of the following sanctions:

### Behavioural Concerns (all Year Groups)

Pupils whose behaviour falls below the expected standards may receive a behavioural concern. Behavioural concerns are separated into 10 and 20-minute concerns. Depending on the type of misdemeanour, pupils can be given 10 or 20-minute concerns or immediately incur a head of year detention (Friday after school) or headmaster's detention (Saturday morning).

Generally, pupils will receive a 10-minute concern for minor indiscretions and 20-minute concerns for more serious behaviour.

Behaviour that would normally lead to a 'behavioural concern-10' might include:

- Talking in class (after a warning),
- Not following instructions,
- Deliberate and persistent uniform offences (repeatedly wearing inappropriate earrings or make up, having shirts untucked, wearing hoodies etc.),
- Wearing sports kit on non-Games or PE (Y6-9) days, or outside of agreed adjustments to uniform requirements,
- Eating in the corridors,
- Persistent lateness to lesson,
- Chewing gum.

Behaviour that would normally lead to a 'behavioural concern – 20' might include:

- Repeated incidences of minor offences of the type listed above
- Mobile phone related indiscretions (e.g. texting in a lesson)
- A mobile device (laptop or phone) being used when not under staff instruction
- Disruptive behaviour
- Poor language

The pupil and their parents are alerted by email if a behavioural concern is received. When a pupil accumulates 60 minutes' worth of behavioural concern during a half term, they will normally receive a 60-minute head of year detention held after school on a Friday. A second 60 minutes' worth of concerns will trigger a further head of year detention; a third 60 minutes' worth of concerns will automatically lead to a headmaster's detention.

Behaviour that would normally lead immediately to a head of year or headmaster's detention might include:

- More serious incidences of the behaviour above
- Fighting or bullying (including cyberbullying, prejudice-based bullying/
- Rudeness or bad language
- Missing assemblies or lessons
- Damage to property
- Persistent lateness to school
- Inappropriate use of technology

Behavioural sanctions are recorded on EMA and parents will be informed as they are issued.

Pupils must not be sent out of the room during lessons, if a pupil is seriously disrupting a lesson and learning cannot take place then another pupil should be sent to reception and a member of the senior management team will go and remove the pupil from the lesson.

#### Head of Year Detention

Head of year detentions are received for an accumulation of 60 minutes' worth of behavioural concerns during half a term or for behaviour that on its own reaches the threshold for a head of year detention.

Head of year detentions take place for an hour after school on Fridays from 4pm until 5pm in the Marquand Room and are supervised by pastoral staff. Pupils will be provided with a reflective task to complete or directed towards a specific academic task. Parents and the pupil are notified by email confirming the reason for the detention and the date it is to be served.

Pupils receiving their third head of year detention in an academic year (through an accrual of behavioural concerns or for specific misdemeanours) will have their sanction escalated to a headmaster's detention.

Any pupil who arrives late for a head of year detention may be refused entry by the supervising member of staff and asked to sit the detention on the next date.

Should a pupil fail to attend a head of year detention, the head of section will meet with the pupil on the following Monday and make the necessary arrangements to transfer the details on to the next detention list or place the pupil in a headmaster's detention if there are no mitigating circumstances.

#### Head of Section Detention

Head of section detentions are used to address punctuality and issued when a pupil accrues 9 lates during half a term.

A head of section detentions takes place on a Friday from 4pm until 5.30pm in the Marquand Room.

#### Headmaster's Detention

Headmaster's detentions are issued for serious acts of behaviour or an accrual of head of year detentions.

Headmaster's detention is held on Saturday mornings throughout the year and run for two hours duration. Detentions are supervised by the senior management team. Pupils are required to arrive by 8.50am for a 9am start in full school uniform or sixth form dress code and bring with them appropriate work. Parents are always notified in advance by email or letter informing them of the reason for the detention and the date it is to be served.

If a pupil receives three headmaster's detentions over an academic year will lead to a suspension and their place in the school will be subject to review.

Any pupil who arrives late for a headmaster's detention may be refused entry by the supervising member of SMT and asked to sit the detention on the next date.

### 6.3 Withdrawal from Lessons and Internal Exclusion

The aim of this is to remove a pupil who is disrupting the learning of others from the classroom and to make it clear by the further sanctions which may be imposed that this disruption will not be tolerated.

If a pupil's behaviour is disruptive, and s/he does not improve in response to the normal sanctions, another pupil should be sent to reception with a message asking for a senior colleague to come and remove the offending pupil. Reception staff have the timetables of all the SMT and will locate one of them – normally one of the two duty members of SMT for the day - as quickly as possible. The pupil will then be kept out of lessons either for the rest of the day or until it has been agreed they can return to lessons by the deputy head: pupils and relevant head of section.

A teacher who has requested this must let the deputy head: pupils and his/her head of department have a written account of the pupil's behaviour by 3.45pm on the same day. This, and the pupil's record, will be considered when deciding what further punishment should follow. A letter to parents will always be sent when it has been necessary to remove a pupil from a lesson.

A pupil may also be withdrawn from lessons for not wearing the appropriate uniform or dress code and be required to work in isolation or sent home for the remainder of the day.

#### 6.3.1 Dealing with Disruptive Pupils

1. If a pupil is persistently involved in low level disruption in lessons, staff should inform the form tutor, head of year and their head of department. Behavioural concerns should be issued as appropriate to ensure a record of such behaviour is kept and the matter escalates as per the behaviour policy. Should further support be required, a discussion involving the head of department, head of year and form tutor should take place to agree on any further actions.

This procedure would follow attempts through the normal disciplinary channels to improve a pupil's behaviour.

2. If a pupil commits a serious offence (see examples below) leading to major disruption of a lesson the following procedure must be observed:
  - send a reliable member of the class to reception to find call for a senior member of staff,
  - the senior member of staff will then come to the classroom to collect the pupil who will then be removed from lessons until agreed by the deputy head: pupils and relevant head of section,
  - provide a full written account to the deputy head: pupils by 3.45pm that day.

A decision will be taken as soon as possible about whether the pupil is to be suspended, receive another period of internal exclusion, or returned to lessons after a warning. In some cases, further sanctions may be applied. Please observe these guidelines scrupulously, and IN NO CIRCUMSTANCES send the pupil out of the classroom.

Examples of behaviour which could justify implementing this procedure:

- repeated refusal to follow instructions,
- open defiance of staff,
- threatening behaviour towards pupils or staff,
- violent behaviour towards pupils or staff,
- swearing at staff,
- dangerous behaviour in a practical lesson.

Preventative strategies will support teachers in their effectiveness and the following principles reflect good practice in all phases of teaching:

- plan for good behaviour,
- separate the (inappropriate) behaviour from the child,
- use the language of choice,
- focus on primary trust and support,
- actively build trust and support,
- model the behaviour you wish to see,
- follow up on issues that count,
- reconnect and repair relationships.

#### *6.4 Supporting Pupils Following a Sanction*

Following a sanction, as required, strategies will be considered to help the pupil improve their behaviour and meet the behaviour expectations of the school. This might include but is not limited to:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve,
- phone call with parents,
- investigations into circumstances outside of school, including at home, conducted by the designated safeguarding lead,
- investigations into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school,
- considering whether the support for behaviour management being provided remains appropriate.

#### *6.5 Suspension and Permanent Exclusion*

The most serious misconduct may result in suspension, exclusion or removal from the school. Please refer to the *Suspension and Exclusion Policy* for further details.

#### *6.6 The Use of Reasonable Force / Physical Restraint*

There are circumstances when it is appropriate for staff in schools to use reasonable force<sup>1</sup> to safeguard children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Physical restraint is defined as the positive application of force in order to protect/prevent a pupil from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight.

Please refer to appendix 2 for further details.

#### *6.7 Searching and Confiscation*

The school reserves the right to search pupils and confiscate their possessions in line with the school's *Searching and Confiscation Policy*.

The school will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including health conditions) the pupil may have before conducting the search to decide whether additional precautions or adjustments are needed in accordance with the school's *Safeguarding and Child Protection Policy*.

### **7. Preventing Recurrence of Misbehaviour**

#### *7.1 Initial Intervention*

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<sup>1</sup> The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain a child.

The school has adopted a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion.

Examples of intervention include but are not limited to:

- Frequent and open engagement with parents,
- Weekly behavioural reports,
- Implementation of a staff or pupil mentor,
- Working with the school counsellors to develop supportive strategies.

Where the school has serious concerns about a pupil's behaviour, it will consider a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs.

## **8. Complaints**

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the school's *Complaints Procedure* can be found on the school website and sets out how parents can raise a formal complaint and how the school will handle it. The school will provide copies of the *Complaints Procedure* on request.

## **9. Monitoring and Evaluating School Behaviour**

The school will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the school and to evaluate the effectiveness of this policy.

- The school keeps a central log of bullying / child-on-child abuse incidents.
- The school keeps a central log of all incidents of sexual violence and sexual harassment.
- The school uses the school council to consult pupils on pupil concerns and concerns about behaviour.
- The school uses pastoral surveys to listen to pupils' concerns.
- Pupils can log pastoral concerns online and a record of the entries is kept and reviewed by the pastoral committee.

The school will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's life education lessons, or amending this policy.

## **10. Related Documents**

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Attendance Policy
- Children Missing Education Policy
- Complaints Procedure
- DfE *Behaviour in Schools* (July 2022)
- DfE *Mental Health and Behaviour in Schools* (November 2018)
- Drugs Policy
- Homework Policy
- Learning Support and Special Educational Needs Policy
- Library Code of Conduct
- Online Safety Policy
- Pupil Acceptable Use Policy



- Pupil Equal Opportunities and Disability Policy
- Terms and Conditions
- Safeguarding and Child Protection Policy
- Searching and Confiscation Policy
- Suspension and Exclusion Policy

### **11. Policy Review and Approval**

Policy Owner	Deputy Head: Pupils/Designated Safeguarding Lead
Date of last review	August 2023
Approved by	Cabinet: 12 September 2023 Pastoral Committee: 9 October 2023
Governor Committee	Pastoral
Date of next review	Summer 2024

#### **Table of Key Changes**

Date	Change
August 2023 (V1)	Role update from deputy head: pastoral to deputy head: pupils/designated safeguarding lead throughout the document.
	4.1 Early registration procedure update for 9/12 lates
	6.2 Behavioural concern – 20 update ('poor language' has been added)
	6.2 'Head of Section' detention has been added
December 2023 (V2)	The standalone guidance 'Withdrawal from lessons and internal exclusion' was added to the policy (6.3).

## **Appendix 1: Addressing Uniform and Appearance**

### Uniform

If a form tutor notes one of their tutees is not dressed in line with the uniform or sixth form dress code the following protocol should be followed:

**Step 1:** The form tutor will speak to the pupil and alert the head of year (HoY). The HoY should then see the pupil as soon as possible to ensure they understand what specifically needs to be addressed. This will be followed up by an email home from the HoY to communicate the issue with **three days** given as the deadline to resolve the matter. The form tutor will continue to monitor the uniform on a daily basis and communicate with the HoY and pupil as necessary.

**Step 2:** If the matter has not been addressed following the **three days**, the head of section will be notified by the HoY and the pupil sent to them. The HoS will call home and send a letter giving a further **three days** to resolve the matter before the pupil is removed from lessons. The form tutor and HoY will continue to monitor the uniform daily and communicate with the pupil and HoS as necessary.

**Step 3:** If the issue has still not been addressed, the HoS will send the pupil to the deputy head: pupils/designated safeguarding lead who will contact the parents and inform the headmaster, with the outcome being the pupil is removed from lessons until the matter is resolved.

### Hair and Appearance

If a form tutor or head of year believes a pupil's physical appearance to be not in line with the school's expectations, the pupil will be sent immediately to the head of section and then to the deputy head: pupils/designated safeguarding lead should they agree too. The child will be out of lessons immediately while the deputy head: pupils/designated safeguarding lead informs the headmaster and telephones home. The likely outcome will be the child is sent home or removed from lessons for a period of time, with the expectation that their appearance is addressed as promptly as is reasonable.

Where a pupil is repeatedly in breach of the school's appearance expectations (e.g. continues to wear an item of jewellery they have been asked to remove) they may be sent home or removed from lessons.

## **Appendix 2: Use of Reasonable Force / Physical Restraint**

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence,
- injuring themselves or others,
- causing damage to property, including their own,
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

In these circumstances, force will be used for two main purposes: to control pupils or to restrain them.

Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

In addition, reasonable force may be used to conduct a search for "prohibited item" as outlined in the *Search and Confiscation Policy*.

Staff should refer to the DfE guidance [Use of reasonable force: advice for headteachers, staff and governing bodies](#).

When considering using reasonable force, staff should carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Where reasonable force is used by a member of staff, the deputy head: pupils/designated safeguarding lead must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed about serious incidents involving the use of reasonable force.

## **Appendix 3: Classroom Code of Conduct**

### **How to be an Effective Learner**

#### **5 Ps**

These are expected of all Emanuel students in every lesson.

#### **PUNCTUALITY**

Arrive on time. Plan your break/bag-packing/toilet trips and water collection so that you are in the right classroom, ready to start the next lesson, before the second bell.

#### **PREPARATION**

Arrive with the right equipment and any work that needs to be handed in. Know your timetable and when to pack your bag in advance to be able to do this.

#### **POLITENESS**

Follow your teacher's instructions to the letter. Put a hand up to ask a question and wait to be asked to speak. Never call out.

#### **POSITIVITY**

Work with attention, at a good pace, and consistently apply effort. Participate fully in lessons by volunteering answers to the teacher's questions as much as possible.

#### **PROACTIVITY**

Ask questions if you do not understand. Anticipate deadlines for homework by planning your time so that work can be completed well in advance. Where work is not understood, speak to the teacher and arrange a time to look at this. Find out when the relevant help club is and go along to get your questions answered. Always do what it takes to make sure that you understand everything.

Additionally, you should:

- queue quietly outside the classroom where possible before the lesson unless told to do otherwise by the teacher,
- enter the classroom in an orderly manner,
- get books/pens/equipment out, place bags on the floor,
- (at the end of the lesson) not pack away until instructed to do so,
- stand up on request, place chairs under tables and wait to be told to leave,
- ensure that the room is clear of litter.

### **How to Improve in any Subject**

Always do what it takes to make sure that you can achieve the highest mark possible.

1. Pay close attention to the teacher's feedback by fully correcting work returned and adding in anything that you missed, so you can get full marks on it when you revise.
2. Rewrite a paragraph of marked work or do some more questions to practise the skills needed to improve.
3. Ask your teacher to give you feedback when you have attempted more of the work.
4. Do any extension tasks set. Ask your teacher for additional questions or reading materials.
5. Research the topic further: in your textbook; online; in newspapers; in the library.

If you have unfortunately missed being taught something, by the end of the week you are expected to have:

- reliable copies of all the missing notes and materials used in the lesson missed.
- read the missing notes/materials and done everything you need to do to make sure that you fully understand them.
- asked the teacher when it would be convenient to go over the work, and/or go to the appropriate help club if you haven't fully understood the content of the lesson missed.