Behaviour and discipline

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1 Policy Statement

At Embley we aim to create a happy and supportive environment which supports the School's aims and ethos. Good behaviour is of paramount importance and pupils, staff, parents and all those associated with the School are required to work together in a spirit of cooperation and understanding. The School also seeks to work with other agencies where necessary in order to promote good behaviour.[1] This document seeks to promote good behaviour and not simply set out the sanctions for misbehaviour.

We have high expectations, supported by high quality and effective pastoral support and opportunities to build good relationships. Our pupils are actively encouraged to fulfil their potential academically, in sport, music, drama and other school activities; they are expected to relate well and to behave considerately towards others. We live in a society where social skills are vital to our well-being and learning, to interact with others is therefore a critical part of Embley education. Pupils are expected to respect others both inside and outside the school. Expectations are backed up by a system of rewards and appropriate sanctions where necessary. Our restorative approach to wrong-doing puts relationships at its heart and focuses on repairing the harm done to people and relationships when things go wrong. It restores and strengthens relationships between everyone involved, but it also teaches empathy, responsibility and accountability.

It is the duty of all associated with the School to have high expectations and to strive to uphold our reputation by effectively managing behaviour and encouraging pupils to behave responsibly at all times. Teachers, support staff and non-teaching adults in the School are encouraged to reinforce the philosophy of the school by ensuring that all pupils are treated in a caring, positive way as well as not ignoring poor behaviour, be it in classroom or corridor. We encourage relationships based on kindness, respect and understanding of the needs of others and are committed to fair treatment for all in line with our Equal Opportunities statement.

Physical intervention by reasonable and non-injurious means is only employed to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil himself or herself) and a record is always submitted in writing to the Headmaster. No unacceptable, excessive or idiosyncratic punishments are used. Under no circumstances does the School permit the use of corporal punishment during any activity whether on or off the School premises. This prohibition applies to all members of staff including all those acting in Loco Parentis. Please refer to the Physical Restraint Policy for further details.

Pupils are able to raise questions or queries about the School's Behaviour and Discipline Policy through the School Council.

Embley seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of our School community, including boarders and those in our EYFS setting. Further specific policy in relation to boarders is contained in the Boarding Handbook.

The school recognises that some behaviours may be a manifestation of special educational needs and disabilities (SEND) and that a differentiated approach is required. Therefore, behaviour expectations re applied with regard to individual circumstances, including SEND, and the staff work in collaboration with the SENCO to ensure that pupils with SEND are

supported appropriately and not disadvantages by the behaviour and discipline system.

[1] An example of this could be arranging anger management counselling with a trained anger management counsellor

Embley is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunities Policy document.

This policy is available to all interested parties (including volunteers and those supervising cocurricular activities or accompanying School trips) via the School's website or on request from the School Office. Leah Goodey, Deputy Head, in the Senior School, and Sheina Gibb, Head of the Prep School are responsible for arranging a briefing for new members of staff on the policy.

This policy should be read in conjunction with the following School policies:

- Teaching and Learning
- Admissions
- Exclusion, Expulsion and Removal
- Physical Restraint
- Anti-Bullying
- Searching pupils and their possessions
- Alcohol, Vaping, Smoking and Substance Abuse
- Educational Visits
- Staff Code of Conduct
- Senior School Code of Conduct
- Behaviour in Schools (2024) - DfE

This document is reviewed annually by Leah Goodey and Sheina Gibb, or as events or legislation require, and in addition is subsequently checked and monitored by the School's Compliance Officer, who is a member of SLT. Once checked by the Compliance Officer, this policy is sent to LGB Members so that they can familiarise themselves with it, discuss it- both with the Compliance Officer or Headmaster and at the LGB meeting under the standing agendum of Compliance - and monitor its implementation going forwards. The next scheduled date for review is August 2026.

2 Key Personnel

The Deputy Head, Leah Goodey is responsible for overseeing the management of behaviour issues in the Senior School.

The Head of the Prep School, Sheina Gibb, is responsible for overseeing the management of behaviour issues in the Prep School and the EYFS setting.

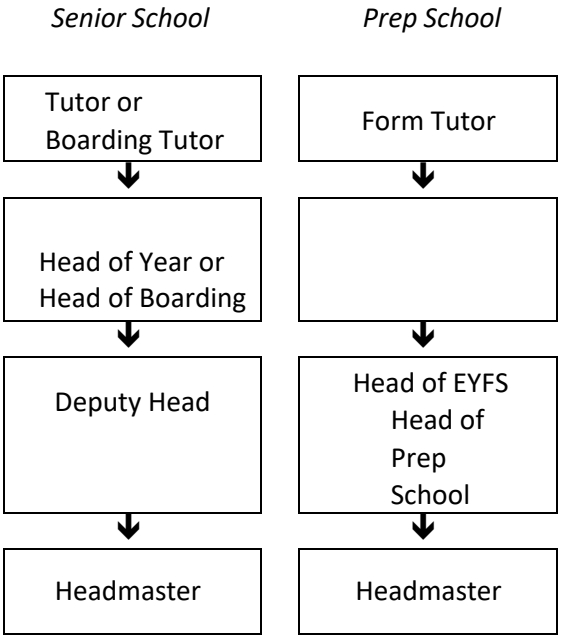
The Heads of Boarding, Isabelle McCredie and Johnathan McCredie are responsible for overseeing the management of behaviour issues in the Boarding House.

The Deputy Head and Assistant Heads assist with Senior Leadership Team Detentions by speaking to detained pupils and reporting back to parents afterwards if appropriate.

The Senior School Secretary, Gemma Morgan, assists with the administration of Senior Leadership Team Detentions in the Senior School.

3 Responsibility for dealing with disciplinary matters

The following diagram shows who is responsible for dealing with disciplinary matters, with serious incidents or persistent poor behaviour by an individual being referred up the 'chain of command'.

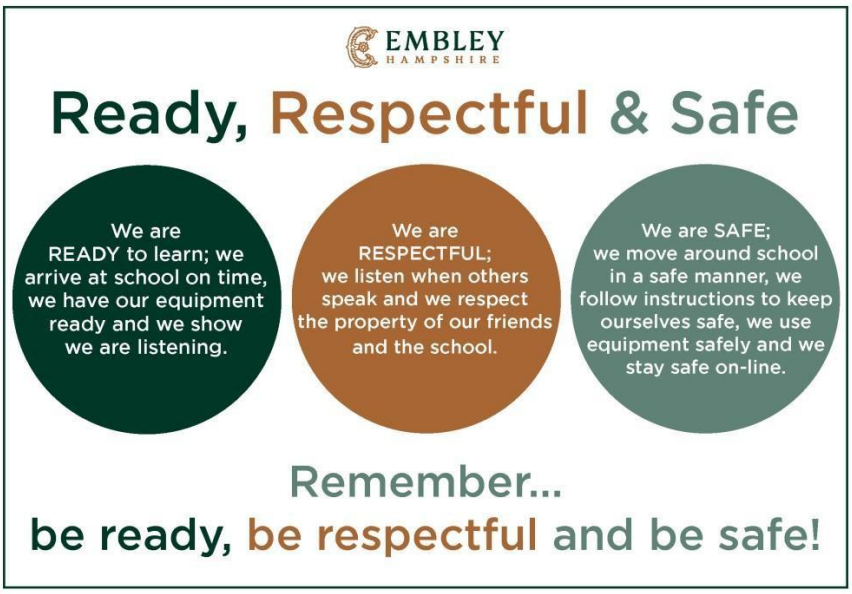


In the unlikely event of a Senior School pupil being severely disruptive or confrontational, he or she may be asked by the teacher to leave the lesson and report to the Deputy Head's Office. The matter is then attended to by the Headmaster, the Deputy Head or the Assistant Heads.

4 The School Code of Conduct

Embley is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

Prep School



Senior School

We aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally

- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches

Our Rules	Visible Consistencies
Be Ready Be Respectful Be Safe	• Meet & greet - start of lessons • Persistently catching children doing the right thing • Picking up on children who are failing to do the right thing • Praising in public, Reminding in private • End & send - end of lessons

5 Senior School

5.1 Introduction

The atmosphere of the Senior School is relaxed and friendly, and most pupils faithfully observe the Code of Conduct. Usually, a verbal reminder is sufficient to bring poor behaviour back in line with expectations.

Rewards and sanctions are entered on the management information system, iSAMS.

5.2 Rewards

5.2.1 Commendations

In line with the principle of positive encouragement, Commendations are given to recognise all aspects of School Performance (e.g. academic, behavioural, co-curricular, social and leadership). Each Commendation is awarded under one of the three headings of Effort, Excellence or Social Responsibility. These may be acknowledged at the end of a piece of work, but will always be entered onto iSAMS under one of the three headings (as soon as possible after they have been awarded). Many departments and teachers have stickers or stamps to indicate that a Commendation has been awarded in their subject.

- Up to 3 Commendations can be awarded on iSAMS for a single piece of work / action
- iSAMS records the number of Commendations pupils have received. Certificates are awarded to Years 7-13 as follows:
  - Bronze for 15 Commendations in one academic year
  - Silver for 30 Commendations in one academic year
  - Gold for 45 Commendations in one academic year
  - Platinum for 60 Commendations in one academic year
  - Diamond for 90 Commendations in one academic year
  - Emerald for 120 Commendations in one academic year
- iSAMS alerts pupils, Tutors, and Heads of Year whenever a Commendation is awarded. Parents will also be able to view a list of their child's Commendations on My School Portal.
- Bronze and Silver certificates are awarded in year group assemblies by the Head of Year; Gold and Platinum certificates are awarded in end of term assemblies by the Headmaster; Diamond certificates are awarded on Speech Day by the Headmaster or a nominated representative.
- Staff should try to find at least one instance of behaviour / piece of work per term worthy of a Commendation for each pupil in their classes / tutor groups.

5.2.2 Headmaster's Commendation

- During the course of the year, at the end of each term, those pupils with the highest number of commendations will meet with the Headmaster to discuss their achievement and be congratulated in person.

- Letters are sent home to parents by the Headmaster to alert them to the fact that their son/daughter has been rewarded with a Headmaster's Commendation. Commended pupils will be invited to meet with the Headmaster to discuss their work and be congratulated in person.

5.3 Restorative Approach

The restorative approach to wrong-doing seeks to repair harm and restore relationships by encouraging pupils to take responsibility for their actions, realise the impact of their actions on other people, develop empathy, understand how their thoughts and feelings affect their behaviour, and learn vital problem-solving skills.

The restorative approach is a respectful, responsive way to manage wrong-doing, which creates a harmonious, happy environment in which everyone feels valued and respected and where, importantly, they feel they belong.

5.3.1 A targeted approach

When misbehaviour occurs, a targeted restorative approach is used to work with those involved to identify the harm that has been done, with the focus on repairing the relationship.

This involves an adult (usually the Tutor or Head of Year) asking a series of questions following set themes: what happened; what those involved were thinking or feeling at the time and now; who else was affected; and what needs to happen to repair the harm. This enables the person who has been harmed to tell their story and describe how the incident has affected them, as well as allowing the person who has done the harm to be able to explain what happened and hear how their actions affected someone else. This is very powerful and helps pupils to develop empathy and self-reflection.

The restorative approach sits alongside the system of sanctions. Whilst it may be appropriate to issue a sanction for wrong-doing, this will never be done without a conversation.

5.3.2 Reparations

Through reflection and conversation pupils will be supported to consider how they can make reparations.

This may involve a facilitator (Tutor or Head of Year for example) bringing together the 'victim' and 'offender' to discuss the questions mentioned above and to find a way forwards (mediation).
It may involve the pupil making an apology to a peer or member of staff. Where appropriate, and for example in a situation where damage has been done to property, a pupil may be asked to complete some community service.

5.3.3 Community Service

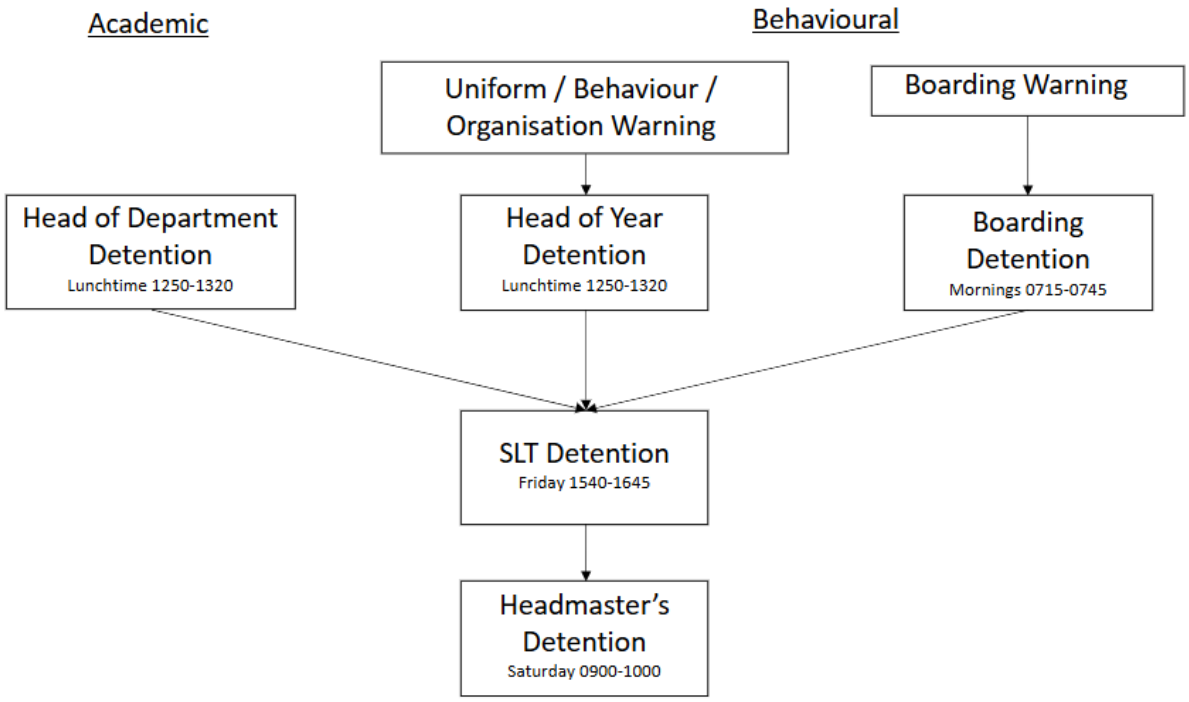
- Community Service can be awarded directly by a Head of Year
- The pupil's tutor or Head of Year will inform the parents of the situation.
- Community Service is administered and supervised by one of the Heads of Year, or members of the Senior Leadership Team, who will be notified by iSAMS whenever it is generated (as will the pupil and their tutor).
- Community Service is completed at lunchtime for 30 minutes.
- Tasks undertaken are constructive and provide a service to the school. They may include things such as litter picking, sorting out lost property, tidying and cleaning duties in the Atherley Hall.
- With a view to Health and Safety, tasks must be supervised adequately by the teacher concerned.
- Failure to complete Community Service without a good reason means that the pupil will have to sit a SLT detention. It counts as a SLT Detention for the purpose of accumulating a Headmaster's Detention (i.e., 3 SLT Detentions in a term).
- Parents will be able to view a list of their child's Community Service on My School Portal.
- The Head of Year may arrange a meeting with parents to discuss an action plan.

5.4 Sanctions

It is important that pupils know when their behaviour has not met the school's expectations, and most importantly that they understand why, how they have affected others, and what they can do to make things better. It is necessary to record all instances of wrong-doing and, often, to award a sanction alongside any restorative approach.

It is essential that colleagues are consistent in the awarding of sanctions. However, this is by no means to say that there is no room for discretion and professional judgement in awarding sanctions. There is a time and a place for clemency, such as when a pupil has particularly challenging pastoral problems. Each such case is judged on its merits. In addition, reasonable adjustments are made for pupils with special educational needs or disabilities.

5.4.1



5.4.2 Warnings – Uniform, Organisation, Behaviour

- Uniform warnings may be given to any pupil in Years 7-13 who is incorrectly dressed or wearing inappropriate jewellery according to the uniform guidelines (Years 7-11) and the Sixth Form Dress Code.
- Behaviour Warnings may be given to Years 7-13 for minor breaches of the school rules, inconsiderate behaviour, swearing, horseplay, use of mobile 'phone without permission (please refer to our E-Safety and Mobile phones policy) etc.
- Organisation warnings may be given to any pupil in Years 7-13 who submits late or unsatisfactory work unaccompanied by a good reason, or who forgets equipment or kit, for example.
- Any teacher may give a Warning. The pupil receiving the Warning is informed at the time of the reason for it verbally and then the sanction entered on iSAMS.
- The pupil, their tutor and Head of Year will receive notification of the Warning by iSAMS. Parents will also be able to view a list of their child's warnings on My School Portal.
- Any three warnings (Organisation, Behaviour or Uniform) in a half-term generate a Head of Year Detention.

5.4.3 Head of Year Detentions and SLT Detentions

- A Head of Year Detention is triggered automatically following three Warnings or can be awarded directly for more serious misbehaviour.
- The pupil's tutor will inform the parents and may discuss an action plan to improve the situation.
- Head of Year Detentions are administered and supervised by one of the Heads of Year, who will be notified by iSAMS whenever one is generated (as will the pupil and their tutor).
- They are sat at lunchtime for 30 minutes.

- It is understood that children learn best from their mistakes and are less likely to repeat them when they are encouraged to reflect upon them. In detentions, a form is used to guide pupils to think about what went wrong, who was affected and how, how the situation might be avoided in the future, and how they can make amends. This informs the conversation the member of staff running the detention has with the pupil.
- With a view to Health and Safety, tasks must be supervised adequately by the teacher concerned.
- Failure to attend a Head of Year Detention without a good excuse means that the pupil will have to sit a SLT detention. It counts as a SLT Detention for the purpose of accumulating a Headmaster's Detention (i.e., 3 SLT Detentions in a term).
- 3 Head of Year/Head of Department Detentions in a term will generate a SLT Detention.
- SLT Detentions are administered by the Deputy Head, who is notified by iSAMS whenever one is generated (as is the pupil, their tutor and Head of Year).
- Parents will be able to view a list of their child's detentions on My School Portal.
- Parents will be informed in writing of a SLT detention.
- The Head of Year may arrange a meeting with parents to discuss an action plan.
- SLT Detentions are sat after school for an hour on a Friday, supervised by a member of the senior leadership team.

5.4.4 Head of Department Detentions and SLT Detentions

- A Head of Department Detention will be given for more significant academic concerns such as disruptive behaviour in a lesson, inadequate work completed in a lesson, or ongoing issues with homework.
- The pupil's tutor will inform the parents and may discuss an action plan to improve the situation.
- Head of Department Detentions are administered and supervised by the relevant Head of Department (HoD). The Head of Year and tutor are notified by iSAMS whenever one is generated.
- Head of Department Detentions are sat at lunchtime for 30 minutes.
- Tasks undertaken are constructive, and may involve a written task that encourages the pupil to reflect upon the behaviour that led to the detention, or to complete missing work; extra work may be set by the subject teacher. Lines are not an appropriate punishment.
- Failure to attend a Head of Department Detention without a good excuse means that the pupil must sit a SLT detention. It counts as a SLT Detention for the purpose of accumulating a Headmaster's Detention (i.e., 3 SLT Detentions in a term).
- 3 Head of Year/Head of Department, or 3 Boarding Detentions in a term will generate a SLT Detention.
- SLT Detentions are administered by the Deputy Head who is notified by iSAMS whenever one is generated (as is the pupil, their Tutor and Head of Year).
- Parents will be able to view a list of their child's detentions on My School Portal.
- Parents will be informed in writing of a SLT detention.
- The Head of Department may arrange a meeting with parents to discuss an action plan.
- SLT Detentions are sat after school for an hour on a Friday, supervised by a member of the senior leadership team.

5.4.5 SLT and Headmaster's Detentions

- 3 SLT Detentions in a term will generate a Headmaster's Detention.
- Parents will be informed in writing of a SLT/Headmaster's Detention.
- Sixth Form students will be informed in writing of a SLT/Headmaster's Detention.
- Parents will be able to view a list of their child's detentions on My School Portal.
- As noted above, failure to attend a Head of Year/Head of Department Detention without a good excuse means that it is served as a SLT Detention.
- SLT Detentions take place each Friday after school 1540-1645.
- Gemma Morgan is responsible for checking that parents who have not responded to the detention letter by noon on Friday are aware that their son/daughter is being detained.
- Supervision is undertaken by a member of the senior leadership team.
- The staff member will converse with detainees to enable them to reflect on what has led to the detention, or to work out action plans, supporting the pupil by addressing the underlying problems. Pupils undertake tasks that contribute to their learning rather than being solely punitive.
- Failure to attend a SLT Detention without a good excuse means that it is served as a Headmaster's Detention instead.
- The third SLT Detention in a term generates a Headmaster's Detention held on a Saturday morning 0900-1000. Tasks undertaken during these detentions are at the discretion of the Headmaster. Pupils are expected to wear school uniform / adhere to the Sixth Form dress code as appropriate to their year-group.
- Supervision is undertaken by a member of the SLT.
- Both SLT Detentions and Headmaster's Detentions can be handed down for a single misdemeanour of corresponding gravity. Examples of such misdemeanours may include: truancy; bullying; theft; pre-meditated cheating in an examination; serious damaging of school property; making malicious allegations against staff.
- These detentions should only be entered on iSAMS after consultation with the Deputy Head.
- The administration for all SLT Detentions and Headmaster's Detentions is the responsibility of the Deputy Head, Leah Goodey, and she is assisted by the Senior School Secretary, Gemma Morgan. She also ensures that, in the case of Headmaster's Detentions: contact is made with parents beforehand; a formal letter from the Headmaster is sent home to parents, and to Sixth Form students by Gemma Morgan beforehand.
- Whenever a SLT or Headmaster's Detention is awarded / automatically generated, the pupil, their tutor, and Head of Year are automatically alerted by iSAMS via email.
- If a pupil repeatedly attracts Headmaster's Detentions, the School's Exclusion, Expulsion and Removal Policy may come into effect, with temporary exclusion typically the next resort. In the Sixth Form, the second Headmaster's Detention attracted since the beginning of Year 12 may lead to a parental meeting chaired by the Headmaster. If the pupil concerned attracts another SLT Detention or Headmaster's Detention, he/she may be temporarily excluded for a period of time that is determined by the Headmaster.

5.4.6 Administration of after-school detentions

- It is noted above who is responsible for the administration of each kind of detention.
- It is important that the administration of detentions is efficient and timely. Every pupil must be informed clearly of its date, time and location, as well as the reason why it has been awarded. The date, time and location will also be emailed to the pupil.
- Although parental permission as such is not required to detain pupils, parents have a right to know when and why their son/daughter is being detained. We also need to confirm that they know before we detain their son/daughter. Parents should be informed as soon as possible and no later than the day before the detention is scheduled.
- Gemma Morgan will write to parents to inform them of the detention, including the reason for the detention along with the date, time and place of the detention.
- If, for whatever reason, the date of the detention is changed, the administrating teacher is able to move the detention to a different date.
- The person supervising the detention marks the pupil as present at the detention on iSAMS.
- If the detention is missed without good excuse, this is noted on iSAMS by the person administering the detention. This will generate an e-mail to the person responsible for administering the consequent (SLT / Headmaster's) detention (also copying in those who would usually be informed of the latter type of detention).
- In the case of all detentions, staff members will be able to see which pupils are to be detained by looking at the list on iSAMS.

5.4.7 What happens when a Head of Year / Head of Department Detention clashes with another activity?

- In the case of medical or compassionate grounds, the detention is re-arranged. Such a reason should be confirmed by a parent, not just the pupil.
- If a parent expresses the wish that his/her son/daughter does not miss a non-school activity (e.g. tennis lessons) in order to attend a detention, inconvenience caused to the pupil is not a mitigating factor. Yet, if the activity is paid for in advance by the parents, or if missing it would involve letting down a number of other people, an alternative date is set.
- It may be that attending a detention would involve the pupil missing an Embley cocurricular activity. As a rule of thumb, a Head of Year / Head of Department Detention takes precedence over a practice or rehearsal but not over a match or performance.
- There may be circumstances in which it is not a clash but rather concerns for the safety of the pupil that lead to a parental request for the detention to be re-arranged. For example, it may be that a Year 7 pupil could not be picked up by a parent on a certain day in winter at 5 p.m., and that the parent is not content for the pupil to travel home alone in the dark. In such circumstances, the detention is re-arranged for another day after school. Detentions are only scheduled during lunchtime as a last resort and only after consultation with the Deputy Head.

5.4.8 What happens when a SLT or Headmaster's Detention clashes with another activity?

- With the exception of medical, compassionate and safety grounds, pupils are expected to attend SLT Detentions on the day set.
- As a general rule, SLT Detentions take precedence over all co-curricular activities. Exceptions to this rule will be rare.
- Given that Headmaster's Detentions take place at the weekend, the School is mindful that family commitments may mean that it is fitting that an alternative date is arranged.

6 Pastoral and Academic Support

Check in / Check out (CICO) report

The Check in/Check out (CICO) report is used to help pupils who have been recognised as needing extra support for any academic or pastoral concerns.

- Heads of Year, in consultation with the Deputy Head, Director of Studies and Pastoral Coordinator will identify 3 targets based on the areas of concern.
- The supervising member of staff will be identified by the Head of Year, Deputy Head, Director of Studies and the Pastoral Coordinator. This is most likely to be the pupil's tutor, Head of Year, Director of Studies or Pastoral Coordinator, and in some cases the Deputy Head, depending on the areas of support identified.
- Examples of targets would include: being punctual to lessons, adhering to the uniform rules, interacting respectfully with peers/staff, submitting homework on time, focusing in lessons etc.
- Parents will be informed of their son/daughter being placed on the CICO report.
- Each day while on report the pupil must check in with their supervising member of staff in the morning. At the end of each lesson and tutor period the teacher will mark whether the pupil has achieved, partially achieved or not achieved their targets and may write a comment. The pupil will check out with the supervising member of staff at the end of the school day.
- Pupils will take their report home for parents/guardians to discuss with them and sign, supporting communication between home and school.
- The aim of the report is to support pupils in making positive changes to their behaviour and for these changes to become habit. The report is most effective when used for several weeks (usually between 2 and 6 weeks). Sustained improvement will result in the report period ending. The CICO report is not used as a long-term support mechanism.

7 Sixth Form

7.1 Attendance and Punctuality

Pupils are required to attend all lessons and other school activities punctually in order to gain the most benefit from their time in the Sixth Form. It is also part of our pastoral commitment to pupils' safety to ensure that they are accounted for if they are not in school. Pupils' attendance is therefore closely monitored. They are registered by their tutor at 8:25 and 13.45

and by their teachers in each lesson.

Sixth Form pupils are allowed to leave the school site at lunchtime (between 12.00 and 13.45) but must sign out and back in again at Reception and then attend afternoon registration.

7.2 Planned absence

If a pupil knows they will be absent, parents must write to his/her Tutor in advance, who then enters this into iSAMS. The pupil must in advance, inform the teachers of any lessons he/she will miss, that he/she will be absent and make arrangements to catch up on work. Acceptable reasons for such absence include:

- Driving *test* or other external examination (driving *lessons* should not be scheduled during school time)
- University interview or open day
- Medical appointments which cannot be scheduled out of school time

Leave of absence for vacations must be requested in advance from the Headmaster but will not normally be granted during term time.

7.3 Unexpected absence

If a pupil is unexpectedly absent, e.g. due to illness, parents should notify the school in the ways set out in the school's Attendance Policy available on the school's website.

If a pupil becomes unwell during the school day, he/she must report to Matron, who may decide that the pupil should be sent home. Pupils who go home without first seeing the Nurse are considered to be absent without authorisation.

7.4 Monitoring Attendance and Punctuality

Each morning in registration the Tutor reviews the iSAMS attendance records of his / her tutees and asks for written, telephone or e-mail confirmation from parents of the reasons for any absence. Students have a week to produce this confirmation.
As above, in cases of absence, following registration, each day the receptionist will contact home to report absence and enquire as to the reasons if a message or permission has not already been given.
A register is taken for every lesson. Tutors challenge their students to explain any absence from lessons. All unauthorised absences from school (be they from Registration, lessons, supervised study periods or other mandatory school events such as Speech Day) are investigated by Tutors, with Head of Year always informed. Parents are contacted if a period of absence is confirmed as unauthorised, and registers filled in with 'O' (Unauthorised Absence).

Punctuality to morning Registration and to lessons is also monitored. There is an expectation that students are on time other than for reasons beyond their own control. Inexcusable lateness to a lesson or to Registration should be met with an Organisation Warning or Head of Department / Head of Year detention.

However, a graver sanction may be awarded at the discretion of the Head of Year if there are aggravating factors (such as the student bringing the School into disrepute during the relevant period of unauthorised absence).

7.5 Monitoring Academic Progress

The system for monitoring academic progress in the Sixth Form aims to recognise the effort and achievements of those who are working well, and to enable early identification and support of those who are not. Subject teachers are encouraged to use iSAMS to award Commendations for good work or effort by Sixth Formers, in the same manner as for Years 7-11.

In the event of late submission of work, or of inadequate work, teachers will give an Organisation Warning / ask for the work to be repeated and give a deadline. If this is not achieved, a Head of Department Detention will be issued. This will be recorded on iSAMS. Organisation Warnings can also be issued for repeatedly poor organisation (e.g. forgetting iPad after being verbally warned at least once). Sixth Form Tutors receive an e-mail alert whenever a sixth-former receives an Organisation Warning, thus enabling them to give the appropriate assistance. The escalation process is the same as for Years 7-11.

7.6 Sixth Form Dress Code

The Sixth Form has a Dress Code by which all pupils in Years 12 and 13 must abide. Details can be found on the School Portal.

The final decision about what is or is not acceptable rests with the Directors of Sixth Form and the Deputy Head. If a pupil is not sure whether a piece of clothing is acceptable or not, it should not be worn. A pupil who is in school and not dressed according to this code will be asked to make the appropriate changes. If it is not possible for a pupil to adhere to the dress code with the clothing they have in school, he or she may be asked to return home and parents will be informed.

7.7 Sixth Form Driving

Sixth-formers who have passed their driving test and who wish to travel into school by car will need to have permission from their parents using the Pupil Vehicle Permission Form. Any Embley pupil passengers must gain permission from their parents using the Pupil Passenger Permission Form for travel into and out of school.

7.8 Sixth Form Sanctions

Sanctions and the occasions on which they ought to be used are covered in the preceding paragraphs with sixth-formers subject to the same system and escalation process as pupils in Years 7-11.

Removal of Sixth-Form off-site privileges

In addition, we also consider the removal of off-site privileges on these occasions:

- A Sixth Form pupil who goes off-site without permission, or who drives or is a passenger in a car without the relevant permission forms as detailed above.
- The sanction comprises the pupil being confined to school premises for the duration of the school day (0825-1530).
- The length of time over which the privileges are withdrawn varies depending on the nature of the misdemeanour, the options being 2, 4 or 6 weeks (excluding school holidays).
- Details of the sanction, including the reason for it being given and the exact dates between which she is confined to the site, must be clearly communicated to the student in advance.
- This sanction can only be awarded by the Head of Year or the Deputy Head..
- Upon selecting the sanction on iSAMS, the teacher is requested to enter the reason for the sanction being given and the number of weeks (excluding school holidays) over which the privileges will be withdrawn. E-mail alerts are automatically sent to the pupil, their Tutor and the Head of Year.
- Leaving the school site without permission from the Head of Year while the sanction is in force leads to a Headmaster's Detention being awarded.

8 Prep School

The Head of the Prep School, Sheina Gibb, is responsible for overseeing the management of behaviour issues in Reception and the Prep School. The Head of EYFS, Rosie High, will oversee the management of behaviour issues in the Nursery School.

8.1 Rewards

Pupils respond to praise and encouragement in all aspects of their lives.
Each member of staff operates the House Point system to recognise pupils who are demonstrating characteristics from the Embley Profile as well as pupils who are making good effort throughout the school day

Rewards should be used consistently by all staff and pupils should clearly know what they are being rewarded for.

House points are recorded on the pupil's work and then added to the excel spreadsheet by the form teacher (Reception – Year 6). If twenty-five house points are collected in one term, a pupil will receive a '25 house point certificate' in class. If fifty are collected, a '50 house point certificate' is awarded, if seventy-five are collected a '75 house point certificate' is awarded and a 'gold star certificate' is awarded for one hundred house points, all during Prep Celebration Assembly. Staff record individual

totals and these are collected by the House Captains to add to the House total which are announced weekly, in Celebration Assembly.

As part of Embley's positive approach to reading Reception to Year 6 work their way up the reading tree collecting woodland animals on their in class poster. This tracks the number of reads per pupil, which counts towards the class total. When the class reach the top of the tree they can choose a class book which is purchased for them. The class with the highest number of reads each week is announced on Celebration Assembly and awarded one of the Embley owls for the week: in Reception to Year 2, Baby Jack and in Year 3 to 6, Mrs Emblington.

Each week class teachers award a Star Learner of the Week certificate to pupils who follow the School's values and show excellent learning behaviours and attitudes in class. The certificates are awarded in Celebration Assembly by the Head of Prep and a photo of the Star Learners displayed in the Prep Entrance Hall. A certificate is also awarded to the Star Learner of the Term during End of Term Assembly. Parents can view Star Learner awards for their child on My School Portal.

Staff may use other rewards such as stickers, stamps, comments and verbal praise and encouragement. In addition, pupils may be sent with a piece of work for other staff to admire. Work and sporting achievement is also displayed and presented in assemblies. On a rota, all classes have the opportunity to lead an assembly celebrating interesting work carried out in the classroom.

Parents may also receive a postcard home recognising outstanding effort or attainment from their child through the 'Ways to Praise' system. A form teacher writes and posts a postcard home.

8.2 Informal sanctions

Although rewards are central to the encouragement of good behaviour, there is a need to recognise and address unacceptable behaviour in order to ensure a safe and positive learning environment. Staff should deal with the problem in a restorative, supportive and fair manner. It should be made clear why a sanction has been applied and what changes in behaviour are required to improve. It is important that pupils are made aware that they are responsible for their own conduct. A consistent script can be used for this: "....***name****..."*
"I've noticed that.... *" (here link back to ready, respectful or safe)*
"I need you to ... *" (give an option)*
"I need you to be.....*"(give a reminder of a time when they were better than this)*
"Thank you for listening"
For example
Bob, I noticed you are running in the corridor, this is breaking our rule of being safe. I need you to walk around school just like you were this morning. Thank you for listening.

Following a gentle reminder an appropriate sanction may be deemed as necessary:

- Moving a child from the location of the behaviour
- Sending work home to be completed
- Removal of the pupil from the activity for the remainder of the session (if the learning of other pupils is being affected)

If a member of staff is having repeated conversations with a pupil about their behaviour this

will be recorded on iSAMS as a warning or sanction dependent on the behaviour.

8.3 Formal sanctions

8.3.1 Warnings & sanctions (Reception – Year 6)

- Warnings are given to pupils to alert them to behaviour or organisation which needs addressing. This is logged on iSAMS by the member of staff who gave the warning. There is never a warning logged without a conversation with a pupil.
- Any member of staff witnessing poor behaviour continuing after restorative conversations or one-off major incidents can then give a Prep School Sanction under the appropriate heading (which is linked to the three rules)
- The reason for the sanction will be recorded on iSAMS (feeding to the Head of Prep and the Form Tutor.)
- It may be necessary to give a sanction without a warning, dependent on behaviour demonstrated
- If a pupil receives 3 sanctions under any one heading in a half term, the pupil will receive a detention.
- A letter from the Head of Prep School will be sent to parents.
- Parents may also view a list of warning and sanction entries on My School Portal.
- Head of Prep School will run the detentions at lunchtime for 30 minutes.
- During the detention, the pupil will write a description of what they did wrong, the consequences of their actions and how they could moderate their behaviour in the future and discuss this with the member of staff leading detention. For younger pupils this will be verbal.
- If a pupil receives 3 detentions in a term, parents will be contacted and invited to meet with the Head of the Prep School.
- If a child receives more than one detention the Head of Prep School will also discuss next steps with the Headmaster
- Sanctions and warnings are not carried over into the next term, so that each half term pupils have a fresh and positive start.

8.3.2 Report to the Head of Prep School

- If a pupil uses consistently poor language or there is an incident of serious misconduct such as bullying or inappropriate physical behaviour, the Head of Prep will be informed immediately.
- A record is kept on the pupil's file on iSAMS.
- The Head of Prep School will deal with the pupil directly and inform parents.

If problems persist, or if the incidents are severe, parents are involved at the earliest opportunity and pupils are monitored both at home and at school. The Head of Prep may issue a period of in school suspension.

It is rare that a pupil persistently behaves badly and refuses to conform to the School's expectations. A continuance of such behaviour could, in consultation with the Head of Prep and the Headmaster, result in the pupil being excluded for a fixed period.

In these cases, the parents are asked to bring their child to discuss the terms of readmittance with the Head of Prep. In some circumstances it is necessary to refer a pupil directly to the Headmaster and where relevant and appropriate, the parents are informed.

Sanctions are consistently used, but staff must also take into account individual and mitigating circumstances. Pupils are made aware that they are responsible for their own actions and breaking rules will lead to consequences.

9 Boarding

The Heads of Boarding are responsible for overseeing the management of behaviour issues in the Boarding House.

The School's policy follows a fair and appropriate policy on behaviour, discipline and use of punishments and is known to boarders, boarding staff and parents/guardians. The Behaviour and Discipline Policy is in written form (accessible to boarders and sent to parents/guardians) and complies with National Minimum Boarding Standards (2022) as follows:

- The process to demonstrate that the boarders view the School's use of punishments as generally fair is through their representation on the School Council and the regular meetings that take place in the boarding house.
- No unacceptable, excessive or idiosyncratic punishments are used by boarders or staff including:
    - any punishment intended to cause pain, anxiety or humiliation
    - corporal punishment,
    - deprivation of access to food or drink
    - enforced eating or drinking
    - prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
    - requirement to wear distinctive clothing as a punishment (or nightclothes by day as a punishment)
    - use or with-holding of medical or dental treatment
    - deprivation of sleep
    - fines exceeding two thirds of the boarder's available pocket money provision
    - locking in a room or area of a building
- The procedure for recording serious incidents is in writing a log, for the administration of major punishments. This includes the name of the boarder concerned, the reason for the sanction, and the person administering the sanction.
- Major punishments include Behaviour Detentions and Headmaster's Detentions as detailed above in paragraphs 5 and 6. This could escalate to internal exclusions from lessons. The most serious punishment will be a formal exclusion in which the LGB and United Learning are involved, with the appropriate Appeals process. Details about exclusions can be found in the School's Exclusion, Expulsion and Removal Policy.

9.1 Boarding Detentions

- Boarding Warnings may be given to any boarder and are for breaches of the Boarding House rules.
- 3 Boarding Warnings in a half-term will generate a Boarding Detention.
- A Boarding Detention may also be given to any boarder for a more serious breach of the Boarding House rules.
- Any pupil receiving a Boarding Detention must be informed at the time of the reason for it and it should then be entered onto iSAMS
- Boarding Detentions are administered and supervised by the Heads of Boarding.
- The pupil, the Boarding Tutors, the pupil's Tutor, Head of Year and parents will be notified by iSAMS
- Parents can view a list of boarding warnings and detentions on My School Portal.
- Boarding Detentions are run 0715-0745 each morning and typically pupils reflect on the behaviour that led to the detention.
- Boarding Detentions are counted in the escalation process, so 3 Boarding Detentions in a term generate a SLT Detention.
- Both SLT Detentions and Headmaster's Detentions can be handed down for a single misdemeanour of corresponding gravity.
- These should only be entered onto iSAMS after consultation with the Deputy Head, Leah Goodey.

10 Record of Sanctions for Serious Misbehaviour

All sanctions imposed for serious misbehaviour are recorded in a centralised 'Record of Sanctions for Serious Misbehaviour' so that patterns can be quickly identified by the School and appropriate interventions made.

Embley defines serious misbehaviour as actions that stand in stark contravention of our aims and ethos. Examples of serious misbehaviour would therefore include but not be limited to:

- aggressive or violent behaviour
- severe or persistent bullying
- theft
- drug or alcohol abuse
- smoking / vaping
- ICT abuse
- malicious behaviour
- sustained disruption in lessons
- truancy
- wanton damage to school property
- racism
- cheating in public examinations / coursework / controlled assessment
- severe insubordination or insulting behaviour or language towards a member of staff

In the Senior School, serious misbehaviour is typically met with one of the following sanctions:

- Academic / Behaviour Detention
- Headmaster's Detention

- Exclusion / Removal / Expulsion

The Record of Sanctions for Serious Misbehaviour is up-dated electronically by the Deputy Head (Years 7-13) every half-term. Entries therein include: the pupil's sex, name and year group; the date and nature of the offence; the sanction imposed.

The Record categorises both offences and sanctions so that patterns can be quickly identified. Correspondence relating to episodes of serious misbehaviour is kept on CPOMS.

The Record is presented termly to SLT so that appropriate interventions in response to any patterns can be agreed and previous interventions reviewed.

11 Document Information

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