



Marriotts School

Behaviour for Learning Policy

October 2017

Introduction

Marriotts School is a comprehensive, over-subscribed 11 – 18 school. Our Behaviour for Learning Policy aims to ensure that all students can reach their full potential in a safe, secure, calm and ordered environment. It encompasses our rules, rewards and sanctions and the communication and management framework we use to ensure that students know they are being treated fairly and consistently.

Rules are kept to a minimum and are in place for good reasons. They are made known to the school community, parents, staff and governors through the staff behaviour and pastoral handbook and the website. Posters, form boards and the plasma screens reinforce these messages, so they are consistent throughout the school community. Our behaviour policy is published on our school website and will be republished with any changes to the Governors, staff and parents of the school on an annual basis.

Rationale

At Marriotts we are governed by our school's mission statement '**Aim High, Work Hard, Be Kind.**' This policy demonstrates our approach, showing how our systems and procedures embody the work we do with young people.

All staff accept a collective responsibility for the management of good behaviour. Staff are trained on our behaviour systems through regular whole staff and bespoke training.

This document supports a consistent approach, embedding the contents into an operational document.

Aims

We seek to ensure that every student is given the opportunity to learn through a varied, rich curriculum that maximises their potential, ensuring they progress to the next stage of their lives.

To ensure students' progress over time, staff implement a wide range of rewards and behaviour management strategies, as well as planning engaging lessons and following lesson routines in order to maximise students' compliance with our behaviour expectations.

Our aims are as follows:

- To promote equality of treatment and equal access to education opportunity within the school community.
- Create a calm, safe, purposeful and happy atmosphere within the school which enables all children to access the curriculum and make expected progress.
- Foster a positive, caring attitude towards everyone in the community by promoting kindness, respect, courtesy, tolerance, teamwork, trust and honesty.
- Acknowledge achievement at all levels in an environment that encourages pride in effort as well as achievement.
- Encourage increasing independence through growth mind-set and self-discipline.
- Encourage accountability for individual behaviour, so each child accepts responsibility for their behaviour.

- Make boundaries of acceptable behaviour clear and ensure that appropriate behaviour is encouraged and recognised.
- Maintain an environment in which each student's behaviour is conducive to effective learning and achieving their full potential.
- Encourage and nurture high personal standards which prepare students for a positive contribution to society in their adult lives.

Principles

There are three basic principles upon which our behaviour policy is based:

1. **Respect:** *For all members of our community, for our rules and routines, demonstrated through actions.*
2. **Attitude:** *Good behaviour for learning, high expectations of effort, of behaviour, of progress, students who are equipped, confident and ready to learn.*
3. **Ownership:** *Students who are responsible, self-motivated for and invested in their own success.*

Values

Marriotts School holds that the following values should underpin the operation of this policy and apply to all stakeholders

- Respect for others and for self
- Fairness and implementation according to need
- A belief that behaviour change is possible
- An understanding that fulfilling school expectations is, for some, a learning process.
- A belief in self discipline
- Inclusivity – 'no child left behind'

Roles and Responsibilities

- a) **The governing body** is responsible for defining the principles underlying the school's behaviour and attendance policy.
- b) **The Headteacher** is responsible for framing a policy which establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes equality, and, with other members of the senior leadership team, for organising support for implementing the policy.
- c) **The Staff** are responsible for ensuring that the policy is consistently and fairly applied, that pupils are taught how to behave well and are encouraged to attend punctually and regularly. They are also responsible for providing mutual support and for modelling the high standards of behaviour and punctuality expected from pupils.
- d) **The pupils** are responsible for modelling the high standards of behaviour and punctuality expected. Students are also responsible for shaping and promoting the school's code of conduct and supporting staff and other pupils. Students are able to do this through:
 - Student voice
 - Student surveys
 - Peer mentoring

- e) **Parents and carers** are responsible for ensuring their child's attendance and their behaviour inside and outside the school and for working in partnership with the school to maintain high standards of behaviour and attendance. Parents should sign the home school agreement, as a form of a contract agreeing to work with the school and support their policies. They are also able to contribute to the policy through consultation. Parent surveys are also available for completion at cyclical information and guidance evenings.

Expectations

Staff and students are expected to conform to the expectations in the classroom and at all other times whilst at school which are shared in staff training, our behaviour handbook, assemblies, form time, and via our curriculum.

Student expectations

1. Attend school daily, arriving on time to registration and all lessons.
2. Attend school with a positive attitude to learning (ATL).
3. Attend school with full equipment, ready to work.
4. Follow instructions first time and without argument.
5. Be respectful to all members of the Marriotts community.

Parent expectations

1. Sign the Home school agreement.
2. Engage in Parents evenings and school events
3. Ensure their child attends school, arriving on time every day.
4. Support their child by supplying the correct equipment and uniform.
5. Liaise with subject teachers, form tutors and year leaders to support the progress of their child.
6. Discuss their child's education at home and engage with homework activities via Show my Homework.
7. Support the school with the issuing of detentions by discussing the incident with their child.

Staff expectations

1. Prepare and deliver stimulating, challenging and interesting lessons.
2. Provide regular, useful and appropriate feedback.
3. Provide a safe environment in lessons and around the school.
4. Challenge students disrupting learning.
5. Demonstrate high expectations of all students.

Strategies

Staff will use the following strategies to create an environment where positive attitude to learning can be evident in every classroom:

- Use of prior student data; reading age, pen portrait, KS2 SATS.
- Seating plan based on prior student data
- Lesson template

- Learning wall in every classroom: student charter, noise level meter and lesson routines
- Warning system and rewards within the lesson
- Use of faculty removal, reintegration or on-call – including the 3R's meeting
- Phone calls, letters and postcards home
- Colleague support and training from the pastoral and teaching and learning teams
- Show all students unconditional positive regard, maintaining an assertive, respectful, calm and controlled manner

Our School Rules

1. Aim High, Work Hard, Be Kind
2. Respect, Attitude, Ownership
3. Follow the Community Code

Approach to Learning

The school recognises the importance of establishing a climate where praise and encouragement far outweighs the frequency of punishment. Praise begins with frequent use of encouraging language and non-verbal gestures in lessons and around the school, so that positive behaviour, punctuality and regular attendance are recognised and rewarded.

At Marriotts the following rewards are used to recognise effort, achievement and community spirit:

- Achievement points
- Green and yellow slips
- Rewards trips and vouchers
- Postcards and letters home

Sanctions are used when elements of our behaviour expectations are infringed or where there are faculty expectations that are not met. The principle of the consequences system is that students are given a fair set of rules and are given an appropriate consequence. All consequences are recorded in student files. Any consequence that involves an after-school detention, isolation or exclusion is notified to parents/carers either by a letter or a text/email message.

The following sanctions are operational in school to effectively support the continuity of learning or address incidents where our behaviour expectations have been breached. Procedural guidelines for each are available in the Behaviour and Pastoral Handbook 2017 – 2018.

- Faculty removal
- Reintegration
- On Call
- Reflection Room
- Learning Engagement Base
- ATL1 and ATL2 report
- Twilights

- Pastoral Support Programme (PSP)
- Internal Exclusion
- Learning Engagement Base
- Fixed term Exclusion
- Permanent Exclusion

Detentions

Detentions for incomplete or substandard homework, incomplete equipment or poor conduct are issued by the classroom teacher. Failure to complete this detention will result in a whole school detention. Whole school detentions are issued for the same day from 3pm to 4pm. Parental consent is not compulsory however a courtesy text is sent to parents informing them of the detention.

When a student is placed in the whole school detention, the teacher will attend a 3R's meeting with the student, focussing on reflecting on the event, resolving the issue and reconciling the relationship for a fresh start the next lesson.

On the rare occasion that a student cannot modify their behaviour and disrupting the learning of others, staff members will follow lesson removal procedures. This is a staged response to effectively deal with incidents of this nature which must be followed by the 3R's process.

Internal Exclusion

Students may be withdrawn from lessons for longer periods, to work under supervision in the Reflection Room. Work should be provided and students will be given a separate break and lunchtime to the normal school. Parents/carers will always be informed of internal exclusions by a member of the Pastoral Team. Parents may be called into school to discuss the incident and the ways forward.

This is not an exhaustive list, however examples of behaviour which may lead to an internal exclusion are:

- Direct or indirect rudeness towards a member of staff
- Refusal to accept the school rules
- Bullying
- Harassment, including racist, sexist or homophobic abuse
- Truancy
- Off-site without permission at lunchtime
- Littering
- Incorrect school uniform
- Fighting

The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom.

A series of internal exclusions may result in a fixed term exclusion. Students and parents/carers will always be informed when this is the case.

Exclusion

If it is deemed necessary to exclude a student from school, an initial telephone call will be made to explain the circumstances and inform the parent/carer of the sanction. This telephone call will be followed up with an official letter as soon as practicably possible. We follow DfE guidelines on exclusion, and the final decision to externally exclude can be made only by the Headteacher or through delegation to one of the Deputy Headteachers. When deciding to exclude a student, the Headteacher will ensure there has been a thorough investigation and that a record is kept of their actions and those of other staff. The standard of proof applied in school exclusions is the balance of probability. If staff have suspicions that a student has on their person (drugs, weapon, cigarettes, etc.) that may be in breach of school regulations, a search will be made and the student will be asked to empty the content of their pockets and bags. If they refuse, their parents will be called to carry out the search on our behalf.

There are two types of exclusion: fixed term and permanent.

The length of a fixed-term exclusion will be decided by the Headteacher with reference to:

- The age of the student
- The disciplinary record
- The nature of the offence
- The home background
- Exam obligations

Whenever a student is sent home for a part of a day as a consequence of their actions, for example so they can calm down and regain their composure, we record the incident formally, as a fixed term exclusion, in line with DfE guidance. If a student is sent home for the lunchtime period it is recorded as a half-day exclusion.

The following incidents or offences will normally lead to a fixed-term exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- Persistent refusal to accept the school's rules
- Deliberate damage or vandalism (in or out of school)
- Swearing directly at a member of staff
- Physical actions or violence towards a student (in or out of school)
- Persistent bullying (including cyber, racist, sexist or homophobic) or a single case of extreme bullying (in or out of school) (permanent exclusion may also be deemed appropriate)
- Bringing the school into disrepute (in or out of school)
- Bringing an offensive weapon onto the school premises
- Bringing inflammatory or inappropriate material into school that will cause offence
- Filming or taking inappropriate photographs of other students/staff without permission

We will not normally exclude for:

- Truancing or non-attendance
- Uniform or appearance
- Poor academic progress

- Behaviour of parents/carers
- Refusal to sign the Home School Agreement

If a child is excluded from school, either permanently or for a fixed period, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Where a student is excluded the school will:

- Notify parents/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion.
- Undertake to set and mark work for that student for the first five days of the exclusion.
- Provide full-time education (offsite or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer.
- Advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards.
- Consider how the time out of school might be used to address the student's problems.
- Consider what support will best help with the student's reintegration into the school at the end of the exclusion.

The parents/carers of a student who is excluded for a single or cumulative period of 6 – 15 days in any one term can request a meeting with governors to review the exclusion. The governors will meet within 6 – 50 school days of the exclusion and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 school days to review the exclusion.

After a fixed-term exclusion, students must attend a re-admission meeting with their parents/carers and a member of the Leadership team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion can also follow after certain single incidents, which are deemed to be extremely serious.

The following incidents or offences will normally lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- Actual or threatened violence against a member of staff
- Theft from the school, a student or a member of staff
- Serious actual violence against another student
- Sexual abuse or assault
- Possession, supplying or intent to supply any illegal drug
- Carrying an offensive weapon with intent to cause harm
- Behaviour leading to child protection issues, such as peer on peer abuse including sexual exploitation or grooming.

If a student is permanently excluded the school will:

- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion.
- Undertake to set and mark work for that student for the first five days of the exclusion.
- Advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided.
- Arrange a meeting of governors to review the exclusion and decide whether to uphold it.

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

Support and Prevention

The Behaviour for Learning policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school. The following elements may be used to help students who have difficult meeting expectations.

Pastoral System

Form tutors work closely with the Head of Year and Pastoral Team to ensure that any issues that need to be communicated to staff are fed into line management meetings, intervention group and whole staff briefings.

Contracts, Pastoral Support Plans, Support from Other Agencies

A Pastoral Support Plan (PSP) is school-based intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity. An 'at risk' profile is developed from year 7 to monitor this and a PSP will be put in place where appropriate.

PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. As part of target-setting we normally review class groupings, timetables and additional support offered.

The following will always apply:

- Students will be encouraged to set their own targets
- PSP's will break down the programme into four weekly slots and identify rewards and sanctions
- PSP's are reviewed half-way through their set time- often at about 8 weeks.
- Parents/carers will be involved and may be asked to sign a contract
- If the contract is broken, parents/carers and staff will be fully informed of consequences of such an action.

PSPs will be short, practical and agreed with parents/carers. We will seek expert input from other agencies, including:

- Education Support Centre
- Education Welfare Officer
- Connexions
- School Counsellor
- Educational Psychologist
- The Police
- Police Community Support Officer

Working with parents/carers, we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Social Services

Special Educational Needs

Particular efforts will be made to avoid excluding students who are on an Education Health Care Plan (EHCP). We will make reasonable adjustments for our SEN students, under the Special Education Needs Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled students by excluding them from school because of behaviour caused by their disability.

The Police

It will be for the Headteacher, Head of Behaviour or Head of Safeguarding to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed immediately if a decision is taken to contract the police. The possession of illegal substances on the school premises will always lead to the involvement of the police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus it will be normal practice for police interviews to take place at school only in the presence of parents or carers. If parents/carers cannot be contacted the interview will take place with the Headteacher or Head of Behaviour.

Staff should not obstruct the police in the course of their duty. The police have the right to enter site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.

Transitional and Additional Support

Students at Marriotts are supported from their allocation in year 6. A transition group is identified in collaboration with the local primary schools to ensure the journey from KS2 to KS3 is positive. This is in addition to the information we receive for every student.

A summer transition Harmony camp is available for students requiring further support to aid a smooth transition.

There are occasions when the expertise in dealing with behaviour or individual needs is beyond the ability of the professionals in school. The school will use a range of strategies to support internally via the intervention group in the first instance. Beyond this, alternative support from the Local Authority or Education Support Centre for KS3 and 4 to ensure we are meeting the needs of all of our students and their families may be sought. Information regarding student behaviour and progress will be shared for the beneficial purposes in these instances.

Significant Measures

Marriotts' staff are prepared through training and legislation for every eventuality. Fortunately, incidents of a significant nature in the school are rare. Staff have the power to use the following measures in school.

- **Conduct student searches:** Any student who is suspected of being in possession of an offensive weapon or it is believed that they may be in possession of or under the influence of alcohol or substances can have their bags, pockets or other areas of concealment searched by staff. We can ask students to remove: coats, jackets, outerwear and shoes as part of the search. A student will never be asked to remove garments which would leave any exposure. Staff will conduct the search in pairs and may confiscate items or contact the Local Authority or police to pass on any items which are illegal in their substance or to carry in the community.
- **Restraining or using acceptable force:** If a member of the school community is at risk of injury or distress, acceptable intervention including restraint will be used. Equally if a student's behaviour is presenting as 'at risk' to themselves, the same methods will be used.
- **Behaviour outside of school:** Students are responsible for conveying positivity at all times. If a student is in the community wearing the Marriotts' uniform, we expect their conduct to be exemplary; school expectations and sanctions will apply if there is an incident that occurs on the way to school or home which brings the school into disrepute.

We are bound by the Local Authority, at times, to supply information to professional bodies or to allow external bodies such as representatives from the police or social care to speak with students on the school premises without prior parental consent. We have a duty to assist any investigative body with their inquiries; we will take advice on notifying parents if such situations should arise.

Please note that this document is our policy document. Full details of procedures including our Home School Agreement and Student Charter can be found on our website in the Behaviour and Pastoral Handbook.

A successful staff will hold tightly to the rules expressing shared values, recognising that they are the invisible bonds that allow the community to function properly. If the values are disturbed by a teacher who does not understand the shared values, or by someone who is not willing to respect them, then it is possible that the whole school community will suffer. John Murphy, Phil Beadle 'Why are you shouting at us?'

Children are not criminals and the negative behaviour choices a minority occasionally make are not crimes. Our job is not about retribution; it is about ensuring young people learn from their mistakes, so they can take their place in society and succeed.
Jeremy Rowe 'Sorting Out Behaviour'.

Appendix: detail on specific rules

Uniform and Appearance

Uniform must be worn correctly at all times on the way to and from school and when representing the school off site. When non-uniform items are worn, they may be confiscated and parents/carers may be asked to collect them from school. Students wearing inappropriate clothing, unless they have a letter explaining the exceptional circumstances.

Hair must be appropriate for a smart, professional environment and must not be extreme in style, colour or length. Hair must be a natural colour. Students are only permitted to wear one small stud earring in each ear. Students in years 7 – 11 who are wearing heavy make-up will be asked to remove it or directed to their Year Leader. False nails and French Polish are not permitted.

Mobile Phones, Devices and Electrical Goods

Mobile phones are not permitted to be out for use or display in the school buildings during the school day. A device with a video or photo taking capability can easily be misused in a school setting. If a phone is used or seen whilst in school, either during a lesson, in a classroom or around the school site before school, staff will confiscate the phone and students will be required to collect it from the pastoral office at 3pm.

Damage to property

Staff at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be pursued through the consequence system. Damage should be dealt with by the Head of Year. Students will be billed for any subsequent costs incurred for replacement or repair.

Truancy

Parents/carers are requested to contact the school on the morning of the first day of any absence and each day thereafter. Students caught truanting lessons will be dealt with in line with our escalation policy.

Offensive Conduct to a Member of Staff

Abusive language/rudeness or defiance towards a member of staff will result in serious sanctions up to permanent exclusion from school. Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in permanent exclusion from school.

Theft

All cases involving theft including taking property without permission will be investigated by a senior member of staff. A fixed term exclusion is the minimum sanction for theft. Each case will be considered taking into account all factors and the Police will, in most cases, be informed.

Smoking, Alcohol and Drug-Related Offences

Smoking is not allowed on the school site or in school uniform off site. All instances suspected to involved alcohol, drugs or substance abuse will be dealt with as described in the Drugs Policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in supply of illegal substances is extremely serious and will lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to support are also both illegal and will be dealt with as explained above.

Possession or Use of an Offensive Weapon

An offensive weapon is anything used as a weapon to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, tasers, fireworks and any noxious substances. The weapon will be confiscated, with the item possibly shown to police and then disposed of. The student will be given some form of sanction. This will depend on the degree to which the item was used to cause alarm or harm others; the degree to which the student carrying the weapon intended to use it to cause alarm or harm to others. Bringing dangerous weapons onto school premises, such as knives, blades or guns, will lead to permanent exclusion.

Possession of Other Offensive Items

Possession of pornography, racist or inflammatory literature is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion is most likely to apply.

Improper Conduct

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault or duress, it will be treated as an issue of utmost seriousness. This may involve police action and sanctions up to and including permanent exclusion from school.