



**Marriotts School**

**Behaviour for Learning Policy**

**September 2019**

Reviewed: 18/09/19 – Behaviour Leads

Approved: 23<sup>rd</sup> September 2019

## 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 and calm 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 held under the phrase, 'The Marriotts Way'. The Marriotts Way is known to the school community, Parents, Staff and Governors through the staff behaviour and pastoral handbook and the school website. Key messages are communicated via form time, assemblies, life skills, newsletters and Marriotts social media platforms.

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 training.

## Our School Rules

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

## Our Three Foci: The Marriotts Way

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.

Our aims are as follows:

- To promote the values of '**Aim High, Work Hard, Be Kind**'.
- To promote equality of treatment and equal access to education opportunity within the school community.
- To promote a safe, calm, vibrant and purposeful learning environment within the school which enables all children to access the curriculum and make expected progress.
- To enable students to develop self-discipline and self-regulation.
- Make boundaries of acceptable behaviour clear and ensure that appropriate behaviour is encouraged and recognised.

- To be a school that does not tolerate bullying of others on any grounds, including age, ability, culture, ethnicity, sexual identity or faith.
- Encourage and nurture high personal standards which prepare students for a positive contribution to society in their adult lives.

### **Expectations of Marriotts community**

- 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, investigates and robustly challenges any 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. Staff should role model the behaviours that they want to see in students, whilst making reasonable adjustments as needed. Staff should apply the five pillars of practice to help achieve these expectations:
- Consistent, calm adult behaviour
  - First attention for good conduct
  - Relentless routines
  - Scripting difficult interventions
  - Restorative follow up
- d) **The pupils**
- Attend school daily, arriving on time to registration and all lessons.
  - Attend school with a positive attitude to learning (ATL).
  - Attend school with full equipment, ready to work.
  - Follow the rules and community code of the school.
  - Be respectful to all members of the Marriotts community.
  - Complete all sanctions in order to demonstrate ownership of actions.
- e) **Parents/carers** have joint responsibility with students for ensuring their child's attendance and behaviour inside and outside the school. Parents/carers are expected to work in partnership with the school to maintain high standards of behaviour and attendance. The home school agreement is signed in year seven or on entry to the school as an in-year admission. All parents are asked to uphold this agreement.
1. Sign the Home school agreement.
  2. Engage in Parents evenings, school events and meetings.
  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 application of the Behaviour for Learning policy, including the issuing of detentions by discussing any incidents with their child.

Parents/carers and members of the general public are expected to treat school staff with the same respect they would expect to receive from them. We expect polite and respectful conversations at all times. Examples of unacceptable standards of behaviour from parents/carers either in person or via telephone calls or e-mail include:

- Shouting or aggressive behaviour
- Threatening or abusive language involved swearing or offensive remarks
- Making malicious allegations
- Derogatory remarks or behaviours
- Wilful damage to school property

Parents/carers or member of the public will be barred from the school premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban.

### **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, positive conversations and non-verbal gestures, 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
- Recognition in assemblies

Sanctions are used when elements of our behaviour expectations are not adhered to. The principle of the consequences system is that students are given clear boundaries, a fair set of rules and are given an appropriate consequence. Parents are notified in advance of any consequence that involves an after-school detention, isolation or exclusion.

The following sanctions are operational in school to effectively support the continuity of learning or address incidents where our behaviour expectations have been breached.

- Discrete warning system
- Reintegration
- Faculty removal
- On Call
- Reflection Room
- Teacher set detention
- Whole school detention

- Short term lesson removal
- ATL1 and ATL2 report
- Twilights
- Pastoral Support Programme (PSP)
- Internal Exclusion
- Fixed term Exclusion
- Permanent Exclusion

### **Contracts, Pastoral Support Plans, Support from Other Agencies**

A Pastoral Support Plan (PSP) is a school-based intervention to help individual students to manage their behaviour. This is used in line with Hertfordshire guidance. It is particularly useful for those whose behaviour is deteriorating, and who are at risk of permanent exclusion. Students who are considered 'vulnerable' are identified at the earliest opportunity.

PSPs identify precise and realistic targets for the student to work towards. A nominated member of the Pastoral or Senior Leadership team 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 will 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.
- PSP's will include a reward for students who are getting it right.

Support for students on a PSP

- Form time with the Head of Behaviour and/or Senior Pastoral Lead
- Weekly outreach or mentoring
- Personalised timetable depending on needs
- Pen portrait
- Four weekly feedback from teachers to share with students and Parents/carers
- Implementation of a range of strategies including: anxiety mapping, roots and fruits, baseline testing, learning support, group or individual counselling.

We may seek expert input from other agencies, including:

- Education Support Centre
- Education Welfare Officer
- YC Herts
- 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**

We 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 contact the police, if in the best interests of the pupil. 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.

### **Detentions**

Detentions for:

- Incomplete homework
- Substandard homework
- Low level disruption
- Poor conduct
- Inadequate preparation for lessons, including incomplete equipment

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 for poor behaviour, colleagues can hold a 3Rs meeting with the student if the relationship can be repaired, focussing on **reflecting** on the event, **resolving** the issue and **reconciling** the relationship for a fresh start the next lesson.

## **Uniform and Appearance**

The following system is in place for students with incorrect school uniform:

- Tutors should check uniform each morning to ensure that all Marriotts students are appropriately dressed. This includes hair/make-up/accessories and footwear.
- Form Tutors should identify any student who has on items of incorrect uniform and send to the Year Leader/SLT link for follow up action.
- Form Tutor to log uniform concern on SIMS.

Year Leaders/SLT Link will try to resolve the issue by taking the following steps:

- Providing a 24 hour uniform pass
- Offering spare uniform from stock
- Issue make-up wipes and nail varnish remover.
- Contacting parents/carers to establish when the issue can be resolved. A blue pass will be issued if the parent requests that they need time to resolve e.g. blazer on order.

If contact with home is unsuccessful or the uniform is not available the following will need to be considered on an individual basis:

- Student will complete learning in the Reflection Room or placed with a member of SLT
- If agreed with the Assistant Head- Behaviour, a note will be issued and the parents contacted.
- Financial support may be required at the discretion of the Assistant Head- Behaviour.

We are mindful that there may be very occasional situations when uniform and footwear pose an issue. Exceptional circumstances are viewed on a case-by-case basis by Assistant Head – Behaviour. The Assistant Head – Behaviour can send student home in line with DfE guidelines to fix uniform infringements. Parental contact must be made before student sent home.

## **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. Parents/carers and 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 placed in the reflection room.

## **Leaving site during the school day**

If students are caught leaving the school premises during the school day, they will be placed in the reflection room until 4pm on return to school. Continued truancy and leaving school site can lead to a fixed term exclusion.

The Sixth Form Policy covers students in Year 12/13 leaving the school site without permission.

## **Red line behaviour**

Red line behaviour is considered behaviour that is dangerous and/or offensive, in which the lesson may be stopped due to the seriousness of the action. In these cases, teachers do not need to follow the warning system and may press on call immediately and will be placed in the reflection room in the first instance while an investigation takes place. Examples of red line behaviour may include:

- Fighting/violence
- Throwing objects which could cause harm
- Homophobic/Racist/bullying incident
- Swearing directly at or verbal abuse towards a teacher or student

## **Internal Exclusion**

Students may be withdrawn from lessons for longer periods, to work under supervision in the Reflection Room. Work will 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. The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom. The Reflection Room operates with clear expectations for behaviour.

This is not an exhaustive list, however examples of red line 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
- Incorrect school uniform
- Fighting
- Damage to school property

## **Prohibited items**

If staff have suspicions that a student has on their person an item that may be in breach of school regulations, a search will be made. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. If they refuse, their parents will be called to carry out the search on our behalf. (DfE Searching, screening and confiscation January 2018).

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 the member of staff conducting the search must be the same sex as the pupil searched. You can carry out a search of a pupil of the opposite sex to you and/or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be cause to a person if you do not conduct the search immediately and where it is not reasonable practicable to summon another member of staff (DfE Searching, screening and confiscation January 2018).

Staff 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.

Prohibited items include

- Knives or weapons
- Drugs
- E-cigarettes
- Cigarettes including tobacco and papers
- Lighters
- Alcohol
- Fireworks
- Pornographic images

## **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.

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
- Special Educational Needs

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 aggressively and directly, verbal abuse or aggression towards 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 object made or adapted for another use to threaten or cause injury
- Bringing inflammatory or inappropriate material into school that will cause offence
- Filming or taking inappropriate photographs of other students/staff without permission
- Theft from the school, a student or a member of staff

The following codes are applied in line with DfE guidance:

Reason for Exclusion:

- BU – Bullying
- DB – Persistent disruptive behaviour
- DM – Damage
- DA – Drug and alcohol related
- OT – Other
- PA – Physical assault against an adult
- PP – Physical assault against a pupil
- RA – Racist abuse
- SM – Sexual misconduct
- TH – Theft
- VA – Verbal abuse/threatening behaviour against an adult
- BP – Verbal abuse/threatening behaviour against a pupil

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 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. Reintegration following a fixed-term exclusion may include time in the Reflection Room.

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.

### **Permanent exclusion**

The following incidents or offences most likely 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
- Serious actual violence or abuse against another student
- Behaviour leading to child protection issues, such as peer on peer abuse including sexual exploitation or grooming.

The following offenses will result in permanent exclusion from the school:

- Possession, supplying or intent to supply any illegal drug
- Bringing an offensive weapon onto school premises , or having a weapon in school

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 day 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.

### **Significant Measures**

Staff have the power to use the following measures in school.

- **Restraining or using acceptable force:** If a member of the school community is at risk of injury or distress, acceptable intervention including restraint may be used. Equally if a student's behaviour is presenting as 'at risk' to themselves, the same methods may 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 including exclusion, if there is an incident that occurs on the way to school or home, school trips or work experience which brings the school into disrepute.
- **Contact with external agencies** - 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.