



BEHAVIOUR POLICY

A RATIONALE

At Marling School we work together as one team to create a vibrant school, where staff and students embrace opportunities to learn and thrive in an environment of tolerance and respect.

Expectations

Everyone is expected to play their part in ensuring that Marling School is well ordered, learning is effective and that all interactions are based upon mutual understanding and respect.

Emphasis is placed upon praise and reward for achievement.

Very high standards are expected of students who must exercise self discipline, behave sensibly and show courtesy and consideration to all other members of the school. Students that are unable to meet these standards will have sanctions imposed in order to modify their behaviour.

School Rules:

The school rules are made available to students in their diaries. The rules encourage self-discipline in pursuit of a supportive and respectful learning environment

Home School Agreement

The Home-School agreement sets out the contract between parents or carers, the pupil and the school. The agreement asks that parents support the school's policies and guidelines for behaviour and are proactive in supporting high attendance and a good work ethic with regard to both homework and class work. All pupils and their parents/carers return a signed copy of the Home School agreement upon joining Marling School.

B ROLES AND RESPONSIBILITIES

The **Governing Body** will:

- Establish principles to promote good behaviour and discipline amongst students.
- Establish with the Headteacher the policy for the promotion of behaviour to support learning, safety and well-being and keep it under review.
- Notify the Headteacher of related guidance if they wish the behaviour policy to address particular issues.

The **Headteacher** will:

- Implement and manage the policy and procedures to ensure good order in the school.
- Support staff faced with challenging behaviour that impacts the learning, safety or well-being of students.
- Will notify the governing body of any changes to guidance from external bodies relating to this policy.

Staff, including teachers, support staff and volunteers will:

- Make themselves aware of the policy and procedures of the school.
- Ensure that the policy and procedures are followed, and consistently and fairly applied.
- Offer mutual support to fellow staff in the implementation of the policy.
- Advise the Headteacher on the effectiveness of the policy and procedures.
- Create a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- widening their own and students understanding of related health and social issues e.g. antisocial behaviour

Parents and carers are expected to:

- Take responsibility for the behaviour of their child both inside and outside the school.
- Work in partnership with the school to assist the school in maintaining high standards of behaviour.

Students are expected to:

- Take responsibility for their own behaviour.
- Follow the school rules in relation to behaviour.
- Ensure that incidents of disruption, violence, bullying or any form of harassment are reported.

C PRINCIPLES AND PROCEDURES OF THE BEHAVIOUR POLICY

Staff should:

- Inform students of the school rules and expectations related to behaviour.
- Establish good habits, including mutual respect in their students at the earliest opportunity.
- Reinforce positive behaviour.
- Try to deal with behaviour problems directly wherever possible by talking with the student.
- Intervene at the earliest opportunity to try to prevent any escalation of the problem.
- Seek support from the Head of Department or SLT to identify pedagogical solutions.
- Seek support from the relevant pastoral team to identify underlying causes of behaviour problems or check if there is an issue of persistent poor behaviour.
- Liaise with parents or carers in cases of repeated minor breaches of the behaviour policy.
- Liaise with parents at the earliest opportunity for major breaches of the behaviour policy.

Students should:

- Be prepared to learn and to contribute positively at all times.
- Respect other peoples' views and belongings.
- Act in a responsible manner that allows the learning process to be uninterrupted or disturbed.
- Seek support from his classroom teacher, tutor, Head of Year or Head of Key Stage wherever appropriate.

Parents should:

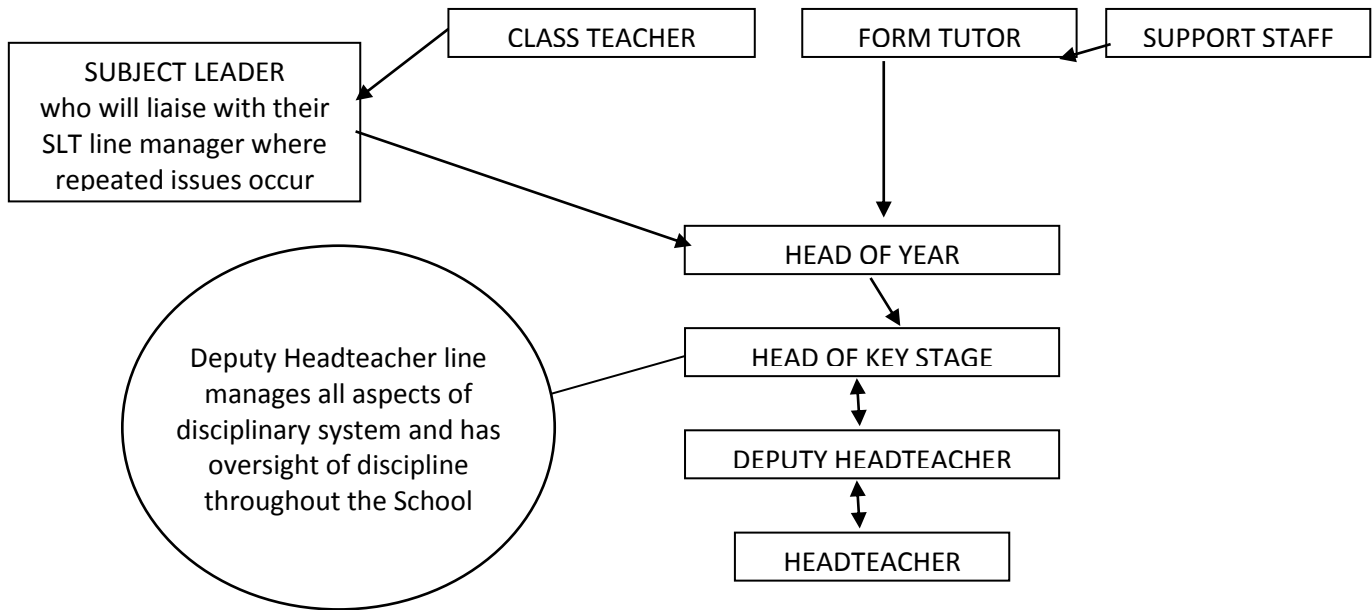
- Support the school in its endeavours to maintain good discipline.
- Liaise with the school when changes in circumstances may affect the learning or behaviour of the student.
- Abide by the Home-School Agreement.

Training:

The induction of new staff, supply staff and teachers-in-training will include detailed training on the accepted standards of conduct and the procedures outlined in the behaviour policy.

Where a problem persists, or is of a serious nature, the following chain of responsibility should be used in resolving the problem.

Chain of Responsibility for Behaviour Incidents:



Initially the **Teacher** should deal with the behaviour in their classroom. They may choose to use a range of strategies (this is not an exhaustive list):

- Verbal reprimand.
- Change of seat or working area within the room.
- Repeat of unsatisfactory or incomplete work.
- Detention for part of break or lunchtime.
- After school detention.
- Placed on a report card.
- Referral to Head of Department if student's behaviour is not modified within a reasonable timeframe.
- **If the teacher is unsatisfied with the response of the student they should log the incident in SIMS InTouch. If the poor behaviour is serious or persistent they should refer to the Head of Department.**
- **Punishment of a whole group for the actions of individuals within that group should be avoided.**

Once referred to the **Head of Department** the HOD should work with the teacher to modify the pupil's behaviour in that subject. Equally they should notify the Head of Year who will identify students causing concern across more than one subject and advise if there is a wider issue.

Heads of Department may choose to use a range of strategies (this is not an exhaustive list):

- Department detention for part of break or lunchtime.
- Department after school detention*
- Departmental report.
- Communicate with home
- Exclusion from the lesson for a set agreed period of time.
- Withdraw of privileges (e.g. Participation in non-curricular school trips or activities).
- Referral to Head of Year if pupil's behaviour is not modified within a reasonable timeframe.
- **If the Head of Department is unsatisfied with the response of the student they should log the incident on SIMS InTouch. If the poor behaviour is serious or persistent they should refer to the Head of Year.**

Once referred the **Head of Year** should work with the department to modify the student's behaviour in that subject or across several subjects if the issue is wider. Once a referral has been made to a Head of Year, that HOY in conjunction with the Head of Key Stage and tutor; helps the teacher and Head of Department to monitor the pupil in that subject. They may choose to use a range of strategies (this is not an exhaustive list):

- Head of Year detention for part of break or lunchtime
- Head of Year after school detention
- Report Card or Target Card

- Exclusion from lessons for a set agreed period of time
- Withdraw of privileges (e.g. Participation in non-curricular school trips or activities)
- Interview with the parent.

Incidents out of the classroom:

Incidents occurring outside of the classroom should be dealt with by the teacher present at the time. Serious incidents occurring during break/lunchtime should be reported to Heads of Year using the Staff Incident Reporting Form, available on the shared area. A senior member of staff is on duty before school, at break time, lunchtime and bus duty each day.

Incidents beyond the school gate:

This behaviour policy is relevant to all activities in school and during any school organised or school related activity where the student is representing the school. It is also relevant whilst a pupil is travelling to and from school or at other times when the student is wearing the school uniform and therefore representing the school.

In some circumstances the Headteacher may choose to discipline a student for behaviour outside of school but not on school business or wearing school uniform if the Headteacher feels there is a clear link between that behaviour and maintaining good discipline at the school. In some cases such behaviour may result in an exclusion.

Plagiarism (the representation of work from another source (e.g. internet) as if your own):

Plagiarism of work from another source such as the internet is dishonest and will be dealt with severely. In serious cases such as for public examination coursework or assessment, it may lead to a fixed term exclusion.

Involvement of Outside Agencies:

Pastoral leaders will call upon the services of outside agencies wherever necessary and inform the Leadership Team. This includes the police where the behaviour is considered to be a criminal nature or poses a threat to members of the school, community or public.

D SANCTIONS

The school records incidents of misbehaviour for each student electronically using the SIMS InTouch system.

Minor breaches of discipline should be dealt with directly by the member of staff and could lead to an incident being logged on SIMS InTouch and/or a detention at breaktime or lunchtime.

Major or repeated minor breaches will be dealt with by the appropriate staff according to the chain of responsibility above.

Incidents are allocated a number of behaviour points. With repeated misbehaviour, the points accumulate for an individual student and the following sanctions apply:

- 12 points in one term will result in an after school detention.
- 21 points in one term will result in a one day Internal Exclusion.
- 27 points in one term will result in a one day Fixed Term Exclusion.
- 50 points in one academic year will result in a one day Internal Exclusion (unless an Internal Exclusion has already been served for reaching 21 points in one term).
- 100 points in one academic year will result in a one day Fixed Term Exclusion (unless an Internal Exclusion has already been served for reaching 21 points in one term).

Most students know what is expected and behave accordingly. Those who show self-discipline and meet expectations will not experience any sanctions. Students who fail to conform to expectation will be subject to sanctions to modify behaviour. There should be a stepped approach to managing students who do not conform to expectations. In all matters Punishments or words which are humiliating or degrading must not be used. Comments should be confined to discussion of the behaviour, rather than the individual.

After School Detentions

12 behaviour points recorded against a student will result in an after school detention. Marling School uses after school detentions in line with Section 5 of the 1997 Education Act. Marling School will give at least 24hrs written

notice of the detention to parents/carers. The responsibility for making suitable travel arrangements to take the child home after a detention lies with the parent/guardian.

Exclusions

In serious disciplinary cases, for instance, the use of violence, swearing, racism, vandalism, offensive behaviour or repeated minor offences, the Head of the Key Stage will recommend to the Deputy Head that the student be placed on an Internal Exclusion or External Exclusion. In some cases the student might be isolated for the duration of the investigation where this is in the best interests in maintaining good order.

The Deputy Headteacher will refer recommendations for Fixed Term Exclusions or Permanent Exclusion to the Headteacher. Parents will be informed of the outcome of the investigation and the decisions made at each stage.

- **Students could face permanent exclusion in the event of a breach of the rules related to controlled substances (see Controlled Substances Policy)**

Racist and bullying incidents must be recorded in the central Racist or Bully Logs. Support will be offered to students where appropriate to enable them to consider their actions or if their safety or well-being is in jeopardy.

Permanent Exclusion

A decision to exclude a pupil permanently will be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- **In the case of a student selling, supplying or attempting to buy substances listed in the Misuse of Drugs Regulations 2001 on school premises or its surrounding area, or on school trips, or whilst representing the school, that student will always face permanent exclusion.**

E BEHAVIOUR LEVELS

The level of warning is at the discretion of the Headteacher

Progression to higher levels is not automatic while, for particularly serious misbehaviour, an appropriate response might be to issue a high level warning or to permanently exclude immediately.

If a student responds well to his support plan, and meets the commitments set out within it, he may be moved to a lower behaviour level or come off a plan entirely. If, however, behaviour subsequently declines again or there are further incidents that lead to an exclusion, a student's past record of behaviour will be included in determining which level they should be placed on.

Level 1

- A warning that behaviour is unacceptable.
- Level 1 Behaviour Support Plan will be set up for the student.
- Student may be placed at Level 1 for:
 - A single incident that has resulted in an internal exclusion
 - Accumulation of a significant number of behaviour points in a short period of time
 - Professional judgement of their Head of Year that formal monitoring and support of behaviour is required.

Level 2

- First formal warning that behaviour is unacceptable.
- Level 2 Behaviour Support Plan (BSP – *see appendix*) will be set up for the student.
- Student may be placed at Level 2 for:
 - A single incident that has resulted in an internal or fixed term exclusion.
 - No change or worsening behaviour while at Level 1.

Level 3

- Further formal warning that behaviour is unacceptable.
- Level 3 BSP set up for the student.
- Student may be placed at Level 3 for:

- No change or worsening behaviour while at Level 2.
- A single significant incident (or repeat of a behaviour) that has resulted in an internal or fixed term exclusion.

Level 4

- Final formal warning that behaviour is unacceptable and that a student is at risk of permanent exclusion.
- Level 4 BSP set up for the student.
- Students may be placed at Level 4 for:
 - No change or worsening behaviour while at Level 3.
 - A single, serious incident that has resulted in a fixed term exclusion.
 - A series of incidents that have led to internal and/or fixed term exclusions.

Level 5

- Behaviour can no longer be tolerated
- Permanent Exclusion from the school

F LINKS WITH OTHER POLICIES

- Anti-Bullying Policy
- Controlled Substances Policy
- Single Equality Scheme
- Safeguarding & Child Protection Policy
- Educational Visits Policy

G DEVELOPMENT, MONITORING AND EVALUATION OF THE BEHAVIOUR POLICY

Consultation:

The House Council were consulted. All staff were consulted. All students are made aware of the rules, rewards and sanctions at the beginning of each academic year. Parents are encouraged to support the policy through the home-school agreement.

Review:

- The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.
- The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. This review will take place in consultation with the Headteacher, staff and students.

Appendix: Behaviour Support Plans

A Behaviour Support Plan (BSP) is a school-based document designed to assist individual students meet the school expectations for their behaviour following a formal warning about their behaviour from the Headteacher.

1. Identifying students who need a BSP

A student who receives an internal or fixed term exclusion will automatically be placed on a BSP. The level of BSP that is set up will be determined by the seriousness of the incident that has led to the exclusion and the behavioural history of the student.

Additionally, at Level 1, a Head of Year or Head of Key Stage may use their professional judgement to recommend that a student needs a BSP to support with their behaviour. That judgement will be made based on information including behaviour point data and other feedback from teaching staff and tutors. The decision on whether to proceed with a BSP will be made by the Headteacher and/or Deputy Headteacher. Before a BSP is set up a student may already have received significant support with the pastoral team.

2. Levels of BSP

There are four, hierarchical, levels of BSP that correspond with the Behaviour levels outlined in the behaviour policy. A student's first BSP can be set at any level. The starting level depends on the nature of the behavioural issues that have been presented and is made by the Headteacher on advice from the Deputy Headteacher and Head of Year. Failure of a student to meet the commitments set in a BSP may lead to them being placed on higher level plan.

Students at risk of permanent exclusion will be placed on a Level 4 BSP. Failure to meet commitments at that level could lead to a managed move to another school or permanent exclusion.

3. Setting up a BSP

BSPs are led by a student's Head of Year.

a. Initial Meeting

The meeting to set up the BSP should include the Head of Year, the student and his parents/carers. Others who may be invited include Head of Key Stage, Pastoral Support workers and members of the AEN team or outside agencies that have been involved in supporting the student. At BSP3 and BSP4 level a member of the School Leadership Team will be in attendance.

Information to be available at that meeting will include:

- Behaviour Report
- Attendance Report
- Latest School Report
- Minutes of any previous BSP meetings

Student Commitments

The student will commit to, typically three or four, targets. These could, for example, include:

- Improved behaviour in lessons
- Levels Academic effort and/or progress
- Engagement with offered support

They should be achievable and success in meeting them should be clearly measurable.

School Commitments

The school will specify how they will support the student in meeting their commitments. This could include, for example:

- Use of report cards etc.
- Teaching strategies
- Mentoring
- Counselling
- Additional provision or resources

- Access to support from outside agencies
- Adapted curricula

At Level 3 or 4 a placement at an Alternative Provision School may form part of the support provided.

b. Review Meetings

Interim Review

An interim review meeting, involving the same parties as for the initial meeting, will be held 8 weeks after the BSP is set up. Evidence will be reviewed to determine if commitments have been met. Additional commitments by student and school may be agreed if appropriate. A BSP1 may be ended at this point if all commitments have been met.

Final Review

A final review meeting will be held 16 weeks after the BSP is set up. Evidence will be reviewed to determine if commitments have been met.

- If commitments have been met a BSP may be closed or one set up at a lower level if further support is considered necessary.
- If commitments have been mostly met a new BSP may be started at the same level.
- If commitments have not been met a new BSP will be started at a higher level.