



The Marlborough Science Academy Whole School Behaviour Policy GP23	
Responsible Governing Body Committee:	Personnel Committee
Policy type:	Statutory
Date of Origin:	April 2005
Adopted by:	Full GB
Author:	James Griggs
Location:	
Filename:	

Review Due Date	Review Completed	Amendments Y/N
18 th June 2015		
June 2016		
March 2017	February 2017	Y
February 2018	November 2018	Y
November 2019	October 2020	Y
October 2021	October 2021	Y
October 2022		

Other policies/procedures linked to this policy:

Whole School Behaviour Procedures SP23
 Teaching and Learning Policy GP38
 Equal Opportunities GP09
 Anti Bullying Policy GP15

Special Education Needs Policy GP21

Purpose

Here at the Marlborough Science Academy we believe that our values create and underpin our ethos. The five core values of Dignity, Kindness, Compassion, Courage and Endeavour form the foundation of all we do as a school and help us to secure a vibrant community in which to flourish. This policy has been created to help promote and ensure that these values remain at the heart of everything we do as a school.

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment and discrimination
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures

Implementation

The Governing Body with the Headteacher will in consultation with staff, establish the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They will also ensure that they fully adhere in promoting British Values within school. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, headteacher and staff will ensure there is no differential application of the policy and procedures relating to a student's ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Where there are mitigating factors in relation to safeguarding, mental health, DSEN or a child's personal circumstances, a member of the leadership team may make reasonable adjustments to reflect the needs of the child on a case by case basis.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The procedures arising from this policy will be developed by the headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Who/what was consulted:

Secondary heads association and NASUWT guidance on school policies for whole school behaviour. DFE guidelines on whole school behaviour. Governing body. Local Authority guidance on whole school behaviour management. Exclusions Guidance 2017. Ofsted guidelines on school inspection. Mental health and behaviour in schools 2018.

Roles and Responsibilities:

The Headteacher, Deputy and Assistant Headteacher will be responsible for monitoring the implementation of this policy and tracking its effectiveness across the whole school.

Arrangements for monitoring and evaluation:

The head, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head will keep the Governing Body informed. Behaviour will be a standing item at governor's personnel meeting.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness.

The outcome of the review will be communicated to all those involved, as appropriate.

Date established:
April 2005