The Marlborough Science Academy **Whole School Behaviour Policy GP23**	
Responsible Governing Body Committee:	**Personnel Committee**
Policy type:	**Statutory**
Date of Origin:	**September 2022 to replace original document originating in June 2015**
Adopted by:	**Full GB**
Author:	**Doug Eve**
Location:	**T:Drive_Shared_POLICIES**
Filename:	**BehaviourPolicySept2023.docx**

Review Due Date	**Review Completed**	**Amendments Y/N**
September 2023	September 2023	Y
September 2024	September 2024	Y
September 2025		

Other policies/procedures linked to this policy:

Teaching and Learning Policy
Equality Policy
Anti-Bullying Policy
Special Education Needs Policy
Child Protection and Safeguarding Policy
Code of conduct for staff
Mobile Phone Policy and Procedure
Appropriate use of ICT
Behaviour code of conduct (diamond code)

Purpose

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.

We advocate that a positive learning environment is built on the foundation of these five school values which create a culture where students demonstrate:

- Kindness and compassion in their interactions with peers, staff, and visitors, both within and outside the school premises

- Dignity in their conduct, showing respect for themselves and others

- Endeavour in their approach to learning, striving for personal growth and academic excellence

- Courage to stand up for what is right and to face challenges with resilience

The Governing Body believes that 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 self-efficacy and character.
- 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 to remove barriers to learning.
- 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, embed the policy for the promotion of good behaviour and keep it under review. Governors 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 through scrutiny of data presented at Personnel.

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 and this will be addressed weekly at Leadership level. 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, SEND 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 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 a powerful tool to encourage positive attitudes to learning. 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 Marlborough Science Academy 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.

Communication

Marlborough ensures that parents/ carers, students, staff, including new students and new staff are fully informed of the behaviour policy by communicating it through the following:

- The student corner website which can be found through the school's main website this outlines the behaviour policy in student friendly language
- Classroom notice boards which contain safeguarding and behaviour information as well
- The behaviour diamond which can be found online and on form notice boards.
- Home/school agreement which can be found online.
- Newsletter and electronic communication which are sent out to parents at key points
- New Parents' Handbook provided to parents when their child first starts at Marlborough
- School website https://www.themarlboroughscienceacademy.co.uk/
- School assemblies where appropriate, which take place every week Monday to Friday in the Da Vinci Hall and are run by a variety of staff over the course of the year
- Plasma Screens situated in various places around the school
- Form time which takes place form 8:40am – 8.55am Monday to Friday excluding the year group assembly day.
- Wall art around the school
- School literature and stationery all reflect our values

Translations are available on the school website

Marlborough seeks to ensure that all staff and students are consulted regularly about the policy and procedures through staff meetings and school parliament.

Marlborough communicates the Behaviour Policy to all teaching, non-teaching staff and volunteers by providing copies of the policy and through the staff training programme at the start of the year and at points of recruitment.

Acceptable and unacceptable behaviour

Marlborough strongly believes that acceptable behaviour is one which promotes a positive learning ethos. It also believes that all students should show courtesy, co-operation, consideration, and care for the learning environment and in terms of their relationship with other students (within and outside the school), teaching staff and visitors is important in helping to create this ethos.

Marlborough identifies examples of unacceptable behaviour as that which includes:

- Bringing the school into disrepute either during the school day or outside of school hours with reference to the school.
- Disruption to learning in lessons, between lessons and at break and lunchtimes.
- Repeated defiant behaviour.
- Failing to comply with the school uniform procedures.
- Verbal abuse directed towards another member of our school community, or the community at large.
- Threatening language or behaviour.
- Intimidation, including physical, verbal and/or using social media.
- Physical abuse.
- Bullying and harassment, including cyber, racist, sexual, homophobic, LGBTQ++ or discriminatory bullying (See the schools anti-bullying policy for more information).
- Repeated breaches of the school rules.
- Misuse of social networking and social media sites.
- Discrimination, including racist, sexist, and LGBTQ++
- Abuse related to disability, gender, sexuality, race, or religion.
- Damage to the fabric of the building or environment through vandalism or graffiti.
- Theft.
- Smoking/vaping on or off site and in uniform.
- Possession of illegal substances such as lighter, matches, cigarettes, alcohol, drugs, vapes or vaping paraphernalia any item that could cause injury, harm or disruption to the student's education or the education of those around them.

Student behaviour in the classroom

Our behaviour code is as follows. Staff are expected to follow this with all their classes.
It is always assumed that staff have made their expectations clear from the onset.

- A verbal warning given to the student informing them that the behaviour they are demonstrating is not appropriate.
- Reflection time outside the classroom. At which point, the student will be asked to read a reflection card following the warning they have been given. Students will be given between 5 and 10 minutes to reflect after which time a short conversation will be had with the member of staff outside the classroom and the student will then return to the lesson.
- Detentions at breaktime with the member of staff to further discuss the behaviour and ask the student to modify the behaviour for the next lesson.
- Detention at lunchtime with a middle leader in Da Vinci Hall. These detentions will be for 25 minutes and the member of staff who has set the detention will attend to have a structured conversation with the student to prevent further disruption in future lessons.
- A callout will be made by contacting the Reintegration room and one of the following outcomes will occur: removal from lesson to the shadow timetable if the student has continued to disrupt despite warnings, or if their behaviour is such that it would not be appropriate for the student

to remain in the class. In this instance the student will be asked to continue their learning in another classroom identified by the Head of Faculty for that subject. Should a student refuse to move to the shadow timetable the Headteacher may take the decision to suspend that student from school for defiance.

- Removal from lesson to the Reintegration room will be at the discretion of the member of staff who has been called to the lesson to support and will only be used if the student's behaviour is significant enough to warrant further investigation, or if there is not an appropriate shadow classroom available.
- If there is a one-off serious incident a call out will be made and the student removed to the Reintegration room.

Investigating student behaviour

Marlborough investigates and takes written statements from students and witnesses on reported incidents of student misbehaviour. Wherever possible, the school will follow those guidelines laid down by the local authority as laid out in the 'Guidelines for school disciplinary investigations and interviewing of pupils'. A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the school.

Sanctions may also be applied where a student has misbehaved or brought the school into disrepute when representing the school, such as on a school trip or on public transport to and from school, whilst in their uniform, or whereby an incident involves another member of the school community.

The process for investigating these incidents is as follows:

- The student who has been accused of the behaviour incident will be spoken to and asked to write a statement. If on the balance of probabilities, it is deemed they may pose a threat to or coerce others, will remain in the Reintegration room until the incident has been investigated.
- The victim (if there is one) and witnesses if there are any will be spoken to by members of the pastoral team and asked to write statements.

Once the information has been collated the Director of Learning will decide on the sanction for the behaviour of the child and inform the parents of both the incident and sanction. Directors of Learning will not necessarily inform parents until all the information is available, and a sanction agreed. Such sanctions may include:

- A set number of days in the reintegration room where the student will work with the reintegration manager to both complete the work for the day and reflect upon their choices. The student will hand their phone in to the member of staff on duty.
- An SLT after-school detention which will take place in the main school hall from 3:15pm – 4pm.
- Community work in the school which the students will undertake at lunchtime directed by the school's staff.
- An apology letter where it is felt an in-person apology is not appropriate at that time.

- A restorative justice meeting with the victim only where the victim and parents agree with the meeting to manage the student's interactions in the future.

If the Director of Learning and Associate Leader for a specific year group, feel the behaviour warrants a more significant intervention then they will meet with the Deputy Headteacher and Headteacher to discuss an appropriate sanction. At this level such sanctions may include:

- Suspension for a period of days decided by the Headteacher for the student to reflect on their behaviour and for the school to plan supportive strategies for their return.
- Permanent exclusion which, if agreed by the governors, would result in the student not returning to Marlborough.

See the Appendix A on suspensions and permanent exclusions for more information.

Acceptable and unacceptable behaviour (online)

When interacting with other students and staff online students should continue to keep in mind the five core values of Dignity, Kindness, Compassion, Courage, and Endeavour. Students should always employ these values and maintain a respectful and professional rapport with staff during any online learning. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, will be taken very seriously and could result in a referral to the police or other appropriate sanction. This is also the case for any online bullying towards other students or child-on-child abuse that is disclosed to the Academy. Examples of what could be unacceptable use of any forms of social media could be as follows:

- Behaviour or comments that do not reflect the expectations in a normal classroom situation.
- Disrespectful or inappropriate comments in a live lesson or in writing.
- Taking screenshots or recording live lessons.
- Recording, downloading, or taking screenshots of any recorded lessons.
- Refusing to follow an instruction or mute their screen when asked to do so.
- Accessing inappropriate material and sharing.

Students may be requested to leave an online lesson for breaches of the online expectations or may have their comment privileges on google classroom revoked and may be required to attend the live reintegration room lessons for a set time. Any inappropriate comments about members of staff online will be taken seriously and could be referred to the police.

Recognition and rewards

Marlborough promotes good and improved behaviour and good attendance through our rewards system. This includes the following:
- Praise and positive feedback given verbally at any point during the day, in the students' books or through a phone call home.
- Prize giving ceremonies that take place at the end of every year and reward students achievement and contributions.

- Headteacher postcards sent directly from the Headteacher after a recommendation from middle and senior leaders are made to the Headteacher for exceptional contributions to the school and its ethos.
- Pinkies for sustained work or outstanding contributions to school life which are worth 20 House Points in the school tariff.
- House Points given for positive contributions to education and school life.
- Values given to students for demonstrating one of the schools five core values of courage, dignity, kindness, endeavour, or compassion. These values are worth five House Points each.
- Letters to parents and carers outlining the positive contributions and total House Points accrued by students at the end of each term.
- Celebration assemblies at the end of each term to celebrate the achievements and review the term or year.
- Positive Governor Panel meetings whereby a student has achieved to such a high level or has made such a sustained improvement that the Director of Learning put the student forward for consideration to meet with the governors to celebrate their success.
- Attendance certificates for students who have achieved above 95% attendance in the term or year so far.
- Form prizes allocated at each celebration assembly to member of the form that the tutors feel deserve recognition.

Support

Marlborough also uses a wide variety of support for students who may have challenges in meeting the Marlborough ethos. Measures include:

- Mentoring from external sources vetted and agreed by the school and parents to help support students with their choices and self-control.
- Motivational mentors for Year 11 to help targeted students to make the most of their final year in school and support with their academic achievements and future goals.
- Individual Education Plans where it is deemed that a student's curriculum or class needs to be amended or changed to support with their future success. This can only be agreed by deputy or Headteacher.
- Pastoral Support Plans lasting sixteen weeks and including an outside agency such as CAMHS (Child and Adolescent Mental Health Services) Children's services, behavioural support from Pupil Referral Unit (PRU) or other outside agency where the student, parent, support worker and Director of Learning will meet every four weeks to set targets and discuss the student's progress.
- Outreach support where the student, parents and the school agree to arrange for an outreach worker to come into school to regularly meet with a student to help improve self-regulation and behavioural choices.
- Behaviour Support Plans lasting sixteen weeks. Parents, the student and the member of staff who runs the BSP will meet once every four weeks to set targets and discuss improvements made by the student.
- Discuss with SEN in case of any diagnosed learning needs.
- School Counsellor to support with a student's emotional well-being when referred by a Director of Learning. Counsellors will be allocated as and when they become available.

- White report to form tutor to monitor a student's behaviour and punctuality in order to identify ways of supporting them.
- Green report to the Director of Learning when a student has already been on white report and the support or sanctions for behaviour required fall outside of the remit of a form tutor.
- Red to the Senior Leadership Team for students who require support or sanctions that may fall out of the remit of a Director of Learning.
- Learning Sanctuary Room for students who require a bespoke support strategy such as managing emotions, developing resilience, or making positive choices. The sanctuary is also used to support students with a variety of low-level mental health needs.
- Faculty Reports managed by a Head of Faculty where student behaviour is primarily to linked to a single subject. Parents to be informed.
- Family Support Workers either with our internal or external worker to support parents and students where there is a need.
- Time out cards allocated for each half term for a specific well-being reason.
- Managing emotions delivered by the interventions and inclusions officer in the sanctuary.
- Self-esteem delivered by the interventions and inclusions officer in the sanctuary.
- Involving the police is often a decision the school uses to support students in understanding the ramifications of an action as opposed to criminalising the child; however, in situations whereby the law has been broken the decision on whether criminal prosecution is in the public interest is made by the police themselves.
- Behaviour contracts for specific incidents where a student needs to fully agree to bespoke targets and restrictions to continue to have the freedoms within school that their peers have.
- Managed Move where a parent feels their child would benefit from a fresh start at another school. This is a decision that the parent, in conjunction with their child, needs to make and a managed move meeting will not be arranged unless the family agrees.

Students with an ECHP who are struggling despite reasonable adjustments to manage behaviour will be supported by their Key Worker and SENCO. This may lead to an emergency meeting being held.

Sanctions

Marlborough will also use a variety of sanctions against students who regularly fail to meet those expectations and in turn become at risk of a fixed-term suspension. Measures include:

- Break time detention – up to 20 minutes.
- Lunchtime detention - up to 25 minutes unless a student is in the Reintegration room.
- After school detention – up to 80 minutes.
- Amber report – used when a student's behaviour in unstructured time is a cause for concern and the student is at risk of suspension. Students will be required to report twice at break and three times at lunch.
- Fixed term suspension– for a period decided by the Headteacher.
- Permanent exclusion – for extreme or persistent incidents.
- Confiscation of property including jewellery and mobile phones.
- Community service.
- Minibus ban.
- Trip ban.

These lists are not exhaustive, the Leadership team also reserve the right to implement any strategies they consider appropriate.

As a last resort or when an incident is so serious then the school will use a permanent exclusion. (See section Permanent Exclusion for examples).

The Reintegration Room

The school has a reintegration room that is used when there is an incident that requires a student to engage in their education outside of the normal classroom environment to reflect on their behaviour whilst still completing the work from the school day.

A student may be moved to the reintegration room for a set length of time agreed by a Director of Learning, Head of Faculty or by a member of the leadership team.

Such examples of when the reintegration room may be used are:

- When a student's behaviour in lesson is such that the Head of Faculty makes the decision that, to restore order to the class and allow the student time to reflect, they will spend the next lesson working in the Reintegration room.
- When an incident has occurred where the student who has been accused needs to be out of circulation whilst an investigation takes place.
- When an investigation has concluded that the behaviour of the student requires time to reflect for a set period in the reintegration room.

The reintegration room is not used for the following:

- As a place for a student to take themselves to reflect.
- As a place for a student who is experiencing difficulties due to their SEN needs, mental health, or emotional dysregulation. The Brooks Suite, Learning Sanctuary or pastoral hub would be more appropriate.
- As a place for 1:1 meetings of a personal nature such as safeguarding or counselling.

The Leadership team may need to make reasonable adjustments to the use of the reintegration room in exceptional circumstances should such need arise.

(See Appendix B for Reintegration Room Procedures)

Structured conversation

All staff at the Marlborough Science Academy have been trained in the de-escalation and preventative nature of a structured conversation pertaining to a student's behaviour. These are had outside of the classroom, or during a detention with the student to help them take ownership of their behaviour. The content of a structured conversation is as follows:
- Ask the student what happened that resulted in a sanction.
- Ask the student what they were thinking at the time.

- Ask the student how they have reflected since.
- Ask the student how they think the incident made another person feel (if appropriate).
- Ask the student how their behaviour affected others.
- Ask the student how their behaviour has affected them.
- Ask the student what they think we need to do to put this right.
- Ask the student how we can do things differently in the future.

A structured conversation will always follow a warning if the students behaviour continues and will also take place in a detention if the students behaviour escalates to that point.

Routines for entering and leaving a classroom

Upon arriving at a classroom students will be expected to line up outside until the teacher greets them at the door and invites them into the room. Once the student has taken their seat and placed all necessary equipment in front of them the register will be taken. This will all be done within the first ten minutes of a lesson.

At the end of the lesson the students will pack away and stand behind their chairs. The staff will check their uniform and dismiss them at the end of the lesson. The exception to this will be year 11 who are able to leave at 1:20pm for lunch.

Supporting children with SEND

The school is dedicated to promoting high standards of behaviour to ensure that all students can achieve and thrive both in and out of the classroom. Our school values are integral to the school's commitment to creating a calm and orderly environment to the benefit of all, including students with SEND.

To ensure that our students' behaviour is always managed effectively there may be times that the school needs to employ a degree of flexibility that is proactive rather than reactive when managing students whose disability or SEN has affected their behaviour.
To achieve this the Leadership team, in conjunction with the SENCO, parents, students and any other stakeholders may take one of the following actions:

- Make reasonable adjustments to policies, procedures, or criteria for SEND students.
- Use our professional expertise ('best endeavours') in the short term whilst planning for the behavioural needs of students with SEN.
- If a student has an Education, Health and Care plan, ensure that the behaviour is identified and discussed at meetings so that all can agree that the provision as a part of the plan can be met.

In all cases the school will use the information we have to make a judgment on whether the student's SEND made it difficult for them to either understand the rules in place, or the actions taken and then adjust the support and sanctions accordingly in line with the Equalities Act 2010.

When a student has a mental health diagnosis the school Mental Health Lead will form a part of the reasonable adjustments process or discussion around suspension.

When a student's behaviour may result in a suspension or permanent exclusion the student's SEN status will be considered and the SENCO consulted as a part of the decision-making process.

Detentions

The school operates detentions at different levels for different behaviours with the school. There are four strands of detention used as a part of the school's sanctions.

- Break time detentions – These detentions can be set by any member of staff in the school for a period of time decided by the member of staff issuing the detention.
- Lunchtime detention – These detentions are centralised and reported to parents via the schools Edulink system. Any member of staff can issue a lunchtime detention which is monitored by the Head of Faculty. Staff will attend centralised lunchtime detentions to have a structured conversation with the student. Lunch detentions are run by middle leaders and last 25 minutes.
- After school SLT detentions – These are centralised and can only be authorised by a member of the Leadership team. The detention is 45 minutes from 3:15pm to 4pm Mondays, Tuesdays, Thursdays and Fridays.
- After school form tutor detentions – These detentions last 20 minutes from 3:10pm to 3.30pm on Tuesdays and Wednesdays. These are recorded on SIMs and parents need to be advised 24 hours in advance.
- Weekend detentions – These are only used in extreme circumstances and can only be set by the Headteacher. They can be set on any day at the weekend for between 1 and 3 hours. They will never be set at a weekend preceding, during or following a half term break.

Break and lunchtime detentions can be given on the same day they are issued, however, the school will always endeavour to issues after school detentions for the next day, or in the case of a detention being issued on a Tuesday the detention will take place on Thursday. This will be communicated home through SIMs and to the student by the member of staff issuing the detention.

Interventions

Marlborough encourages students to take responsibility for their own behaviour and to help them recognise the consequences of inappropriate behaviour. This is a basis on which any behaviour improvement intervention is made. Staff will be briefed accordingly, i.e. necessary interventions and/or deviations from the behaviour code in exceptional circumstances.

The school provides appropriate training for all staff to promote positive and consistent behaviour standards. This includes training for new staff as part of the induction process. The behaviour and conduct of students will be a regular focus at year team and faculty meetings. Teams will monitor how they respond to student issues through the behaviour reports to help achieve consistency of practice when dealing with poor behaviour and promoting good behaviour. Parents and carers will be contacted promptly by the school on the same day or within 48 hours to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

Training and professional development for all staff

Marlborough has a highly effective behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school. Where behaviour management is an issue through internal monitoring by HOFs and DOLs and problems are identified, appropriate support will be given. Opportunities for this throughout the year are outlined below:

- Staff inset.
- Staff induction.
- Staff handbook.
- Teaching tips and learning lunches.
- Mentoring.
- External CPD including webinars.
- References to research papers shared with staff.
- Line management.
- Modelling.
- Wrap-around meetings.
- Student passports.
- Lesson observation / peer observation.
- Self-evaluation analysis of behavioural support systems.

The health, welfare and safety of all staff are regularly reviewed, and provision is made for professional and personal support. Relevant information and training on behaviour management are offered to all groups of staff. They include:

- All Support Staff including Assistant Teachers, volunteers, Site Team, Technicians and Lunchtime Supervisors.
- All other school staff.
- Newly qualified teachers.
- Supply teachers.
- Class teachers.
- Students undertaking programmes of initial teacher training.
- Management and the Senior Leadership Team.

Marlborough provides training and development of all staff on behaviour management matters through inductions for all new staff (where appropriate), whole school inset and specific planned and tailored training. Annual reviews of the continuous professional development are undertaken, meeting the needs of all staff through performance management and line management meetings, and learning walks planned throughout the year.
Marlborough also provides opportunities for staff to develop their knowledge and skills in relation to such issues as:

- Techniques for promoting positive behaviour.
- Child protection and safeguarding training.

- De-escalation training.
- British values INSET.
- Online Safety INSET.
- Implementing the school's behaviour policy.
- Logging incidents, analysis of recording processes and subsequent action planning.
- Lunchtime supervision.
- Classroom management.
- Educational trips including residential trips.
- Pastoral support.
- Equal opportunities.
- External issues impacting student behaviour.
- Substance misuse.
- Race issues.
- Learning barriers.
- Family conflict.
- Cyber bullying.
- Clear roles and responsibilities.
- Confiscation - any prohibited item found in a student's possession will be confiscated. Searching and screening students is conducted in line with DfE latest guidance on searching, screening and confiscation.
- Prevent.
- Police liaison.

At Marlborough we ensure that all staff job descriptions include appropriate reference to the schools Behaviour Policy and the safeguarding of students. This is also included in job advertisements and raised in all staff interviews following the school code of conduct.

The Governing body are advised of the implications of the Behaviour Policy for their own practice. Relevant committees recognise their responsibilities under the terms of the policy and any other regulations and Government guidance. The impact of behaviour strategies and effectiveness of behavioural systems are monitored through weekly leadership meetings and governor's personnel meetings.

Utilising support from external agencies

Marlborough undertakes reviews of student needs prior to identifying suitable educational plans, strategies, and alternative educational provision for students. Marlborough has established a large pool of these resources from which it can draw. This includes provision that can be on site at Marlborough, and this could be delivered by school staff or the use of outside agencies coming onto school site or even students having access to provision offsite. It will then undertake regular monitoring and review of this provision for both internal and external arrangements. Agencies used could include:

- Student counsellors.
- Attendance improvement officers.
- Education support centres.

- Educational Psychologists.
- Family Support Workers.
- ESMA (Education Support for Medical Absence).
- School nurse and other health care providers.
- Children's services.
- The police.
- Youth offending team.
- Youth workers.
- PREVENT, the national reporting service for concerns relating to radicalisation.
- Drug Counselling agencies.
- Learning mentors.
- Child and Adolescent Mental Health Service.
- Youth Connexions.
- Independent Advocates.
- Education Mental Health Professional (EMHP).
- Any other agency that the school feels could be of benefit to our students.

Marlborough maintains appropriate records of the use of any referrals, using the relevant referral forms and measures the impact. The school then ensures that the form tutor, student and parent are informed in full of the outcome of any referral. Depending on the referral, the outcomes will be shared with the relevant persons. If this is in doubt it will be discussed with the Headteacher and the designated Child Protection staff.

Resources

Marlborough undertakes an annual review of the resources needed to ensure the effective implementation of the Behaviour Management policy.
This includes:

- Staffing.
- Record keeping.
- Curriculum review and alternative provision.
- Outside agencies.

Curriculum

Marlborough's curriculum is appropriate to the needs of the student and is regularly reviewed as the school continually refines its curriculum content.
The school's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict. These opportunities also occur through:

- Reviews.
- Parental and student questionnaires issued after PTCs.

- The "Learning Counts" interviews.
- Assemblies and tutor time.
- Student voice.
- School assemblies.
- Work experience.
- Lunch time clubs and activities.
- Support groups.
- PSHCEE.

Reviewing effectiveness

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy. The school maintains a behaviour data base (SIMs) and records positive and negative aspects of behaviour. (Pinkies/house points and behaviour points). The behaviour is entered onto the database by the appropriate member of staff. The school advises all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements using the relevant procedures. This is carried out through:

- Staff training.
- Staff briefings.
- Staff questionnaires.
- Staff meetings.
- Line management meetings.
- Leadership meetings.
- Governor meetings.
- Director of Learning meetings and year team meetings.
- New staff induction.

Marlborough deploys appropriate admin staff to undertake routine administration and record keeping.

What Records will be kept

Records of behaviour incidents are recorded using Edulink/SIMs and are linked to the students involved. These records include the date, location, time, reporting member of staff, the narrative of the incident and the action taken.
Minutes of meetings may also be recorded and uploaded to SIMs
Physical records of statements taken are filed in the student's physical file.

Parental Concerns and Complaints

Where parents or carers are unhappy with the outcome of a behaviour incident or sanction then they may want to discuss the incident further to understand why a decision has been made. In the first instance parents/carers should contact the member of staff involved directly or their line manager. In most cases the concern raised can be resolved. The Home School Communication Policy outlines the expectations of staff responding to these concerns.

In cases where the issue cannot be resolved then the complainant can raise a complaint through the school procedures. Details regarding the correct procedure to do this can be found in the policies section of the website, Complaints Policy and Procedure.

Monitoring and evaluation

The Marlborough Science Academy monitors and reviews all behaviour strategies to identify issues, trends, and impacts. Staff receive individual and collective feedback on behaviour management issues and the outcome of referrals. Marlborough monitors incidents of unacceptable behaviour in terms of the type of incident. Key indicators include:

The types of incidents include
• Prejudice behaviours
• Bullying
• Disruption to learning
• Truancy

When the incident happened:
• Critical times of the day/week.
• Critical places within and outside school.

The students involved:
• Names of students
• Profile of student ethnicity.
• Gender.
• Age.
• Students with a Special Educational Needs or Disability.
• Free School Meals.
• Children Looked After.
• Disadvantaged Students.
• Changes in progress.

The school ensures that its student record keeping systems provide analysis of the impact of the Behaviour Policy on particular groups of students and in respect of special educational needs, disability, ethnicity, gender and children looked after.

Marlborough assures appropriate levels of confidentiality within its monitoring and reporting arrangements, working on a *need-to-know* basis. Marlborough evaluates its policy against key improvement objectives which include:

- Individual measures for well-being.
- Improvement of individual behaviour.
- Inclusion.
- Class/faculty/whole school measures.
- General behaviour patterns.
- Balance of use of rewards
- Staff support and training needs.
- Curriculum access and academic progress.
- Equal opportunities.
- Behaviour management trends over time.
- Effectiveness of the policy in encouraging positive behaviours. (House points and pinkies).

Marlborough provides details of issues and trends to staff and the Governing Body as a basis for effective decision-making regarding school improvement and training requirements. Marlborough shares good practice gleaned from:

- Reviews of individual's practice.
- Student voice.
- Reviews of faculty practice.
- Reviews of whole school practice.
- Reviews from other schools.
- Behaviour Panels (Alternative Provision).
- Behaviour forums.
- Learning Counts.
- External audits i.e SIP.
- Questionnaires.
- Specialist training.

Who/what was consulted:

- Leadership and teaching unions guidance.
- DFE guidelines on whole school behaviour.
- Governing Body.
- Local authority guidance on whole school behaviour management.
- Exclusion guidance 2022.
- Ofsted guidelines on school inspection.
- Mental health and behaviour in schools 2018.
- Senior leaders are all STEPS trained which impacts on school policy.

Roles and Responsibilities:

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

Arrangements for monitoring and evaluation:

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher 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, to ensure its continuing appropriateness and effectiveness.

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

<u>Appendix A</u>

Use of suspension

Under the law, the Headteacher, Governing Body and LA and independent appeals panel must have regard to the relevant DES guidance when deciding:

- When to suspend a student or where applicable uphold a suspension.
- The period of the suspension.
- Whether to direct the Headteacher to reinstate a suspended student where applicable.

The Governing Body and Headteacher are responsible for promoting good behaviour and discipline on the part of the school's students and for securing an orderly and safe environment for students and staff.

The school's response to challenging, disruptive and violent behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with suspension as one option. The school will ensure that the interests of the whole school are considered with any action taken and the decision is made within the context of the suspension guidance "Deciding whether to suspend a student". Only the Headteacher or, in the Head's absence, a member of the Senior Leadership Team acting with their authority, can suspend a student from the school.

The decision to suspend a student is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school. The Headteacher would not normally use a suspension as a sanction for relatively minor breaches of discipline such as failure to wear school uniform, however where such breaches are persistent and in open defiance of the school rules then it may be used as an exception.

Before reaching a decision to suspend or permanently exclude, the Headteacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, considering the school's Behaviour and Equal Opportunities policies
- Allow the student to give his or her version of events.
- Check whether the incident may have been provoked, for example by racial or sexual harassment.
- If necessary, consult others, being careful not to involve anyone who may have a role in any statutory review, for example members of the Governing Body's Discipline Committee.
- Contact the PRU and integration officer.
- Decide for any GDC to take place in person or remotely in agreement with parents.

Lunchtime suspension

Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. A lunchtime suspension is treated in the same way as any other fixed period suspension.

Fixed term suspension

In the event of a suspension that goes beyond five days the Headteacher has the responsibility of arranging for alternative full-time education. A fixed term suspension for misdemeanours will be given at the Headteacher's discretion and may include the following:

- Repetitive bullying of another student.
- Continual disruption.
- Theft.
- Failing to respect support strategies.
- Setting off a fire extinguisher.
- Defiance.
- Behaviour that could be considered disrespectful.
- Premeditated assaults.
- Damage to the school environment.
- Acts of vandalism.
- Misuse of technology to threaten or abuse.
- Inappropriate behaviour towards staff.
- Bringing the school into disrepute, both within and outside of school.

This is not an exhaustive list, and a suspension remains at the discretion of the Headteacher or a member of the senior team acting under their authority.

Ideally, parents will be informed of the suspension and the reasons for this via a telephone call. If this proves difficult a recorded letter will be sent. The school will not suspend for truancy.

Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for a first or one-off offence.
Such circumstances might include:

- Where there has been serious actual or threatened violence against a student or member of staff.
- Supplying an illegal drug.
- Sexual misconduct towards students or staff.
- Carrying an offensive weapon.

Readmission

A readmission meeting, following the expiry of a fixed term suspension, will be arranged by the school prior to a student returning from a period of suspension and in the case of any student who has been suspended from another school. The meeting will establish a risk assessment of the student and identify the resources needed to provide the necessary support to the student including opportunities to catch up on work lost. If any parent or carer cannot attend the readmission, (and

although this is not ideal) this will not prevent the readmission taking place with the student. The school will then attempt to set up another appointment for the absent parent or carer.

At the admission meeting the student may be asked to sign a Behaviour Contract, targeting expected areas of improvement; go on Red report so that behaviour targets can be set and then monitored closely, or arrangements made with the parent/carer to set up a BSP or PSP. In cases where longer fixed term suspensions have been used there may be a series of one-to-one support meetings put in place with our inclusion manager. Restorative work may also be discussed at the readmission and an acceptance of this may be required from the student before readmission can take place. In some cases, working with PRU Outreach may be an option. The Headteacher reserves the right to extend a fixed term suspension if the student at readmission fails to accept the terms laid down in the meeting. At the readmission students should present any work set during the period of the suspension. This work will be collected and distributed to the relevant staff for marking.

Setting work

The Headteacher will provide an individual education plan for all students on roll who are suspended for a period of 15 consecutive school days, and which will set out:

- How the student's education will continue during the period of suspension.
- How the time might be used to address the student's problems, and what educational arrangements will best help with the student's readmission into school at the end of the suspension.

The school will usually be expected to meet some of the costs for this, but the exact arrangements will need to be agreed with the LA. In the case of a permanently excluded student, the Headteacher will plan for the student's continued education pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the student's name will be deleted from the school roll. It is the responsibility of the LA to provide education for any permanently excluded student from the sixth day. After deciding on a permanent exclusion, the school will immediately contact the integration team.

Informing parents/carers

The Headteacher will inform the parent/carer of the period of the suspension (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the suspension to the Governors Discipline Committee. Where a parent/carer refuses to comply with the terms of suspension, the school may notify Children's Services and the police if, in the Headteacher's view, the student or any other person may be at risk because of a failure to meet the terms of the suspension.

More detailed information regarding the use of suspensions and exclusion can be found in the Suspension and Exclusion Policy.

<u>Appendix B</u>

Reintegration Room Procedures

Purpose

The school has a reintegration room that is used when there is an incident that requires a student to engage in their education outside of the normal classroom environment to reflect on their behaviour whilst still completing the work from the school day.

A student may be moved to the reintegration room for a set length of time agreed by a Director of Learning, Head of Faculty or by a member of the leadership team.

Such examples of when the reintegration room may be used are:

1. When a student's behaviour in lesson is such that the Head of Faculty makes the decision that, to restore order to the class and allow the student time to reflect, they will spend the next lesson working in the Reintegration room.

2. When an incident has occurred where the student who has been accused needs to be out of circulation whilst an investigation takes place.

3. When an investigation has concluded that the behaviour of the student requires time to reflect for a set period in the reintegration room.

The reintegration room is not used for the following:

• As a place for a student to take themselves to reflect.

• As a place for a student who is experiencing difficulties due to their SEN needs, mental health, or emotional dysregulation. In these cases, the Brooks Suite, Learning Sanctuary, or pastoral hub would be more appropriate.

Procedures

• On arrival to the reintegration room a student should be allocated a place to sit and asked to hand over their mobile phone

• The reason and length of time the student is in the reintegration room should be explained to them. Structured conversations with the relevant HoF, DoL, Associate Leader or Senior Leader should take place to enable the student to reflect on their behaviour and support them back into the classroom.

• Students should clearly understand the reason why they are in the reintegration room and will be asked to complete a reflective document (RIR proforma).

- Classwork should be given and explained to the student. Where possible this should match the learning that is happening in the student's normal classroom. Where a student has additional learning needs the learning tasks should take these into account and if required be reasonably adjusted.

  Once classwork has been completed the reintegration room manager should ensure the work is returned to the student's classroom teacher for marking.

- The register should be taken each lesson and updated to indicate a student's presence in the reintegration room.

- The student's behaviour should be updated in SIMS to reflect the use of the reintegration room, the reason, and the number of lessons present.

- The member of staff overseeing the reintegration room should support the learning and maintain good behaviour whilst students are present.

Behaviour in lessons

1. A student may be taken to the reintegration room by a member of staff on callout. This may occur if the shadow classroom is unavailable or unsuitable for that student to be placed in. In this instance the decision to place a student in the reintegration room is made by the member of staff on callout. The student will remain in the reintegration room for the remainder of the lesson unless there is a serious incident that warrants further investigation.

2. Following several incidents in lessons a Head of Faculty in discussion with the classroom teacher and Associate Leader can book a student into the reintegration room in advance of a lesson. In this case work should be provided by the classroom teacher. The student and parent/carer should be informed of the decision and clear goals should be agreed to support a smooth reintegration back into the normal classroom setting.

Incident Investigation

A student may be placed in the reintegration room following the occurrence of an incident where investigation of the incident is required. This should be authorised by a member of the pastoral team. The reason for the student remaining in the reintegration room should be explained to them.

The time the student remains in the reintegration room should be reasonable and limited to the time required to make initial investigations about the incident and the students alleged involvement.

Reflection Time

A student may be placed in the reintegration room by a member of the Senior Leadership Team, Associate Leader, or Director of Learning.

In this instance the student and parent/carers should be informed of the decision and clear goals should be agreed to support a smooth reintegration back into the normal classroom setting.

Vulnerable Group Consideration

In deciding to place a student in the reintegration room consideration must be given to any additional needs the student might have. If appropriate the SENCO should be consulted. Whilst in the reintegration room any additional needs should be supported, and reasonable adjustments made to the learning where appropriate.

In cases where it is felt that a formal fixed term suspension may lead to safeguarding concerns the reintegration room can be used to take the place of this suspension. The decision for this provision will be made by the Headteacher and following the end of the suspension a formal readmission meeting will be held.

Care and communication

If a student is placed in the reintegration room parents/carers must be informed by the member of staff who authorised the provision. This will usually be a member of middle or senior management. In the case of the use of the reintegration room for a call out the reintegration room manager should inform the parents/carers.

As in any classroom setting the care and welfare of the student is paramount. Whilst in the reintegration room the students should be always supervised.

A register should be taken for each session. For students who have been booked into the reintegration room, are present in school but absent the missing student procedure should be employed.

Students should be given opportunities to go to the toilet and take refreshment as normal. Water is provided in the reintegration room to support this.
Under certain circumstances it will be necessary for students to be accompanied to the toilet.

Period of time spent in the reintegration room

The length of time that a student spends in the reintegration room should be limited to a maximum of two lessons where a student has been removed from lessons due to behaviour as sanctioned by a HOF.

A maximum of two consecutive days for investigations and internal sanctions.

A maximum of two consecutive days for internal suspensions with the student being detained until 4pm – this includes an afternoon detention period.

Monitoring the Use of the Reintegration Room

Students, length of time and reason for referral will be logged on SIMs by the Reintegration Room manager. This information will be collated and presented to SLT weekly as part of the behaviour report.

Safeguarding

As in the rest of the school the safeguarding of students in the reintegration room is of paramount importance. Consideration should be given to the relationships between individual students within the reintegration room especially if multiple students have been involved in the same incident.

Any issues relating to safeguarding should be reported to the DSL's using MyConcern and following the schools normal safeguarding policy.

The Leadership team may need to make reasonable adjustments to the use of the reintegration room in exceptional circumstances should such need arise.