

## Whole School Behaviour Procedures SP23

The schools behaviour policy was adopted by the Governing body on 26<sup>th</sup> Jan 2012

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.

### 1 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:

- Learning Charter
- Student planners
- Classroom notice boards
- The behaviour diamond
- Home/school agreement
- Newsletter and school comms
- Staff handbook and planner
- New parents handbook
- School prospectus
- School website
- School assemblies
- Non-contact policy
- Plasma Screen and Intranet (staff only)

Translations are available on request.

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

Marlborough communicates the Behaviour Policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training programme.

### 2 Acceptable and unacceptable behaviour

Marlborough believes strongly that acceptable behaviour is one which promotes a learning ethos. It also believes courtesy, co-operation, consideration and care for the learning environment from all students 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
- Disruption to learning in lessons, between lessons and at break and lunchtimes
- Defiance
- Failing to comply with the school uniform procedures
- Verbal abuse
- Threatening language or behaviour
- Intimidation, including physical, verbal and/or using social media
- Physical abuse
- Bullying and harassment, including cyber, racist, sexual, homophobic , LGBT or discriminatory bullying
- Repeated breaches of the school rules
- Misuse of social networking and social media sites
- Discrimination, including racist, sexist, and LGBT
- Abuse related to disability, gender, sexuality, race or religion
- Damage to the fabric of the building or environment through vandalism or graffiti
- Radicalisation and euphemism
- Theft
- Smoking
- Possession of any prohibited item eg lighter, matches, cigarettes, alcohol any item that could cause injury or harm. This is not an exhaustive list.

### **3 Recognition, Rewards, Support and Sanctions**

Marlborough promotes good and improved behaviour and good attendance through our rewards system. This includes the following:

- Praise and positive feedback
- Prize giving ceremonies
- Community points at Post16
- Headteachers postcards
- Pinkies and associated prizes
- House Points
- Letters to parents and carers
- Celebration assemblies
- Positive Governor Panel meetings
- Attendance certificates
- Form prizes
- Individual prizes
- Improvement awards

Marlborough also uses a wide variety of support for students who struggle to meet the required expectations and fail to sign up to the Marlborough ethos. 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 exclusion. Measures include:

- Learner support
- Mentoring
- Individual Education Plans
- Behaviour Support Plans
- Pastoral Support Plans

- Outreach support
- Referral to alternative provision
  - i. Fire LIFE Course
  - ii. Integration panel
  - ii. Extended placement at alternative provision
- School Counsellor
- Educational Psychologist
- Connexions Interviews
- Curriculum resources at college
- Modification of curriculum and alternative curriculum
- Home Learning Club
- Behaviour Reviews
- School Reporting System
- White report - form tutor
- Green report - Director of Learning/ Senior Learning Manager
- Amber Report
- Red - Senior Leadership Team for students at immediate risk of exclusion
- Reintegration Room/ Learning Sanctuary Room
- Canteen Duties
- Faculty Reports
- Form Book
- Family Support Workers
- Time out cards
- Meet with parents/ carers
- Governor Behaviour Standards meeting
- Behaviour Groups
- Anger management
- Self-esteem
- Home learning report
- Shadow timetable
- Detentions
  - i. Break
  - ii. Lunchtime
  - iii. Faculty
  - iv. Headteachers Detention
  - v. DoL/SLM detention
- Truancy Report
- Trip Ban
- Mini bus ban
- Confiscation of property including jewellery and mobile phones
- Involve the police and PCSO
- TYS
- Behaviour contracts on readmission
- Managed Move
- Modified/reduced timetable
- Fixed term exclusions

This list is not exhaustive and The Marlborough Science Academy and the Leadership team also reserve the right to implement any strategies they consider appropriate to support the student.

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)

#### **4 Interventions**

Marlborough develops measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. This is a basis on which any behaviour improvement intervention is made.

The school provides appropriate training for all staff in order 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 in 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.

#### **5 Investigating student incidents**

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 "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.

Offsite incidents

Sanctions may 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.

#### **6 Training and professional development for all staff**

Marlborough has a comprehensive 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 and problems are identified, appropriate support will be given. This is undertaken as follows:

- Staff inset
- Staff induction
- Staff planner/ handbook
- Lead practices
- Mentoring
- Modelling
- Lesson observation / peer observation
- Self-evaluation analysis of behavioural support systems

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

- All Support Staff including Assistant Teachers, Site Team, Technicians and Lunchtime Supervisors
- All other school staff
- Newly qualified teachers

- Students undertaking programmes of initial teacher training
- Supply teachers
- Class teachers
- Management and the Senior Leadership Team

Marlborough provides for the training and development of all staff on behaviour management matters through induction 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 the daily diet monitoring programmes.

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 schools 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 affecting 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.

At Marlborough we ensure that all staff job descriptions include appropriate reference to the schools Behaviour Policy and the safeguarding of students.

The Governing body are advised of the implications of the Behaviour Policy for their own practice and 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 half term and governor's personnel meetings.

### **7 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
- School nurse and other health care providers
- Social services including child protection
- The police
- Youth offending team
- Youth workers
- PREVENT
- Drug Counselling agencies
- Learning mentors
- Child and Adolescent Mental Health Service
- Youth Connexions
- Independent Advocates
- 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.

## **8 Resources**

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

This includes

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

## **9 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
- The "Learning Counts" interviews
- Assemblies, tutor time and Reflection Booklets
- Student voice
- School assemblies
- Work experience

- Lunch time clubs and activities
- Support groups
- PSHCEE

### **10 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 Yellowies). 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..

This is carried out through:

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

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

### **11 Monitoring and evaluation**

The Marlborough Science Academy monitors and reviews all behaviour strategies in order to identify issues, trends and impact. 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, including:

- Racist
- Sexist
- LGBT
- Critical times of the day/week
- Critical places within and outside school
- Students involved
- Profile of students ethnicity
- Gender
- Age
- Special Educational Needs Disabilities
- Free School Meals
- Children Looked After
- Disadvantaged StudentsStaff
- Outcomes

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

- Academic progress
- 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 individuals 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
- Cohorts reviewed and different strategies put in place

## Annex 1

### **Use of exclusion**

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 exclude a student or where applicable uphold an exclusion
- The period of exclusion
- Whether to direct the Headteacher to reinstate an excluded student where applicable

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

The schools 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 exclusion 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 exclusion guidance "Deciding whether to exclude a student". Only the Headteacher or, in their absence, a member of the Senior Leadership Team acting with their authority, can exclude a student from the school. The decision to exclude 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 an exclusion 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 exclude either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the schools 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 ESC and integration officer
- Making arrangements for any GDC to take place remotely in agreement with parents.

### **Lunchtime exclusion**

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

### **Fixed term exclusion**

In the case of fixed term exclusions, the Headteacher may only exclude a student for up to five days at any one time. If a longer exclusion is considered to be appropriate, the Headteacher has responsibility for providing a full time education to the student through a variety of sources. A fixed term exclusion 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 to staff
- Bringing the school into disrepute, both within and outside of school

This is not an exhaustive list, and an exclusion 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 exclusion and the reasons for this via a telephone call, if this proves difficult a recorded letter will be sent. The school will not exclude 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 exclusion will be arranged by the school prior to a student returning from a period of exclusion and in the case of any student who has been excluded 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 /carer cannot attend the re-admission, 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 readmission 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/carers to set up a BSP or PSP. In cases where longer fixed term exclusions 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 ESC Outreach may be an option. The Headteacher reserves the right to extend a fixed term exclusion 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 exclusion. 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 excluded for a period of 15 consecutive school days and which will set out:

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

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. On making a decision for permanent exclusion, the school will immediately contact the integration team.

### **Informing parents/carers**

The Headteacher will inform the parent/carers of the period of the exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carers has the right to make representations about the exclusion to the Governors Discipline Committee. Where a parent/carers refuses to comply with the terms of exclusion, 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 as a result of a failure to meet the terms of the exclusion.

An addendum to the behaviour procedures in school is also available on our website in relation to students behaviour and remote learning during the current pandemic.