



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, respect and equality.

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, work hard, behave sensibly and show courtesy and consideration to all other members of the School. Those expectations are summarised as follows:

A Marlingtonian is expected to always:

- Arrive at lessons on time and ready to learn.
- Give their best.
- Show respect to others and to their environment.

High expectations of behaviour for learning inside the classroom are to be matched by equally high expectations of student behaviour throughout the School site and community.

Although our emphasis is on rewarding positive behaviour, we recognise that there will be occasions when support and sanctions are needed to support good order and behaviour throughout the School.

Restorative conversations

Where sanctions are used at Stage 1 or above in a lesson, a restorative conversation must happen between the teacher and student before the next lesson. This is in order to help the student reflect on their behaviour and help the student move on from that behaviour incident. The restorative conversation is an opportunity to rebuild the relationship with the student. The conversation is not to be used as another punishment.

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

To secure excellent behaviour all staff must:

- Share the same high expectations and be proactive in maintaining them.
- Be a vigilant presence around the School at all times.
- Use the behaviour policy and systems consistently and fairly.

The **School Development Board** will:

- Establish principles to promote good behaviour and discipline amongst students.
- Monitor the effectiveness of the School's behaviour policy and keep it under review.
- Support the Senior Leadership Team in monitoring the behaviour, including rates of exclusion, for different student groups.
- 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 School Development Board of any changes to guidance from external bodies relating to this policy.

Teachers will:

- Consistently plan and prepare well-structured lessons that facilitate the learning of all students in the classroom.
- Set a good example in speech, dress and organisation.
- Expect high standards when meeting students around School or whilst on duty.
- Be prepared to rebuild and restore relationships with students following behaviour incidents.
- Use positive language and praise to promote good behaviour.
- Reward positive behaviour and sanction negative behaviour consistently, in line with School policy and procedures.
- Encourage students to work hard towards reaching their potential at all times.
- Encourage students' personal development through self-reflection in all aspects of their experience at Marling.
- Maintain a safe and engaging learning environment in which students feel inspired to learn and are encouraged to develop a growth mindset.
- Have good routines in the classroom which promote an atmosphere that is conducive to learning.

Heads of Department will:

- Work with teachers in the department to uphold Stage 1 and Stage 2 sanctions, including organising shadow timetable arrangements.
- Be involved in the management of Stage 3 and Stage 4 sanctions and ensure appropriate responses such as contact with home and use of subject reports.
- Support subject staff with challenging students and/or classes.
- Communicate specific behaviour concerns to relevant tutor, Head of Year, Student Support and AEN lead to develop coordinated support strategies.
- Support staff training and identify appropriate CPD opportunities for staff within the department.

Tutors will:

- Ensure tutees adhere to School policies relating to behaviour and uniform and that Heads of Year are informed if incidents occur in tutorial time.
- Liaise with relevant members of the wider pastoral team to ensure effective implementation of the School's behaviour system, altering them to problems experienced by students and attending meetings with external agencies where appropriate.
- Communicate and meet with parents where appropriate to reinforce praise for positive behaviour and support the restorative process in instances of negative behaviour.
- Check SIMS behaviour logs and reward points daily, recognising students' achievements and supporting them where necessary.
- Ensure messages regarding detentions and other sanctions are passed on to students in a timely fashion.
- Gain a thorough knowledge of all students within the tutor group including an in-depth picture of both their academic abilities and out of school activities and interests.
- Proactively reinforce messages delivered in assemblies.
- Be approachable and open minded so tutees feel they have someone to talk to if necessary.
- Ensure tutorial time is constructively used as per the relevant year group programme.

Heads of Year will:

- Promote excellent behaviour and a positive ethos through assemblies and tutorial time.
- Monitor behaviour, attendance and progress data and other sources of information, using them to target intervention strategies with students within the year group (in liaison with other key staff as appropriate).
- Monitor students with behavioural issues through the use of target and report cards and other strategies.
- Support Heads of Department working with students at Stage 3 and Stage 4 of the behaviour system.
- Ensure appropriate sanctions and support for students at Stage 3 and 4 of the behaviour system in several subjects.
- Lead and manage Level 1 and Level 2 Behaviour Support plans for year group, liaising and meeting with parents/carers and other agencies, as required.
- Attend readmission meetings following exclusions.

- Promote a positive ethos, celebrating effort and progress as well as achievement and encouraging student participation in School life.
- Develop and implement approaches to addressing the broad range of students' inclusion needs, enabling students to achieve at least in line with their expected rates of progress and attainment.
- Support Heads of Department working with students at Stage 4 of the behaviour system with the Assistant Headteacher responsible for Behaviour and Welfare.
- Lead and manage Level 3 and Level 4 Behaviour Support Plans, liaising with the Assistant Headteacher responsible for Behaviour and Welfare, parents/carers and other agencies as required.

Students should:

- Take responsibility for their own behaviour.
- Strive to always meet the expectations of a Marlintonian:
 - Arrive at lessons on time and ready to learn.
 - Give their best.
 - Show respect to others and to their environment.
- Seek support from their classroom teacher, tutor, Head of Year or Head of Key Stage wherever appropriate.
- Ensure that incidents of disruption, violence, bullying or any form of harassment are reported.

Parents and Carers should:

- 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.
- Liaise with the School when changes in circumstances may affect the learning or behaviour of the student.
- Abide by the Home School Agreement.

C. SANCTIONS

Wherever possible students should be encouraged to behave well towards others both inside and outside the classroom and all systems should promote this. They should be shown that their achievements are recognised and rewarded.

Where such positive encouragements do not seem to work, individual staff may use the sanctions of reprimands or detentions. Whole class detention should be avoided. Sanctions are likely to change student behaviour when they encourage students to take responsibility for their actions and address poor behaviour without condemning the person.

Details of how and when sanctions will typically be applied can be found in the Appendix to this policy. Examples listed are not a definitive list. It is important to recognise that no two incidents of inappropriate behaviour are the same. Professional judgement will be applied to determine the appropriate response to each case.

Factors that will be assessed when deciding on the level of sanction issued include:

- The impact of the behaviour on others.
- Whether or not this is a first incident.
- Whether it is likely to be repeated (although a sanction may be applied irrespective of the likelihood of repetition.)
- The age and understanding of the student.
- The circumstances surrounding the incident.
- Any mitigating factors affecting the student, including any safeguarding need or special educational need they may have, any religious requirements affecting them, or any other factors in line with the Equality Act, 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/contents>).

Every member of staff who observes misbehaviour should address the issue through consistent application of the behaviour system.

Response to Bullying Behaviours is outlined in greater detail in the Anti-Bullying and Hate Policy.

Effective sanctions are:

- Fairly applied within a short time frame.

- Reasonable and proportionate to the incident.
- Organised in a hierarchy and do not escalate too quickly.
- Focus on the behaviour, not the person.
- Enable students to make choices for long-term improvement.

Sanctions that may be given include:

- Moved within classroom.
- Time out of lesson (5 minutes).
- Removed to shadow timetable room.
- Removed to behaviour referral space.
- Stage 2 detention (Up to 20 minutes: break or lunchtime).
- Stage 3 detention (40 minutes: lunchtime).
- Stage 4 detention (60 minutes: after school).
- School based Community service.
- Internal suspension.
- Fixed Term suspension.
- Permanent exclusion.

Detentions

- When a detention is issued it should be clearly recorded on Edulink so that students and parents/carers are aware of it through Edulink/Intouch.
- If a student fails to attend a detention without good reason a sanction at the next stage in the hierarchy is likely to be issued.

After School Detentions (Stage 4)

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.

Suspension

In serious or persistent disciplinary cases a senior leader will recommend to the Headteacher that the student be placed on an Internal Suspension or Suspension (served externally). In some cases the student might be isolated for the duration of the investigation where this is in the best interests of maintaining good order. Parents will be informed of the outcome of the investigation and the decisions made at each stage.

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.
- **Students could face permanent exclusion in the event of a breach of the rules related to controlled substances (see Controlled Substances Policy)**
- **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 risk permanent exclusion**
- **Equally where a student has been charged with or convicted of a criminal offence related to drugs then that student will always risk permanent exclusion.**
- **For the avoidance of doubt, any disciplinary steps taken by the school will be applied where satisfied that a breach of the behaviour policy has occurred.**
- **A breach of the behaviour policy is determined under the civil standard of the burden of proof (i.e. on the balance of probabilities).**
- **In taking disciplinary steps, the school will have regard to its obligations under the Equality Act 2010**

The school will follow DFE and Local Authority guidance with respect to suspensions and permanent exclusions.

D. 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, a pupil's activity on social media or where their association to school is clear, for example whenever wearing school uniform.

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. For example: where a student has allegedly (or has) committed a criminal offence, or has threatened the safety of or compromised the well-being of another person whether directly or indirectly and/or otherwise brought the school into disrepute, or compromised the cohesion and/or safety of the school community.

This includes social media activity: students are personally responsible for what they communicate on social media and must bear in mind that what is published might be read by us, parents and carers, other stakeholders, the general public, future employers and friends and family for a long time. Students must ensure that their on-line activity and profile is **not contrary to** British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different backgrounds, genders, faiths and beliefs.

Such behaviour may result in exclusion or permanent exclusion.

E. 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.

F. SUPPORT

A wide range of strategies are made available to help students that are regularly failing to meet the expectations of a Marlintonian or in response or in response to one off serious behavioural incidents. These are coordinated by the Head of Year, often with the involvement of Tutors and Pastoral Support Workers. Plans are necessarily bespoke to the student, taking into account their individual needs.

When support put in place is significant it is recorded in Pastoral Support Plans. (See Section I).

The following list is not exhaustive but gives examples of commonly used strategies:

- 1:1 conversations with member of the pastoral team.
- Mentoring from trusted adult or older student.
- Counselling.
- Subject report.
- Lesson by lesson report.
- Time out card.
- Use of external agency support (e.g. CAHMS, Teens in Crisis).
- Restorative justice work
- Placement at the Stroud and Cotswold Alternative Provision School (SCAPS)
- 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 of a criminal nature or poses a threat to members of the School community or public.

G. INVESTIGATIONS INTO BEHAVIOURAL INCIDENTS

All incidents that may lead to a higher level sanction (Stage 4 or above) must be investigated thoroughly. It is also important that this is done at a measured pace and that no premature judgements are made concerning the matter.

Where possible, the school will endeavour to complete investigation into incidents, make decisions on resulting actions and communicate this with parents within 2 school days of the incident coming to its attention. In some cases, including those that may lead to permanent exclusion, this may not be possible.

In any initial conversations with the parents made before an investigation has been completed and a decision on actions made, the member of SLT / Head of Year leading the investigation should make parents aware if an exclusion is a possibility given the information received so far, make it clear to parents that a matter is being investigated and give an estimated timeframe for the process to be completed.

Once an investigation for a significant behavioural incident begins it may be necessary for the student/students concerned to be supervised by a member of staff or isolated from other students until the investigation is completed. All reasonable efforts should be made to ensure students are not able to collude about the investigation until all witness statements have been taken.

Collecting Statements from Students

When staff become aware of an incident then any student who has been involved or witnessed the incident will be asked to independently complete a statement. Often this process will be organised by a Pastoral Support Worker or other member of staff rather than the member of staff who will ultimately be leading the investigation (member of SLT, Head of Year).

The student will be made aware of the matter being investigated and it will be made clear that there is an expectation that what they write on the statement form is the truth. They will be advised that the statement will be stored electronically on a school database and who will subsequently read it. Once they have completed their statement it will be read by a member of staff to ensure that their account of the incident is both legible and understandable. The member of staff who initially reads the statement will ask non-leading questions if any aspects of the account are unclear or ambiguous. They will be advised that they may need to be spoken to again if facts need to be clarified. All witness statements should be attributed, signed and dated. Staff may also produce notes of conversations with students which will also be stored on the database.

After the member of staff leading the investigation has read the statements provided, they may need to further interview students to clarify accounts and explore any contradictions or ambiguities in the information provided. Where required students will be asked to add to their original statements or provide new ones.

The following advice has been taken from Witness Statements Preparation Guide, European Human Rights Advocacy Centre, 2008:

Witness statements are an important way to gather the evidence from the victim and/or other persons with a knowledge of what happened. If an adult is writing down the statement of a young person, or asking a pupil to write their own statement, they must avoid using leading questions. Useful questions might include:

- When did the incident take place?
- Where was the witness at the time and what was he or she doing?
- Who was the witness with?
- What did the witness see?
- What did each person say or do?
- What happened as a result of the incident?

Once all evidence has been collected, the investigation lead will use their professional judgement to decide, on balance of probabilities, what took place. They will also decide on the follow up actions including sanctions, restorative work and communication with students and parents.

As with all information held by the school regarding students, parents may request to see witness statements pertaining to incidents involving their child. Where the school has good reason to protect the anonymity of a witness, for their safety and wellbeing, statements will be redacted to do so.

H. BEHAVIOUR LEVELS

Where the behaviour of a student is causing significant concern, for example following receipt of a Stage 5 or 6 sanction, the Executive Headteacher will consider placing them on a behaviour level.

Behaviour levels act as a warning about the possible consequences of further poor conduct. These consequences are made clear in letters regarding suspensions, at meetings with parents and carers and within behaviour support plans, where applicable.

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.

When a student has been placed on a behaviour level due to persistent low-level breaches of the Behaviour Policy, a Pastoral Support Plan (PSP) will always be set up. Within PSPs, targets are set for future behaviour and support for a student is formalised. PSPs are reviewed regularly. 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 does not improve or declines further the student may be moved to a higher level.

Where a stage 5 or 6 sanction has been issued due to a single, or sporadic, serious incident students will be warned of the consequences of repetition of similar behaviours in the future. If a high degree of support is put in place to support a student at this stage this may be formalised in a Pastoral Support Plan. If there are further serious 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.
- Pastoral Support Plan will be set up for the student where appropriate.
- 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.
- Pastoral Support Plan (BSP – *see appendix*) will be set up for the student where appropriate.
- 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.
- PSP 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.
- PSP 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.

J DEVELOPMENT, MONITORING AND EVALUATION OF THE BEHAVIOUR POLICY

Consultation:

Feedback from all stakeholders is regularly sought and used to inform review of this policy. All students are made aware of the rules, rewards and sanctions at the beginning of each academic year. Parents/carers 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 School Development Board informed.
- The School Development Board 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.

K LINKS WITH OTHER POLICIES

- Controlled Substances Policy.
- Anti-Bullying and Hate Policy.
- Single Equality Scheme.
- SEN and AEN
- Safeguarding & Child Protection Policy.
- Plagiarism Policy.
- Educational Visits Policy.

Appendix: Stages of Sanction

The following tables show how the hierarchy of sanctions will typically be applied. The examples of behaviours are not a definitive list. It is important to recognise that no two incidents are the same. Professional judgement will be applied to determine the appropriate response to each case. Factors that will be taken into account include whether or not this is a first offence, whether or not it is likely to be repeated, the circumstances surrounding the offence and any additional needs of students.

Warning

Example of failure to meet expectations of a Marlingtonian	Steps taken likely to include:	Member of staff responsible for applying sanctions
<p>Lack of respect for others/ environment</p> <p>E.g.</p> <p>Talking when others are talking to the class</p> <p>Hindering the learning of others</p> <p>Using inappropriate language</p> <p>Not speaking politely or respectfully</p> <p>Causing others harm</p> <p>E.g. Failure to tidy up after themselves</p>	<ul style="list-style-type: none"> ● Warning given ● Communicated with student: verbal warning 	<p>Class teacher</p> <p>Tutor</p> <p>Duty Staff</p>
<p>Not doing their best to learn</p> <p>E.g.</p> <p>Not listening</p> <p>Failing to start tasks or to complete them to the best of their ability.</p> <p>Failed to attend/sign in for supervised study</p> <p>Inappropriate use of ICT (e.g. phone out without permission)</p>		

Stage 1

Example of failure to meet expectations of a Marlintonian	Steps taken likely to include:	Member of staff responsible for applying sanctions
<p>Not ready to learn E.g.: Lack of equipment Uniform not correct/ dress code violation/ No lanyard Late for lesson</p>	<ul style="list-style-type: none"> ● S1 incident recorded in Edulink (Automated email sent home) ● Restorative conversation held between student and teacher ● Moved within the classroom ● Removed from the lesson for 5 minutes ● IT: Temporary confiscation of property. Returned to student at end of day. ● IT: No further use of School ICT equipment in the lesson 	<p>Class teacher Tutor Duty Staff</p>
<p>Lack of respect for others/ environment E.g. Talking when others are talking to the class Hindering the learning of others Using inappropriate language Not speaking politely or respectfully Causing others harm E.g. Failure to tidy up after themselves</p>		
<p>Not doing their best to learn E.g. Not listening Failing to start tasks or to complete them to the best of their ability. Failed to attend/sign in for supervised study</p> <p>Inappropriate use of ICT (Phone out without permission in lesson or misuse of ICT equipment in School)</p>		

Stage 2

Example of failure to meet expectations of a Marlingtonian	Steps taken	Member of staff responsible for applying sanctions
<p>Not ready to learn</p> <p>E.g. No homework Repeated: Lack of equipment Uniform not correct or missing / dress code violation/ No lanyard Late for lesson</p>	<ul style="list-style-type: none"> ● S2 incident recorded in Edulink (Automated email sent home) ● Detention (up to 20 minutes) ● Restorative conversation held between student and teacher ● No improvement despite movement: removal to shadow timetable ● S2 incident recorded in Edulink (Automated email sent home) ● Detention (up to 20 minutes) ● No return to next lesson unless detention served and restorative conversation held. 	<p>Class teacher Tutor Duty Staff</p>
<p>Lack of respect for others/environment</p> <p>E.g. Name calling Boisterous behaviour E.g. Careless damage to School property Repeated: Using inappropriate language Not speaking politely or respectfully Disrupting Learning (repeated)</p>		
<p>Not doing their best to learn</p> <p>E.g. No improvement after warning and Stage 1 given Repeated: Not doing best to learn Failed to attend/sign in for supervised study</p>		

Stage 3

Example of failure to meet expectations of a Marlingtonian	Steps taken	Member of staff responsible for applying sanctions
<p>Not ready to learn (persistent) E.g.: No homework (repeated) Persistent: Lack of equipment Uniform not correct/ dress code violation/ No lanyard Late for lesson</p>	<p>Within single subject:</p> <ul style="list-style-type: none"> ● S3 incident recorded on Edulink (Automated email sent home) ● Stage 3 detention (40 minutes) ● Restorative conversation involving HoD and teacher held ● Contact made with home ● Return to lessons on subject report ● Student may be removed from the classroom to shadow timetable <p>Across several subjects:</p> <ul style="list-style-type: none"> ● S3 incident recorded on Edulink (Automated email sent home) ● Stage 3 detention (40 minutes) ● Targets for improvement set with HoY ● Lesson by lesson report considered ● Contact with home made ● Confiscation of property – to be collected by the parent/carer. ● No further use of School ICT equipment in the lesson ● Transformative Talk (restorative conversation involving HoD and teacher held) <p>● Bullying concern raised on Edulink</p> <ul style="list-style-type: none"> ● Transformative Talk (Restorative conversation inc. written or verbal apology) ● Contact with parent/carer 	<p>Teacher Tutor Duty Staff</p> <p>Within single subject: Head of Department</p> <p>Across Several subjects: Head of Year</p> <p>Staff member who logged and communicated S2 detention</p>
<p>Lack of respect for others (persistent)/ Environment E.g. Causing a small degree of physical harm to others through careless or boisterous behaviour Wilful minor damage to School property Littering Persistent: Not speaking politely or respectfully Disrupting Learning (persistent)</p> <p>Potential Bullying Behaviours E.g. Name calling when hurt caused is understood Continued bullying behaviours after Stage 2 intervention</p>		
<p>Not doing their best to learn (persistent) Inappropriate Use of ICT (persistent) Failure to attend Level 2 detention</p>		

Stage 4

Example of failure to meet expectations of a Marlintonian	Steps taken	Member of staff responsible for applying sanctions
<p>Not ready to learn (continued)</p>		
<p>Lack of respect for others/ School environment E.g. .g. Offensive language towards staff/ students/ visitors Acting in an aggressive manner towards another student Wilful damage to School property</p> <p>Found out of bounds In possession of vaping/smoking materials</p> <p>Prejudice related incident E.g. Casual use of derogatory language</p> <p>Bullying E.g. Wilfully causing harm to others with words or actions Continued bullying behaviours after Stage 3 intervention</p> <p>Truancy</p>	<ul style="list-style-type: none"> ● S4 incident recorded by office staff on SIMS (Automated email sent home) ● Automated email sent home ● Stage 4 detention (60 minutes) ● Targets and support updated ● Temporary withdrawal from lessons in a subject ● Contact with parents/carers ● Confiscation of property – to be collected by parent/carer. ● No further use of School ICT equipment for a set period of lessons ● Prejudice related incident recorded in Edulink ● Stage 4 incident recorded by office staff logging detention on SIM's (60 minutes) ● Restorative conversation which may include a written or verbal apology ● Contact with parent/carer ● Bullying concern raised on Edulink ● Stage 4 incident recorded by office staff logging detention on SIM's (60 minutes) 	<p>Within single subject: Head of Department</p> <p>Across Several Subjects: Head of Year</p> <p>Prejudice related incident recorded in Edulink Stage 4 incident recorded by office staff logging detention on SIM's (60 minutes)</p> <p>Restorative conversation inc. written or verbal apology Contact with parent/carer</p>
<p>Not doing their best to learn /improve(continued) Failure to attend Level 3 detention</p> <p>Disrupting Learning (continued) E.g. Failure to meet targets set in subject or lesson by lesson reports. Failure to meet targets set at Stage 3 with HoY</p>	<ul style="list-style-type: none"> ● Restorative conversation which may include a written or verbal apology ● Contact with parent/carer ● Bullying concern raised on Edulink ● Stage 4 incident recorded by office staff logging detention on SIM's (60 minutes) 	<p>Bullying concern raised on Edulink Stage 4 incident recorded by office staff logging detention on SIM's (60 minutes)</p>

10 behaviour points in 1 half term 5 Card signatures in 1 half term		
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Stage 5

Example of failure to meet expectations of a Marlintonian	Steps taken	Member of staff responsible for applying sanctions
<p>Lack of respect for others/environment E.g. Continued bullying behaviours after Stage 4 intervention Swearing about staff/visitors Threatening behaviour</p> <p>Significant damage to School property</p> <p>Not following instructions E.g. Open defiance e.g. refusal to move to shadow timetable room</p> <p>Truancy</p> <p>Vaping/ Smoking on the School site Leaving School site without permission.</p>	<ul style="list-style-type: none"> ● Internal suspension ● Contact with home ● Restorative conversation including a Reintegration Meeting arranged with parents/carers ● PSP and behaviour level considered. 	<p>Assistant Headteacher Senior Leaders</p>
<p>Not doing their best to learn/ improve</p> <p>Failure to attend Stage 4 detention</p> <p>Disrupting Learning E.g. Failure to meet targets set at Stage 4 with HoY</p> <p>20 behaviour points in 1 half term</p>		

Stage 6

Example of failure to meet expectations of a Marlintonian	Steps taken	Member of staff responsible for applying sanctions
<p>Not doing their best to learn/improve</p> <p>Failure to meet behaviour targets set within a PSP or target points set following internal suspension</p>	<ul style="list-style-type: none"> ● Fixed term suspension ● Student will be placed on a Behaviour Level. ● Restorative conversation including a Reintegration 	<p>Assistant Headteacher Headteacher</p>

	meeting with Parents/Carers	
Serious one-off incidents	<ul style="list-style-type: none"> ● PSP likely 	

Stage 7

Example of failure to meet expectations of a Marlintonian	Steps taken	Member of staff responsible for applying sanctions
Persistent failure to comply with behaviour policy	<ul style="list-style-type: none"> ● Permanent exclusion 	Headteacher
Serious one-off incidents		

Callout System

Where a serious breach of the behaviour policy has been met by a student, it may be appropriate for them to be removed from the lesson. When appropriate, this will be used to ensure;

- The safety of all students
- The environments students are working in are conducive to learning

Example of failure to meet expectations of a Marlintonian	Steps taken likely to include:	Member of staff responsible for applying sanctions
Callout system Serious breach of behaviour policy: Harm to themselves or others Lack of respect towards a member of staff Lack of respect to the School environment	<ul style="list-style-type: none"> ● Where possible, a student will be warned in advance that they will be removed from the classroom if their behaviour continues. ● Callout system on Edulink is used to notify senior staff that assistance is required. 	Assistant Headteacher

<p>Rude, aggressive or disrespectful behaviour towards others Persistent misbehaviour Persistent disrupting learning of others Dangerous behaviour Behaviour that threatens the dignity of others</p>	<ul style="list-style-type: none"> ● Removal of student from the lesson ● Student works in referral space for a set period of time as agreed between the teacher, Head of Department and Head of Year in consultation with a Senior Leader. This may include internal suspension as a likely outcome. ● Student may also be required to work in a shadow timetable room for the following lesson in that subject area. 	
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Marlingtonian Cards

A Marlingtonian is expected to always:

- Arrive at lessons on time and be ready to learn.
- Give their best.
- Show respect to others and to their environment.

Marlingtonian Expectation Cards will be used to monitor behaviour expectations of students outside of the classroom. They will be used when the above expectations are not being met, therefore breaching the behaviour policy during recreation time i.e. outside of lesson time. (Before School, moving between lessons, break and lunchtime, afterschool - on exit or during extra curricular activities).

Example of failure to meet expectations of a Marlingtonian	Steps taken likely to include:	Member of staff responsible for applying sanctions
<p>Marlingtonian Expectations card Cards used when expectations of a Marlingtonian are not being met outside of the classroom. Some examples include; Showing a lack of respect to others or the environment e.g. littering Not adhering to the School uniform policy e.g. incorrect shoes or not tucking shirt in Wearing headphones on entry, exit to School or in between lessons (excludes break or lunchtime) Using a mobile phone without permission in buildings Not following instructions from a staff member Boisterous behaviour e.g. not calmly walking through corridors to lessons</p>	<ul style="list-style-type: none"> ● Marlingtonian Expectations cards are used outside of lessons where students do not meet expectations of a Marlingtonian. ● Cards should be with students at all times- Students who fail to have their card with them when asked may result in a Stage 4 detention ● When expectations aren't met a member of staff will sign the card with the behaviour described. ● 5 signatures from 5 behaviours logged and signed on the card will result in a Stage 4 detention and associated points logged on 	<p>All Staff</p>

<p>or rowdy or rough behaviour with others around School. Chewing gum Ball games in prohibited areas</p>	<p>EduLink.</p>	
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They will also be used to recognise behaviour that is reflective of Marlings character values. These are;

- Perseverance
- Intellectual Curiosity
- Kindness

Students who are recognised for demonstrating these values will be awarded a Bronze House award.

Behaviour Blueprint

Staff and students understand the importance of having high expectations, excellent relationships and levels of support as well as recognising good behaviour. Marling’s behaviour blueprint encapsulates these in a shared approach to encourage good behaviour.

High Expectations

- All Marlingtoninans are expected to:

Be Ready	Be Respectful	Be our best
To arrive on time To have equipment and work/hw prepared To dress smart/ in uniform	To others To the environment	To learn To improve

- Our Visible Consistencies to promote excellent behaviour are:

<u>Routines</u>	<u>Conversations</u>	<u>Systems</u>
Slick Starts	Restoration	Character
On door exits	Expectations Scripts	Behaviour

Excellent Relationships and Levels of Support

- Restorative approach (Transformative Talks)

Step 1: Telling our stories

What happened? What was the cause? Can you explain?

Step 2: Explore and acknowledge harm

Who has been affected by this? How has it affected you/ made you feel?

Step 3: Planning for change

What do you think is needed to make things right? What might we do differently next time?

- Student Centred support (We seek to understand why behaviour is happening and what support can be put in place/ found. We understand and implement plans - we allow students the chance to change)

Recognising Good Behaviour

- We use expectations and character values to always expect and look for good behaviour.
- We recognise and promote character values in and out of the classroom reflective of positive behaviours.
- We reward beyond what is expected.
- We take care in how we deliver praise



WE ARE MARLING

Unity through diversity - Character through study

