



Behaviour Policy

Owner:	Katie Hughes
Approved by:	School Development Board
Last review:	September 2024
Approved:	September 2024
Next review due:	September 2025

1. Aims

- 1.1. This is the behaviour policy of Marling School
- 1.2. The aims of this policy are as follows:
 - 1.2.1. to promote good behaviour amongst pupils;
 - 1.2.2. to actively promote and safeguard the welfare of pupils at the School;
 - 1.2.3. to ensure, so far as possible, that every pupil in the School is able to benefit from and make his / her full contribution to the life of the School, consistent always with the needs of the School community;
 - 1.2.4. to encourage pupils to accept responsibility for their behaviour;
 - 1.2.5. to set out the sanctions adopted by the School in the event of pupil misbehaviour.

2. Scope and application

- 2.1. This policy applies to the whole School.
- 2.2. This policy (together with other applicable School policies) applies to all pupils at the School and at all times when a pupil is:
 - 2.2.1. in or at School;
 - 2.2.2. representing the School or wearing School uniform;
 - 2.2.3. travelling to or from the School;
 - 2.2.4. on School-organised trips;
 - 2.2.5. associated with the School at any time.
- 2.3. This policy shall also apply to pupils at all times and place in circumstances where failing to apply this policy may:
 - 2.3.1. affect the health, safety or well-being of a member of the School community or a member of the public;
 - 2.3.2. have repercussions for the orderly running of the School; or
 - 2.3.3. bring the School into disrepute.

3. Regulatory framework

- 3.1. This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1. [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk);
 - 3.1.2. [Education and Skills Act 2008 \(legislation.gov.uk\)](https://www.legislation.gov.uk);
 - 3.1.3. [Children Act 1989 \(legislation.gov.uk\)](https://www.legislation.gov.uk);
 - 3.1.4. [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk).
- 3.2. This policy has regard to the following guidance and advice:
 - 3.2.1. [Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk);
 - 3.2.2. [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk);
 - 3.2.3. [DfE advice template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk);
 - 3.2.4. [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk);
 - 3.2.5. [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk);
 - 3.2.6. [School uniforms: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk).
- 3.3. The following School policies, procedures and resource materials are relevant to this policy:

Acceptable use policy for pupils;

 - 3.3.1. [Anti-Bullying and Hate policy](#);
 - 3.3.2. [E-Safety policy](#);
 - 3.3.3. [Safeguarding and Child Protection policy](#);
 - 3.3.4. [SEND policy](#);
 - 3.3.5. [Mobile Phone policy](#)

4. Monitoring

This policy is requested to be reviewed for September 2025.

5. Publicity and availability

- 5.1. This policy is published on the School website.
- 5.2. This policy is available in hard copy on request.
- 5.3. A copy of the policy is available from Reception and parents/carers will be reminded of this on an annual basis.
- 5.4. This policy can be made available in large print or other accessible format if required.

6. Definitions

- 6.1. Where the following words or phrases are used in this policy:
References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.
- 6.2. References to **Parent/Carer** or **Parents/Carers** includes one or both of the parents/carers, or a legal guardian.

7. Responsibility statement and allocation of tasks

- 7.1. The Cotswold Beacon Academy Trust has overall responsibility for all matters which are the subject of this policy.
- 7.2. To ensure the efficient discharge of its responsibilities under this policy, the Cotswold Beacon Academy Trust has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Katie Hughes	As required, and at least termly
Monitoring the implementation of the policy	Katie Hughes	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents/Carers) to consider improvements to the School's processes under the policy	Katie Hughes	As required, and at least annually
Formal annual review	SDB	Annually

8. Promoting Good Behaviour

- 8.1. Pupils are educated about good behaviour through the operation of the School's curriculum, Lifeskills programme and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.
- 8.2. The School believes that establishing a culture of praise and reward can be more effective than sanctions in motivating pupils. Rewards will be made frequently in order to encourage positive actions and contributions. The ways in which the School will reward good behaviour are set out in [Appendix 1 \(Ladder of Success\)](#).

9. Breaches of discipline

- 9.1. The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline. These are set out in [Appendix 2 \(Ladder of Consequences\)](#).

10. Parent/Carer Involvement

- 10.1. The School seeks to work in partnership with Parents/Carers over matters of discipline, and it is part of the Parents'/Carers' obligations to the School to support the School rules.
- 10.2. Parents/Carers will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.
- 10.3. Parents/Carers will also be notified of disciplinary sanctions for minor breaches of discipline and may be contacted to discuss the matter if it is considered appropriate to do so.

11. Safeguarding

- 11.1. If behaviour and discipline matters give rise to a safeguarding concern, the School's child protection procedures will be followed (see the safeguarding policy and procedures).

12. Record Keeping

- 12.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 12.2. A record is kept of sanctions imposed for serious misbehaviour. The record includes:
 - 12.2.1. the name and year group of the pupil concerned;
 - 12.2.2. the nature and date of the offence;
 - 12.2.3. the sanction imposed and reason for it; and
 - 12.2.4. the name of the person imposing the sanction.
- 12.3. This record is reviewed regularly by the Senior Leadership Team so that patterns in behaviour can be identified and managed appropriately.

Appendix 1 – Ladder of Success

	When can this be awarded?	Community points awarded	In addition to COMMUNITY points;	What can you reward for? (This is not an exhaustive list)
Community points – Inclusive	In class At social times In tutor times	1 Community point standardly, but up to 3 at staff discretion	Verbal praise Written comments in books Stamps/Stickers Verbal or written contact with parent/carer	Helping another student Helping a member of staff Mentoring a new student Running a club Great group work
Community points – Academic Excellence	In class At social times In tutor times	1 Community point standardly, but up to 3 at staff discretion	Verbal praise Written comments in books Stamps/Stickers Verbal or written contact with parent/carer	Excellent verbal contribution in class Asking fabulous questions High standard of work in class High standard of home learning Excellent report Demonstrating independent learning
Community points – Respect	In class At social times In tutor times	1 Community point standardly, but up to 3 at staff discretion	Verbal praise Written comments in books Stamps/Stickers Verbal or written contact with parent/carer	Respecting the classroom environment – keeping it clean and tidy Engaging with mentoring Contributing to the school community e.g. picking up litter, tidying, producing a display
Community points – Perseverance	In class At social times In tutor times	1 Community point standardly, but up to 3 at staff discretion	Verbal praise Written comments in books Stamps/Stickers Verbal or written contact with parent/carer	Maintaining good attendance Demonstrating fantastic leadership skills Being a role model to others Responding to marking feedback Completing a challenging task Engaging with wider reading
Community points – Passion for Learning	In class At social times In tutor times	1 Community point standardly, but	Verbal praise Written comments in books Stamps/Stickers Verbal or written contact with parent/carer	Participation in a House event Representing the school in enrichment activities Fantastic home learning

		up to 3 at staff discretion		
Marlingtonian	In class At social times In tutor times	5 Community points	Postcard home (departments to stock these) Praise in assembly	Exceptional sporting achievement Student leadership Exemplary behaviour Progress above and beyond expected
Bronze/Silver/Gold Star Badges	Assembly		For Achieving 150/300/500 community points	
Platinum Badge	Assembly		For Achieving 1000 community points	
Star of the Term	Assembly		Nominated 3 times per year by tutors for students who have stood out during that term. One per tutor group per term.	
Letter home from Principal Meeting with Principal Record of outstanding contribution	Following reports, and other occasions as appropriate		Outstanding report showing sustained good progress Any single outstanding action recommended to Principal	

Appendix 2 – Ladder of Consequences

	Consequence	Behaviour
Stage 1	<p>Staff to <u>intervene</u> in the event of a Stage 1 incident. Where possible, staff will have a positive learning conversation with the aim of supporting the student to change their behaviour/make a better choice.</p> <p>Strategies include</p> <ul style="list-style-type: none"> • A range of non-verbal signals to a student • Brief, positively phrased words reminding students of expected behaviour • Clear warning that behaviour is impacting the learning of others and will lead to escalation unless changed • Removal from the classroom for a short period; clear terms for reintegration established, including strategy such as a change of seating 	<p>Any of the following:</p> <p><i>In and around lessons</i></p> <p>Dropping litter (also made to pick up) Talking out of turn/lack of attention Arriving late to a lesson without good reason Running/minor messing about Lack of courtesy/unkindness/unkind comments to other students/staff Not getting on with work/poor work Using laptop for other than current learning task Not bringing equipment/reply slips etc. to lesson/tutor time Interfering with other students' work/possessions Poor behaviour in the corridor/social space (including offensive language)</p> <p><i>Social times</i></p> <p>Not responding appropriately to staff Not respecting other people or their property Running and/or shouting in corridors Dropping litter (student to pick up) Use of poor language Wearing uniform incorrectly Playing sports/running around in out of bounds/unsafe areas</p>
Stage 2	<p>20 minute Break or lunch detention run by member of staff whose expectations were not met, or Pastoral leads in case of non-lesson based issues</p>	<p><i>In and around lessons</i></p> <p>Repeated incidents of level 1 behaviour after interventions have taken place Removal from a lesson to work with other staff Lost laptops</p> <p><i>Social times</i></p> <p>Minor scuffles Repeated name-calling</p>

	<p>Restorative conversation held between staff member and student (transformative talk) Staff will also take steps to offer support</p> <p>Confiscation of mobile device/headphone wires- to be collected from reception by student</p>	<p>Targets not met whilst on report Two or more lates in a week to lessons</p> <p>Homework not satisfactorily completed</p> <p>Mobile Technology Mobile technology (other than learning devices) including headphone wires, visible or heard within the school building (Ref. mobile phone policy)</p>
<p>Stage 3</p>	<p>Afterschool detention supervised by a member of the Senior Leadership Team.</p> <p>Social times – action led by Pastoral leaders</p> <p>Payment for damage if relevant</p> <p>Confiscation of mobile device/headphone wires- to be collected from reception by parent/carer</p> <p>Restorative interventions (transformative action) following a Level 3 consequence will be faculty led and could include: <i>Loss of social times</i></p>	<p>Any of the above repeated Poor behaviour when removed from a lesson Poor behavior during staff detention or failure to attend staff detention Truancy - missing a lesson or leaving a lesson without authorisation Rudeness to staff/visitor Persistent disruption of lesson/unsafe behaviour Poor behaviour whilst on report Bullying behaviour (i.e. sustained and malicious) Smoking (including e-cigarettes) on school premises or in uniform Dangerous physical behavior Use of racial, homophobic or sexual insults Serious disobedience/defiance of school authority Poor behaviour in the community Poor behaviour on a school trip Damage to property of school or student</p> <p>Mobile Technology Mobile technology (other than learning devices) including headphone wires, visible or heard within the school building (Ref. mobile phone policy) Refusal to hand over mobile technology when requested</p>

	<p><i>Repeating work</i> <i>Repeating failed sanctions</i> <i>Afterschool detentions</i> <i>Subject reports</i> <i>Removal from lessons to work with other staff</i> <i>Removal from practical lessons</i> <i>Change of sets</i></p>	
Stage 4	<p>Contact with parents and additional afterschool detentions</p> <p>Student to complete reflective sheet to aid restorative conversations and actions with the staff member who issued the sanction</p>	<p>Set following non-attendance at L3 or disruption whilst in L3</p> <p>Level 3 offences where, after investigation, behaviour is deemed to warrant a more serious sanction</p> <p>Continued/repeated incidents of poor behaviour following Level 3 sanction</p>
Stage 5	<p>Contact with parents, internal isolation (including alternative social times)</p>	<p>Continued/repeated incidents of poor behaviour following Level 4 sanction</p> <p>Persistent poor behaviour whilst on report</p> <p>Repeated incidents of poor behaviour in the community</p> <p>Multiple incidents of poor behaviour which disrupt the learning environment, school and/or wider community</p> <p>Failure to attend SLT detention after contact with parent</p> <p>Repeated incidents of (or continued) poor behaviour after level 4 sanctions</p>
Stage 6	<p>Suspension 1-45 days</p>	<p>Continued/Repeated incidents of poor behavior following Level 3 and/or Level 4 sanctions</p> <p>Abusive language towards or in direct response to a member of staff; abusive reference to a member of staff</p> <p>Offensive and/or lewd behaviour</p> <p>Persistent bullying after Level 3 sanction, or a serious incidence of bullying</p>

		<p>Theft False allegations against a member of staff Smoking (including e-cigarettes) on school premises or in uniform (repeat offence) Being in school in possession of or under the influence of alcohol Being in school under the influence of illegal drugs Vandalism involving actual damage Violence against another student/causing harm Action that endangers students, staff or visitors Persistent truancy Bringing the School into disrepute Serious disobedience/defiance of the school's senior leadership team Serious misuse of personal or school technology which contravenes the student guidelines Distributing/sharing material on social media that brings the school into disrepute Serious threatened violence against another student or member of staff Sexual, homophobic or racial assault</p>
	Student may be refused permission to attend future school trip(s)	Serious incidence of poor behaviour on a school trip
Stage 7	Exclusion	<p>Repeated incidents/continued poor behaviour after fixed term exclusion Criminal behaviour Bringing an offensive weapon in school and/or possessing it (<i>Offensive Weapons</i> are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him') Possessing or supplying an illegal drug Physically attacking or injuring a member of staff Fight or violence against another student leading to serious harm Aggravated sexual, homophobic or racial assault Arson</p>